

YDF Manual for Gender Awareness

Guidelines for Teaching Football and Life Skills

Youth Development through Football



Under the patronage of
UNESCO

United Nations
Educational, Scientific and
Cultural Organization

youth
development
football



giz

Implemented
by GIZ



On behalf of the
German Government



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In partnership
with SRSA



Youth Development through Football (YDF) is a project dedicated to educate disadvantaged youths in ten African countries.

It is implemented by the 'Deutsche Gesellschaft für Internationale Zusammenarbeit' (GIZ) in partnership with the Department of Sport and Recreation South Africa (SRSA).

The project is part of the South African - German development cooperation. It is funded by the German Government and co-funded by the European Union.



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The 'Youth Development through Football' (YDF) project has its roots in the 2006 FIFA World Cup™. It was launched in 2007 and will run until 2012. The project is part of the 'South African - German Development Co-operation'. It is funded by the 'German Federal Ministry for Economic Co-operation and Development' (BMZ), co-funded by the 'European Union' (EU) and implemented by the 'Deutsche Gesellschaft für Internationale Zusammenarbeit' (GIZ). The project partner is 'Sport and Recreation South Africa' (SRSA).

YDF is a football project aimed at the youth. At the same time, it far surpasses that description. The aim of the project is to support socially disadvantaged boys and girls in such a way that they are able to take their own lives 'in hand' and shape them positively. Their passion for football facilitates access to these youths. The YDF project will be established in all South African provinces and in nine other African countries.

YDF Manual for Gender Awareness

Guidelines for Teaching Football and Life Skills

This manual is based on an extensive consultative process with practitioners and academics in South Africa, who provided their expertise about needs and opportunities to raise awareness for gender issues in and through football. Through their contributions the below mentioned experts collaborated considerably on the contents and arrangements of this manual:

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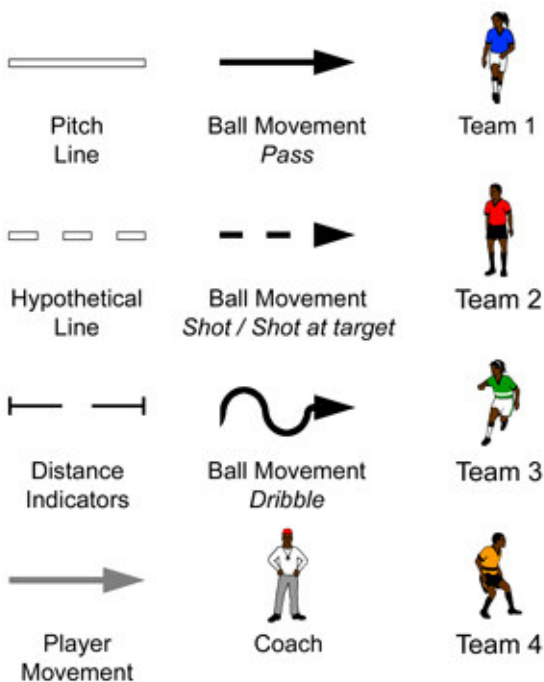
Hi there!

I'm **Edwin**, the Life Skills Meerkat. I'll give you helpful hints concerning Life and Social Skills in Football. So whenever you see me, be sure to take note of what I have to say, as it might just make the difference between a good coach and an excellent coach!

Together we will **Educate and win!**



UNDERSTANDING THE DIAGRAMS



Introduction

"Education is the most powerful weapon which you can use to change the world."

- Nelson Mandela

More than any other sport, football has the power to unite people and cultures all over the world. As a team sport, football promotes fairness and tolerance, fosters mutual understanding, leapfrogs gender boundaries and contributes to the positive development of personality and character of children and youth.

The *YDF Manual for Gender Awareness* that is now available is consistent in its expansion of the 'Youth Development through Football' concept. The basic module - the *YDF Manual for Coaches* - still constitutes the first introduction to the complex topic of "Gender Awareness", and guides coaches of how to use football for the development of crucial life skills for players to succeed in life. The *YDF Manual for Gender Awareness* builds on the basic module and elaborates in more detail the different needs and opportunities for raising awareness for gender issues in and through football. It targets both male and female coaches working in all team settings: mixed, female and male teams.

The *YDF Manual for Gender Awareness* follows the same methodology as the foundation module: Here too we use the popularity and power of football to teach social skills to female and male players and to have a positive impact on them. Education is too important to just happen by chance, involuntarily and uncontrolled. Education is too comprehensive to be reduced to the classroom or children's home. Education and especially the upbringing of children is a learning process and the coaches who act as informal educators are role models, whose body language is watched, whose authenticity is examined and whose conduct is imitated.

Our aim is to bring to mind this responsibility to the coach and to support him to be comfortable in this role.

"There is no more sensible education than being a role model."

- Albert Einstein

The *YDF Manual for Gender Awareness* therefore helps coaches first of all to reflect their own perceptions and attitudes towards gender roles in society, and to develop a deeper understanding for likely gender issues in football: The manual helps coaches to understand stereotypes about girls and young women playing football as well as barriers to girls' participation in football; it also helps coaches to critically reflect their notion of gender specific behaviour and health issues and how they may impact on the participation and performance of male and female players. Secondly, the manual provides coaches with tools to encourage players to reflect their perceptions and behaviour towards the other gender and to use football as a platform where female and male players experience positive and healthy relationships, playing for a common goal. Lastly, the manual also equips coaches with tools to ensure that their programmes promote gender equality.



The YDF methodology pays particular attention to the practical applicability for coaches with varying degrees of knowledge.

In the process we consider the full range of approaches that football offers:

- From taking the **individual situation** of each player into account
- and making use of the connective power of **group experience and identities within the team**
- to understanding football teams as a mirror of **local circumstances in the communities** and offering tools that help coaches to accommodate or address such circumstances in the design of their football programmes.

Football can provide support for taking action at all these levels. What appears at first glance to be an extremely difficult notion is presented in the YDF Gender Awareness Manual in a manner that is both understandable and extremely vivid. Even coaches with limited experience will find a lot of practical information and tips of how to take action:

- **Lesson 1** helps coaches to identify and clarify their roles and responsibilities in regard to raising awareness about gender in their teams and leagues and in regard to promoting gender equality in and through football.
- **Lesson 2 to 5** encourage coaches to critically reflect their own perception and attitudes about girls' and women's participation in football. These lessons provide information on topics such as stereotypes and beliefs, gender specific behaviour, gender specific health issues, and women's and children's rights as well as ideas of how to implement the newly acquired knowledge in day to day football practice. In each lesson coaches will find a number of football exercises that help the coach to deal with challenges, but also to create gender awareness amongst players.
- **Lesson 6** provides coaches as well as programme coordinators with additional ideas of how to address gender inequalities in their teams, programmes, leagues and even communities and at different levels of programme design and implementation.
- **Lesson 7** provides samples of complete training units that each focus on gender awareness topics discussed in **Lesson 1 to 5**.
- **Lesson 8** - the case study box - provides suggestions of how to deal with typical situations in football, where gender awareness education is needed for players, coaches and parents.
- **Lesson 9** provides a checklist for coaches to check whether their programmes are gender sensitive and provides coaches and programme coordinators with tools to plan for immediate implementation.
- In the "**Ressource and Media Guide**" coaches and programme coordinators find useful papers, books, websites and video clips.
- In the "**Work Sheets**" section instructors find work sheets and other material that help to organize and run a coach workshop: the section contains checklists for the preparation of a workshop, sign up lists, work sheets for group discussions, planning for implementation as well as evaluation. Many of these worksheets can also be used by coaches when facilitating discussions with players, parents or other community members.

The *YDF Manual for Gender Awareness* thus empowers coaches and programme coordinators alike to implement "Gender Awareness" immediately and effortlessly in day to day football practice.

OVERVIEW OF LESSONS

Basic Training Level

Name of Lesson	Learning Aim	Time
<p><u>Lesson 1</u></p> <p>The Roles and Responsibilities of the YDF Coach to Raise Awareness about Gender</p>	<p>The coach understands the roles and responsibilities of a YDF coach.</p> <p>The Coach understands:</p> <ul style="list-style-type: none"> ☞ Football is a sport for both girls and boys / women and men. ☞ Football programmes provide a great opportunity to empower girls and young women to address perceptions and behaviour regarding gender roles, gender relationships and gender inequalities. ☞ Many female players face challenges when playing football and there are barriers for girls' and young women's participation in football programmes. ☞ The coach has the responsibility to <ul style="list-style-type: none"> ▲ Ensure equal opportunities for female and male players. ▲ Allow for equal participation of girls and boys in football programmes. ▲ Use the potential of football to empower girls and boys. 	<p>1 hr 45 min to 2 hrs</p>
<p><u>Lesson 2</u></p> <p>Stereotypes around Gender and Football</p>	<p>The coach understands:</p> <ul style="list-style-type: none"> ☞ Social and cultural constructs (ideologies, religion, myths etc) determine the way we understand gender roles in society. ☞ Traditional and modern society may contradict each other in their understandings of gender roles as well as ideas of what is feminine and masculine. ☞ Stereotypes of football as a male sport, as well as ideas of what is feminine / masculine act as barriers to girls participation in football. ☞ Language can be "gendered" and might be a barrier to girls' and young women's participation in football. ☞ It is the coach's responsibility to challenge his/her own understanding of rigid gender norms and to help his/her players to do so as well. ☞ There are a number of ways at individual, team and community level that help the coach to challenge his/her players as well as their parents' stereotypes. 	<p>3 hrs 5 min</p>



Basic Training Level

Name of Lesson	Learning Aim	Time
<p><u>Lesson 3</u></p> <p>Understanding and Dealing with Gender Specific Behaviour</p>	<p>The coach understands:</p> <ul style="list-style-type: none"> ⦿ Children and young people may have different psychological and behavioural patterns, which impact on the way they respond to coaching styles, success, challenges, disappointments and frustration. ⦿ Gender specific behaviour has been learned since infant age; The behaviour of girls and boys is learned to fit social expectations of gender roles and is not "natural"; coaches can help to un- or relearn this behaviour and offer alternative ways of behaviour. ⦿ Successful coaching means to be able to respond to these differences adequately and to design challenges in the right manner. ⦿ Inadequate response to such differences may contribute to participants leaving the programme. 	<p>1 hr 15 min</p>
<p><u>Lesson 4</u></p> <p>Gender Specific Physical Characteristics and Related Health Issues</p>	<p>The coach shall be able to:</p> <ul style="list-style-type: none"> ⦿ Identify and understand gender differences in the human body and how they impact on male and female players' participation in football: <ul style="list-style-type: none"> ▲ Up to the age of 12 years there are no significant differences in the female and male body that impact on the ability to play football; individual differences in fitness, mobility and ability to learn new things are greater than those between gender. ▲ Approx. from the age of 12 years the female and male body develop differently, and greater physical and psychological differences may be expected between male and female players. ⦿ To apply coaching techniques that help: <ul style="list-style-type: none"> ▲ To deal with gender differences in a constructive manner and to facilitate healthy relationships between male and female players. ▲ To unearth players and parents' beliefs around the female body and its ability to play football. ⦿ To understand the importance of referring a player with a serious health problem to a person or organisation that can provide professional support. 	<p>1 hr 30 min</p>

OVERVIEW OF LESSONS

Basic Training Level

Name of Lesson	Learning Aim	Time
<p><u>Lesson 5</u></p> <p>The Right to Play</p>	<ul style="list-style-type: none"> ☞ The coach shall understand that he/she has the responsibility to: <ul style="list-style-type: none"> ▲ Be aware of and respect women's and children's rights as human rights. ▲ To teach players to respect women's and children's rights. ▲ To teach players about the responsibilities that are linked to their rights. ☞ The coach shall be able to connect women's and children's rights to his/her own life and his/her own behaviour. ☞ The coach is able to identify children whose rights have been violated and is able to refer them to an appropriate support structure. ☞ The coach is able to use football to raise awareness for women's and children's rights. ☞ The coach is able to use football to teach players that rights come with responsibilities. ☞ Coaches know how to deal with situations where other coaches violate women's and children's rights. 	<p>2 hrs 30 min</p>
<p><u>Lesson 6</u></p> <p>Using Football at Different Programme Levels</p>	<p>Coaches shall understand the different opportunities to design and implement football programmes so they allow the empowerment of both girls and boys through football.</p> <p>Opportunities at Individual Player Level</p> <ul style="list-style-type: none"> ☞ A code of conduct for players, teams and leagues. ☞ Addressing barriers to female players' participation in football. ☞ Encouraging female players to take leadership positions in football. ☞ Encouraging transfer of skills to other life Situations. <p>Opportunities at League Level</p> <ul style="list-style-type: none"> ☞ A code of conduct for the league <p style="text-align: right;">Continue... ➔</p>	<p>4 hrs 35 min</p>



Basic Training Level

Name of Lesson	Learning Aim	Time
	<ul style="list-style-type: none"> ☞ Increasing the number of female coaches in your league. ☞ Advocating for gender awareness in football programmes and league structures. ☞ Special events and tournaments. <p>Opportunities at Community Level</p> <ul style="list-style-type: none"> ☞ Building community partnerships. ☞ Advocating for gender awareness amongst other community structures. ☞ Tournaments promoting gender equality amongst other community structures. ☞ Special events and tournaments for marketing communities. 	
<p><u>Lesson 7</u> Training Unit Samples</p>	<p>Coaches have an understanding of how to build the topics of Lesson 1-5 into training units.</p>	<p>1 hr to 2 hrs</p>
<p><u>Lesson 8</u> Case Study Box</p>	<p>Coaches have an understanding of how to respond to some specific problems around gender in their teams and leagues.</p>	<p>1 hr to 2 hrs</p>
<p><u>Lesson 9</u> Planning for Implementation</p>	<p>Coaches have an understanding of how they will implement learned lessons in their day to day practice.</p>	<p>2 hrs</p>

Roles and Responsibilities of the YDF Coach to Raise Awareness about Gender

Roles of a Youth Football Coach

There is more to the role of a youth football coach than teaching football skills and organising a team. The football coach working with young people is helping them develop not just as footballers but also as young people. Coaches assume many different roles as they work with youth. Coaches

- ☞ Help youth develop as footballers as well as people;
- ☞ Assess levels of ability;
- ☞ Instruct youth to develop skills;
- ☞ Provide motivation.

The youth football coach is also responsible for the guidance of the youth in life and as well as their chosen sport. The roles of the youth football coach will therefore be many and varied from assessor, teacher, motivator, friend, mentor, facilitator, demonstrator, adviser, supporter, fact finder, counselor, organiser and planner.



Responsibilities of a Youth Football Coach

When someone undertakes to coach football to youth, they assume a range of responsibilities.

These responsibilities include:

- ☞ Ensuring the health and safety of the young people participating in activities you lead.
- ☞ Duty of care for young people that includes protecting children from abuse.
- ☞ Ensuring the balanced long term development of the young person taking into account their physical, technical, psychological and social needs.
- ☞ Continuing to update your own knowledge of football and football coaching.
- ☞ Planning and evaluating your coaching sessions.
- ☞ Providing opportunities for youth to play football and have fun.
- ☞ Involving young people in decision making around their own participation.
- ☞ Development of the Youth Football Player.



Roles and Responsibilities of the YDF Coach to Raise Awareness about Gender

Development of the Youth Football Player

One of the responsibilities of a youth football coach is the long term development of the player. This means developing the young person in terms of their technical / tactical skills, their physical fitness, their mental or psychological fitness, and their social skills.



The Needs and Entitlements of Children

Children are defined as being young people under the age of 18 years. Children have specific needs and entitlements which are enshrined in international charters and in many cases are enshrined in a country's laws and policies.

LESSON 1

Roles and Responsibilities of the YDF Coach to Raise Awareness about Gender

These can be categorised as Social Needs, Protective Needs, Personal Needs and Sporting Needs. Football activity delivered appropriately by good youth football coaches can provide for the needs and entitlements of children.

SOCIAL NEEDS

- ☞ To play, leisure, rest
- ☞ To a family life
- ☞ To be a member of a safe, inclusive community

Social needs can be addressed through football by creating and connecting youth to a sporting environment where they can relax and enjoy sport and physical activity, supported by their families and wider community.

PROTECTIVE NEEDS

- ☞ Protection from abuse
- ☞ Protection from exploitation
- ☞ To be kept safe
- ☞ To protect their health

Protective needs can be addressed through football by providing safe environments where youth can participate in football and develop their health & fitness; life skills; confidence; and self esteem.

PERSONAL NEEDS

- ☞ To good nutrition
- ☞ To good health
- ☞ To a holistic education
- ☞ To develop relationships with people of varied backgrounds

Personal needs can be addressed through football by giving youth access to life skills and health education services, positive role models and mentors as well as an opportunity to participate with a cross section of community members.

SPORTING NEEDS

- ☞ To develop physical literacy
- ☞ To experience quality sport and play
- ☞ To lifelong participation
- ☞ To realise their talents

Sporting needs can be addressed through football by providing quality sport, physical activity and play environments where participants can develop their health & fitness; confidence; creativity; and skill as well as be signposted to future participatory and elite pathways.

Child Protection & Football

Children have an entitlement to be protected from abuse and youth football coaches have a moral duty of care to help protect children.

There are five types of abuse that coaches should be aware of: physical, emotional, sexual, neglect, and bullying.

☞ Physical Abuse

Where a child is physically hurt or injured by an adult, or where an adult gives a child alcohol or drugs.

☞ Emotional Abuse

Persistent criticism, humiliation, or putting unreasonable expectations on a child or young person.



Roles and Responsibilities of the YDF Coach to Raise Awareness about Gender

☛ Sexual Abuse

An adult or peer uses a child or young person to meet their own sexual needs.

☛ Sexual discrimination

A child is discriminated because of his/her sex or sexual orientation.

☛ Neglect

A child's basic physical needs are consistently not met or they are regularly left alone or unsupervised.

☛ Bullying

Persistent or repeated hostile and intimidating behaviour towards a child or young person.

Youth football coaches need to be able to recognise these five forms of abuse and should undertake child protection training that will help them deal with suspected cases of abuse when they occur.

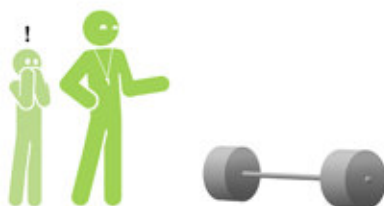
Youth football coaches should also be aware of their responsibility to be an adult role model, to always demonstrate good practice when working with children and young people, and not to abuse their position of trust.



When the needs of children and young people are not afforded the necessary priority, their welfare is compromised, inappropriate and poor practice occurs.

Poor practice may not constitute abuse but may create an environment in which abuse becomes more possible. Examples of poor practice would include:

- ☛ Excessive training or training inappropriate for the age or stage of development a young person, possibly leading to injury.



- ☛ Focusing on the talented members of your group and not fully involving all members of the group equally.
- ☛ Working with children on a one to one basis without other adults present.

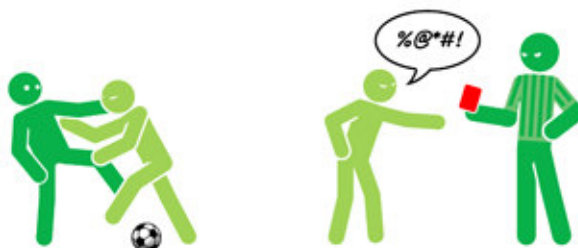
LESSON 1

Roles and Responsibilities of the YDF Coach to Raise Awareness about Gender

- ☞ Ridiculing and criticising a young player who makes a mistake during a game.



- ☞ Allowing players to be abusive to other players or to the referee.



- ☞ Failing to follow health and safety guidelines.

Gender Awareness and the Role of the Football Coach

Many people, including players, coaches and parents perceive football as a sport that can only be played by boys. However, girls and young women benefit from participation in football as much as boys do. Football programmes provide great opportunities to empower girls and young women, because:

- ☞ As a team sport it offers opportunities to develop personal and social skills
- ☞ Challenge perceptions that football is a men's game
- ☞ Challenge fixed gender norms
- ☞ Inspire girls and young women to be successful in other spheres of life they thought would be reserved for men.

Ensuring equal participation of girls and young women in grassroots football programmes not only benefits girls / women, but also boys / men. When playing football together, male and female players have the opportunity to learn about each other, about their differences and commonalities and they are given the opportunity to develop healthy, respectful relationships with each other.

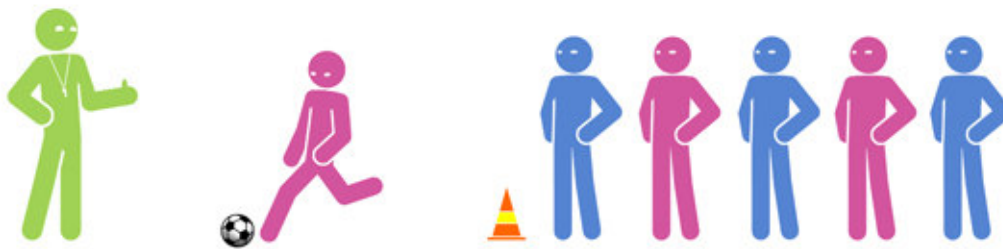


Roles and Responsibilities of the YDF Coach to Raise Awareness about Gender

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

In short, the coach has the responsibility to:

- ☞ Ensure equal opportunities for girls / women and boys / men in football.
 - ▲ Give equal opportunities for male and female players to play.



- ▲ Give equal opportunities for male and female players to take on tasks or leadership roles, e.g. time keeping, assisting the coach in facilitation of drills, team captain positions, special trainings for coaches or referees, etc.
- ▲ Provide equal resources to male and female players (e.g. have prizes of same value at tournaments, allow for equal training time for male and female players, etc.).
- ☞ Address barriers for women's and girls' participation in football (see **Lesson 6.1.2** for more ideas), e.g.:
 - ▲ Change the time slots of practice sessions so women and girls can accommodate their other responsibilities at home.
 - ▲ Ensure a safe way home for players, especially female players since they are even more vulnerable to victimisation than male players.
 - ▲ Ensure privacy for female players when changing into sports gear."
- ☞ Use the potential of football to empower girls and young women.

There are opportunities for intervention in various team settings as will be seen on the following pages.

If coaches wish to use football to develop healthy relationships between female and male players, to empower girls and young women through football, and to address gender inequalities in football, the first and very important step is for them to challenge their own attitudes and behaviour towards female players in football (and in general).

Opportunities in Mixed Teams:



In mixed teams it is important that the coach pays special attention to address gender inequalities in the team. A mixed team may reflect gender issues present in wider society.

Roles and Responsibilities of the YDF Coach to Raise Awareness about Gender

There may be differences in performance, skills and attendance levels of female and male players and there may be "sexist" attitudes of male players who believe that females have no place in football.

At the same time, in mixed gender teams you can also observe that some female players have better technical skills than some of the male players and it is important for the coach to observe and highlight this to all players.

Addressing gender issues may feel like an extra, unwanted burden to coaches. However, when doing so, coaches can make a great contribution towards promoting gender equality in football and in wider society. Playing football together may help to transform gender perceptions and norms and may help players to build healthy relationships with the other gender, a skill young people will benefit from in many life situations. When boys see girls playing football, they not only have an opportunity to learn about their strengths and abilities; they also see girls in new (untraditional) roles, which may help to reshape their perceptions of gender norms in a sensitive manner, so as to not create more challenges.

It is important that the coach is sensitive to gender issues in the team, and that the coach makes an effort to challenge unfair situations and sexist attitudes. The coach needs to appreciate and communicate to players that

- ☞ All male and female players have equal rights to participate in practice sessions and matches.
- ☞ Differences in skills levels may result from the fact that most female players start playing football at a much later age than male players.



- ☞ Male players need to incorporate female players and have the responsibility to teach and encourage female players to play well.

Opportunities in Male Teams



Empowering girls and women will only go so far if they find themselves in the same restrictive environments. Gender sensitive boys and men will make the empowerment of girls and women much easier. Working with male players on the topic of gender equality, and addressing their attitudes and behaviour towards girls and women is therefore of great importance for girls' and young women's mobility and participation in football as well as in public life more generally.

Transforming gender norms may be liberating and empowering not only for girls and women but also for boys and men: It can help to take away some of the the pressure many boys and men feel to conform to traditional roles, behaviours, and ways of thinking. Empowering female players may help to enlighten and liberate male players. It is a win - win situation.

Roles and Responsibilities of the YDF Coach to Raise Awareness about Gender

In male teams coaches have many opportunities for gender interventions, e.g.:

- ☞ Coaches can address stereotypes / beliefs / attitudes that male players may have about girls and women in general and about girls' and women's participation in football.
 - ➔ See **Lesson 2** for activities and football drills.
- ☞ Coaches can teach players to respect girls and women in all areas of life.
 - ➔ See **Lesson 5** for activities and football drills.
- ☞ Coaches can help male players to focus on long term goals and situations in regard to promoting children's and women's rights.
 - ➔ See **Lesson 5** for activities and football drills.
- ☞ Coaches can create awareness amongst male players for girls' and women's football (existing teams, matches and tournaments), female coaches, administrators, and top level women's professional football (existing teams, matches and tournaments).
 - ➔ See **Lesson 1** and **6.2.2** for activities and football drills.
- ☞ Coaches can encourage boys to incorporate girls in their tournaments as teams or guest speakers.
 - ➔ See **Lesson 6.2.4** for more information.

Opportunities for Female Teams



While both male and female players benefit from playing football together, female only teams may have some advantages too:

- ☞ Female teams may be particularly beneficial from the age of 12 years, when physical performance of boys and girls start to diverge: in female teams, coaches can fully focus on specific needs of female players.
- ☞ Female teams may be particularly beneficial in communities where parents and the broader community may strongly oppose girls' and women's participation in football because they have concerns about girls and boys physically and socially interacting with each other.
- ☞ Experience from other programmes suggests that if the main aim is to empower girls on various personal and social development issues, girls' only teams may make it easier for the coach to do so.

To ensure girls' participation coaches may need to consider the following actions:

- ☞ Coaches may need to pay special attention to informing parents and addressing their concerns. (see **Lesson 6.3.1**)

LESSON 1

Roles and Responsibilities of the YDF Coach to Raise Awareness about Gender

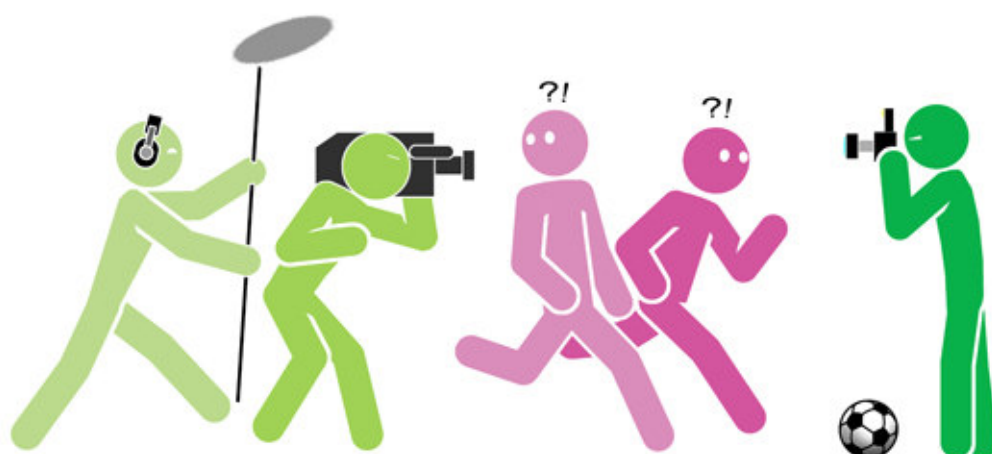
- ⊕ Female teams may increase the stereotype that girls / women who play football are lesbians. The coach may need to address such a stereotype and take measures to protect the reputation of female players. (see Lesson 2)
- ⊕ In female teams specific issues and challenges may arise, such as gossip, peer pressure, sexual pressure, commitment, cliques, groups etc.

Professional Women's Football and Positive Role Models

For many years professional football was limited to men. The first FIFA Football World Cup for men took place in 1930. 61 years later, the first Women's Football World Cup was held in China 1991. The United States won the tournament.

South Africa's national women's team "Banyana Banyana" had its first international appearance in 1995 at the African Women's Championship.

The late start of International Women's Football is the main reason for inequalities in resources, exposure, popularity and development of Men's and Women's Football. However, Women's Football has gained momentum in recent years. At the FIFA Women's World Cup 2011 in Germany stadiums were sold out; and the event achieved the best media coverage ever.



- ① Find more information about South African women's football- information on www.sawomensoccer.com.
- ① For more information on global rankings of international women's football teams see: <http://www.fifa.com/worldfootball/ranking/lastranking/gender=f/fullranking.html>



Roles and Responsibilities of the YDF Coach to Raise Awareness about Gender

National Women's Teams

Worldwide in 2011 there are 136 countries with a national women's team.



AFRICA

35 African countries have a national women's team, e.g. Algeria, Angola, Botswana, Egypt, Eritrea, Equatorial Guinea, Ghana, Cameroon, Lesotho, Mali, Morocco, Namibia, Nigeria, Senegal, South Africa, Zimbabwe.



EUROPE

48 European countries have a national women's team, e.g. England, Germany, Sweden, France, Italien, Norway, Denmark, Netherlands, Iceland, Spain, Finland, Scotland, Switzerland.



ASIA

36 Asian countries have women's teams, e.g. Afghanistan, Bahrain, Bangladesh, Bhutan, China, Democratic Republic of Korea, Hong Kong, India, Indonesia, Iran, Irak, Japan, Jordan, Korea Republic, Kyrgyzstan, Laos, Libanon, Malaysia, Maledives, Myammar, Nepal, Pakistan, Palastine, Phillipines, Qatar, Russia, Singapore, Sri Lanka, Syria, Thailand, United Arab Emirates, Ubekistan, Vietnam.

LESSON 1

Roles and Responsibilities of the YDF Coach to Raise Awareness about Gender



OCEANIA

11 Oceanian countries have a national women's team, e.g. American Samoa, Australia, New Zealand, Papua New Guinea, Tonga, Fiji, Tahiti, Solomon Islands, New Caledonia, Cook Islands, Vanuatu, Samoa.



NORTH & CENTRAL AMERICA

33 North and Central American countries have a national women's team, e.g. Canada, USA, Mexico, Trinidad, Tobago, Costa Rica, Haiti, Guatemala, Honduras, Bermuda, Jamaica, Virgin Islands.



SOUTH AMERICA

10 South American countries have a national women's team, e.g. Brazil, Chile, Ecuador, Argentina, Peru, Bolivia, Paraguay



Roles and Responsibilities of the YDF Coach to Raise Awareness about Gender

Professional Women's Leagues Across the World

The following countries have a professional Women's league:



Botswana



Canada



China



England



France



Japan



Kenya



Namibia



Nigeria



Norway



Spain



Sweden



Tanzania



USA



Zimbabwe

ⓘ For more information on International Women's Football see www.fifa.com

Top Female Football Players

For example:

South Africa: Portia Modise, Veronica Pewu, Noko Matlou, Janine van Wyk, Amanda Dlamini, Anna Mollo.

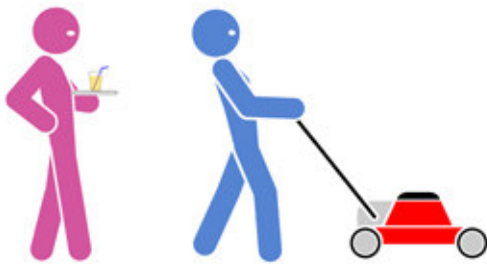
International: Marta Vieira da Silva (*Brazil*), Birgit Prinz (*Germany*), Desire Oparanozie (*Nigeria*), Kelly Smith (*England*), Hope Solo (*USA*), Mercy Miles (*Ghana*), Abby Wambach (*USA*), Homara Sawa (*Japan*), Genoveva Anonman (*Equatorial Guinea*), Megan Rapinoe (*USA*), Alex Scott (*England*), Janine Van Wyk, Alexandra Popp (*Germany*), Louisa Necib (*France*), Hannha Ljungberg (*Sweden*), Renate Lingor (*Canada*).



LESSON 2

Stereotypes around Gender and Football

There are many stereotypes and myths around girls' and women's participation in football. These stereotypes are result of



- ☞ the way we understand gender roles, that is roles of women and men in society

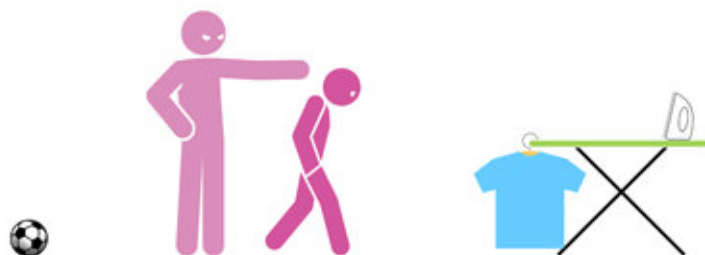


- ☞ the way we characterise football and sport

Gender roles have been shaped over time by ideas about how men and women should live and work together. In many societies women have been traditionally responsible for raising the children and running the household; and men have been responsible for providing the income for the family. This has changed. Many women today are the bread winners for families and they follow a professional career. More and more women can also be found in leadership positions in business and in government. Key minister positions in South African government are held by women.

Gender roles also include other expectations of a person, such as the way to dress, to think and act, or to walk and speak.

Changes in gender roles, and the increased participation of girls and women in traditionally masculine roles may be experienced as unsettling and threatening, especially for men as it may pose serious questions about identity and place in the world. Hence, many men and boys do not support such changes in society where girls and women take new roles. Even mothers may not support their daughters exploring new gender roles and may see it as disobedience or revolt rather than a sign of a new modern world, in which their daughters are finding their place.



Stereotypes around Gender and Football

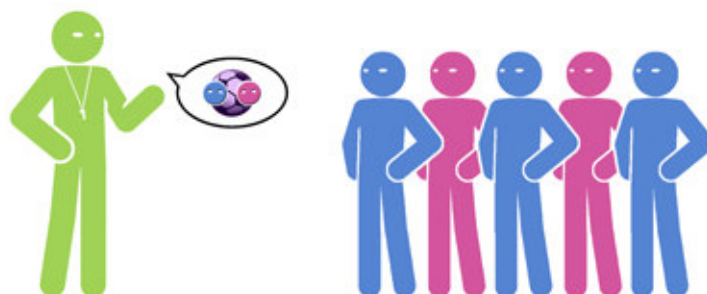
Girls playing football is a mirror of such processes in larger society. When girls are stereotyped as lesbians because they play football, one of the reasons could be a rigid understanding of gender roles: since football is a male sport, girls playing football, cannot be 'real girls'.

In **Work Sheet 2, 3 and 4** you find typical stereotypes about football and girls in football. You can use the questions in the work sheets to discuss these stereotypes with players. In the **Case Study Box** you will also find ideas of what to do, when players are stereotyped as lesbians.

Rigid understandings of gender roles, and the way non-conforming behaviour is sanctioned (e.g. stereotyping girls who play football as lesbians), are crucial barriers for girls' participation in football as the girls and / or their parents may be concerned about their reputation.

It is the coach's responsibility

- ☞ To reflect his or her own understanding of gender stereotypes and gender roles.
- ☞ To help his/her players to understand that there are many stereotypes and myths about girls' and boys' sexuality and participation in football.

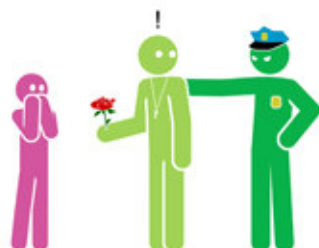


- ☞ To challenge players' understanding of gender roles and stereotypes, in particular:
 - ▲ When the coach observes that players are challenging or sanctioning the participation of girls and women in football or
 - ▲ When the coach observes that players are challenging or sanctioning those players (both male and female players) that do not conform to traditional gender stereotypes and roles.
- ☞ To respect the right of every player to express his or her individuality and sexual orientation. It is not the duty of the coach to change the sexual orientation of players.
- ☞ To help prevent sexual harassment and abuse of players by other players.
- ☞ To protect gay or lesbian players from harassment from other players.

LESSON 2

Stereotypes around Gender and Football

A coach may NEVER be sexually involved with his/her players. It is a criminal offense for an adult to be sexually involved with someone under the age of 18 years.

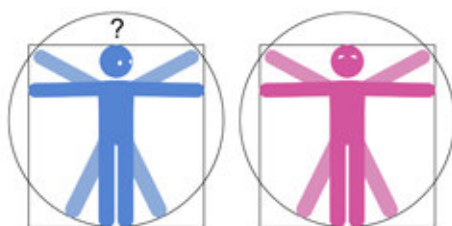


There are a number of ways at individual, team and community levels that help the coach to challenge his/her players as well as their parents' stereotypes.

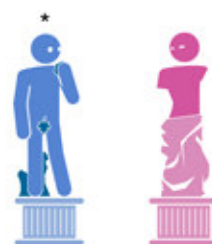
Gender and Language

English speakers have traditionally been taught to use masculine words in situations where the gender is unclear, or when a group to which they are talking about has both men and women. For example, the U.S. Declaration of Independence states that "... all men are created equal" Most of us were taught to understand the word "men" in that context includes both male and female Americans. In recent decades, however, many English speakers no longer understand the word "man" to be the same as "people"; more care is given to find gender neutral words for example to job titles to express that they can be held by both men and women: e.g. chairperson replaces chairman; assistant replaces linesman.

Examples of such include:



Mankind
why not Womankind?



History
why not Herstory?



Chairman
why not chairwoman?
Alternative: chairperson



Manpower
why not Womanpower?
Alternative: Human Resources



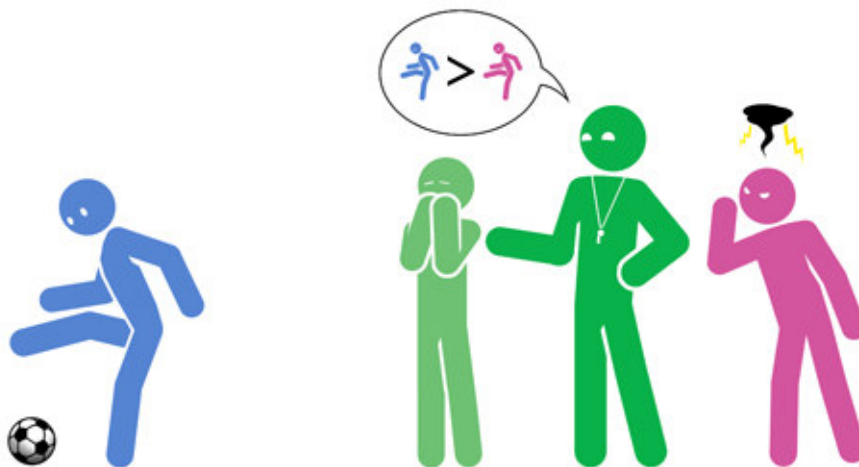
Stereotypes around Gender and Football

In football you find these examples:

- ☛ Man on!
- ☛ Mr Linesman!
- ☛ Man to Man!
- ☛ Mr Ref!

Be aware that some female players might find these expressions offensive or excluding, especially when the ref is a woman. Encourage your players to use other expressions.

Agree with your players to never use expressions like "you kick like a girl". This is a very offensive expression for any female player on the field.



LESSON 2

Stereotypes around Gender and Football

Football Exercises

Using Football Exercises regarding the Topic

The Life Skills listed below will be focused on in this lesson.
They are incorporated into the Football Exercises on the following pages.



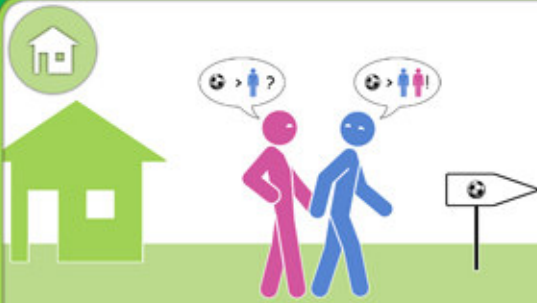
Types of Equipment useful for these Exercises



Exercise 1

Raise awareness for stereotypes, beliefs and attitudes towards girls in football

ASSIGNMENT FOR HOME



Assignment task:

- Each player to be given a task, to bring a female player to training. (Give players 2/3 days notice i.e. Ask them on a Monday to bring someone on a Thursday, remind them on a Tuesday and Wednesday. Alternatively declare a certain day as "bring a female to training day").

This exercise shall help to create awareness for the many possible reasons for girls not playing football.



Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN



This topic can be covered in all team settings:



In mixed teams

With this exercise you can encourage players to reflect on their perceptions and attitudes towards the other gender in the team.



In female teams

This exercise can help players to confirm their place in football and to prepare for discussions with those questioning them.



In male teams

In boys' teams you can run this exercise when you observe that your male players believe that girls are not interested in football, and you feel that your players need to become aware of barriers to girls' participation in football. This discussion can help boys to reflect their attitudes towards female players and football and in society at large.

LESSON 2

Exercise 2: Raise Awareness for the perception of football as a male sport and raising awareness for professional women's football

TEAM-TALK



TiP

Guide them to where they can access the information. i.e. Football magazines, ask teachers, parents or siblings, relevant websites (see the *Resource and Media Guide* in the back of this manual).

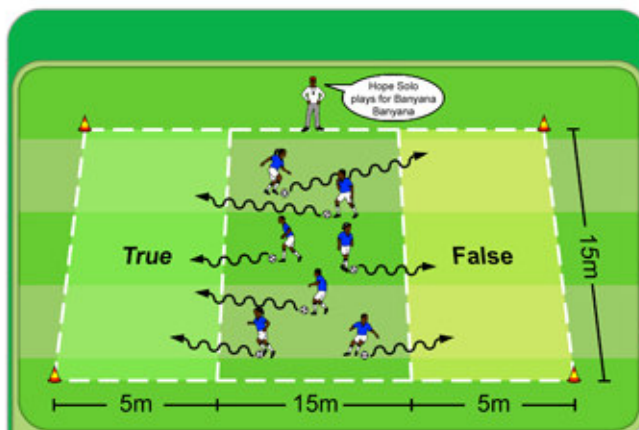
Discussion

- ☞ Randomly ask players football related questions. This will help you understand who they look up to and why.
 - ➔ Who is your role model and why?
 - ➔ Who is the leading goal scorer in the PSL (relevant league)?
 - ➔ Who wears jersey no 10 for Barcelona FC or Manchester United FC?



ASSIGNMENT FOR HOME

Following this discussion, task them to go look for specific information around women football, locally and internationally.



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.



"True or False?"

- ☞ 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.

Include in training session: **WARM UP** MAIN PART CONCLUSION COOLING DOWN



Exercise 3

Raise awareness for gender sensitive language

TEAM-TALK

**Discussion**

Agree with the players not to use certain expressions during the session like:

- ➔ Man on!
- ➔ Mr Ref!
- ➔ Man-to-Man marking!
- ➔ You kick like a girl!

Encourage players to use other expressions, such as:

- ➔ Mugged!
- ➔ Assistant!
- ➔ Mugging!
- ➔ Ref!

Include in training session: **WARM UP MAIN PART CONCLUSION COOLING DOWN**

LESSON 3

Understanding and Dealing with Gender Specific Behaviour

Children and young people may have different psychological and behavioural patterns, which impact on the way they respond to coaching styles, success, challenges, disappointments and frustration.

In football coaches may observe behavioural patterns of their players that may seem to be typical "female" or typical "male" behaviour. Some of this typical behaviour of male and female players may include:

Female Players

- ☞ Gossiping
- ☞ Crying when hurt or disappointed
- ☞ Self blame when making mistakes

- ☞ _____
- ☞ _____
- ☞ _____
- ☞ _____
- ☞ _____
- ☞ _____



Male Players

- ☞ Shouting, arguing when disappointed
- ☞ Blaming others for personal mistakes
- ☞ Use of physical force to solve conflicts

- ☞ _____
- ☞ _____
- ☞ _____
- ☞ _____
- ☞ _____
- ☞ _____



Understanding and Dealing with Gender Specific Behaviour

Learning Gender Roles

In the English language, the distinction between "sex" and "gender" helps to understand that **gender roles** are learned from infant age according to societies' expectations.

Sex

"Sex" describes the biological and physiological characteristics that define men and women. Examples for sex characteristics are:

- ☞ Women menstruate while men do not.
- ☞ Men have testicles while women do not.



- ☞ Women have developed breasts that are usually capable of lactating, while men have not.

Gender

"Gender" describes the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women. Examples of gender characteristics are:

- ☞ In many countries around the world, women earn significantly less money than men for similar work.



- ☞ In most parts of the world women do more housework than men.
- ☞ In most parts of the world more men than women follow a career in sciences, engineering or law enforcement.
- ☞ In some parts of the world (e.g. Vietnam) far more men than women smoke, as smoking has traditionally not deemed appropriate for women.
- ☞ In some parts of the world (e.g. Saudi Arabia) it is illegal for women to drive a car.



Understanding and Dealing with Gender Specific Behaviour

Aspects of sex will not vary substantially between different human societies, while aspects of gender may vary greatly. "Male" and "female" are "sex" categories, while "masculine" and "feminine" are gender categories.

The distinction between "sex" and "gender" allows us to understand the need to be critical of what we think is typical and "natural" female or male behaviour. In this view gender typical behaviour is a result of the way we have been educated and socialised, rather than a result of our biology. This view allows us to see the opportunity to (re-) learn typical female or male behaviour.



Coaches have the responsibility to be critical about their own understanding of what is typical and "natural" girls' and boys' behaviour. This may help coaches to give young players opportunities to change and to try new forms of behavior beyond the boundaries of traditional gender roles that may restrict the way they live in this world.

Successful coaching means to be able to respond to differences in behaviour adequately and to design challenges for players in the right manner. Inadequate responses to such differences may contribute to participants leaving the programme.



The coach may use some of following suggested activities to respond to gender specific behavioural patterns amongst boys and girls and to encourage players to think critically about their own understanding of gender specific behavioural patterns.



Understanding and Dealing with Gender Specific Behaviour

Using Football Exercises regarding the Topic

The Life Skill listed below will be focused on in this lesson.
It is incorporated into the Football Exercises on the following pages.



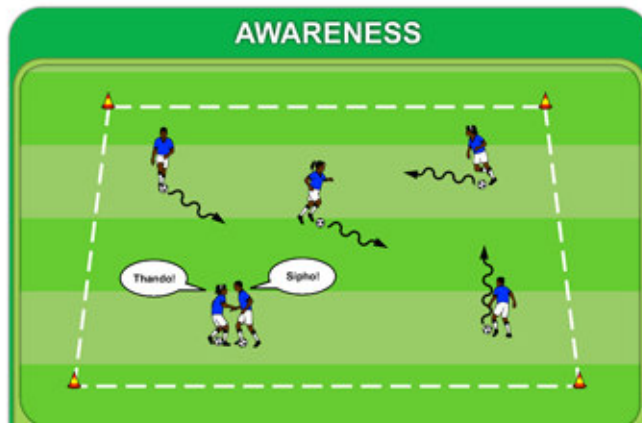
Types of Equipment useful for these Exercises



LESSON 3

Exercise 1

Raise Awareness for gender specific behaviour



"Greeting Game"

- ☞ Each player gets a ball.
 - ☞ They dribble around a marked field and every time they meet another player, they stop and greet them in the way that they are used to.
 - ☞ Consider pairing the players if there are too little balls.
- ☞ Observe and discuss immediately after the exercise:
 - ▲ Whether the style of greetings depended whether they greeted a male or a female player.
 - ▲ Whether they would greet their male or female school friends in a different way.
 - ▲ Why there are differences in greetings styles? What do we express by it?

Include in training session: **WARM UP** MAIN PART CONCLUSION COOLING DOWN

Greeting styles express our relationship with the person greeted. In most cultures, we greet an elder person in a different way than a younger or peer. We also greet differently as boys and girls and men and women, and between strangers and friends and families. Most cultures have their very own way of greeting styles too.

In football players find their own rituals of greeting other players. These rituals often cross the boundaries of age, cultures and gender.



Exercise 2

Raise awareness for how gender specific behaviour is shaped

ASSIGNMENT FOR HOME



Assignment task - "Observation":

- Team is sent to observe role models in their own space. i.e. People who are shaping their behaviour, from home, school and in general.
- Discuss players' observation at the beginning of next training session.
- Explain to players that behaviour is not "natural", but we learn our behavior from people that surround us such as parents teachers, peers etc.. Our behavior is also shaped by the expecta-

tions of these people, and usually people expect other behaviour from girls than from boys. We can change or behaviour.



Helpful



Hints

This exercise helps to create an understanding amongst players that the behaviour of girls and boys is learned to fit social expectations of genderroles and is not "natural".

When you discuss the "homework" of players highlight the following points in your summary:

- > Our behaviour is learned - from infant age we are influenced by our environment, our mothers, father, siblings and the larger family and community, who have their expectations and assumptions of how a boy or girl (should) behave.
- > We can re-learn certain types of behaviour

Give the homework at the end of one practice session and start the next practice session with a feedback session where players can report on their results.

Include in training session: **WARM UP** MAIN PART **CONCLUSION** **COOLING DOWN**

Exercise 3

Reflecting about gender typical behaviour when responding to challenges

Tips for coaches working with mixed teams



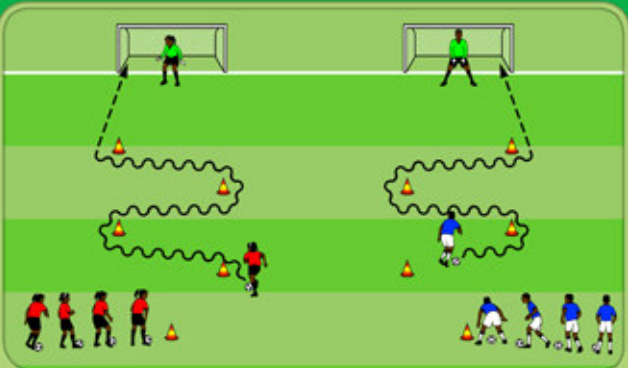
- ⊗ The coach should observe whether tasks shared within a team are gendered and make players aware of gender roles in the own team: Who cleans equipment? Who cleans the field? Who is responsible to dish out food, or to clean dishes? Etc. Who assists the coach? Who keeps the time? Who is the captain?
- ⊗ At all times the coach can encourage players to share or rotate tasks so that all players are exposed to all tasks at some stage.
- ⊗ Peer tasks (pair the players up male / female player) - share the duties. The peers are given tasks to deal with through cooperation: The parallel to general life is that tasks need to be shared - girls / women are not fetching water because they want to, or enjoy to, but the family need it to be done. If boys / men and girls / women are sharing the chores in the homes we are truly addressing gender equality!
- ⊗ Nominate the peer of the week / month: Ask players to nominate the peer of the week - an important player for the team. Only nominations of player of the opposite gender are possible. Each player must motivate for his/her nomination and must include something about the PERSONALITY of the player. This shall help to value persons from the other gender from other perspectives than sexual or practical!



Exercise 3

Reflecting about gender typical behaviour when responding to challenges

CHALLENGE MANAGEMENT



Create a sense of competition to make sure the different behaviours come out or are expressed.



Mixed Team



- Create small groups of 5 (Girls team and boys team)
- Dribbling exercise around the cones and goals with a keeper / or without
- Observe the reaction of the players (specific focus on boys and girls) especially after missing a goal.
- Discuss with the players at the end and ask them how it felt missing a goal and to explain why they reacted in a particular manner.

Boys / Girls Team



If you have only boys or girls in your team, please divide them into equal numbers and ask one group to assume being another gender boys → girls and vice versa.

Progression:

- Start with a shorter distance to the goal for beginners and increase it as they get used to it.
- For regulars, include the keeper as they get used to the scoring.



Helpful



Hints

This exercise can help players to understand their own "gender typical" behaviour when responding to challenges.

When you do this exercise encourage players to reflect their feelings and to speak about it in the cooling down session.

Make sure players understand that there are different ways of dealing with emotions.

Explain that certain types behavior can restrict our personal development.

You can do this exercise when you observe that there are differences between male and female players when dealing with challenges, and when you see that the behaviour prevents a player to develop his or her football skills (e.g. aggressive and offensive behaviour blaming others vs. passive behaviour, blaming only him- or herself).

Include in training session: WARM UP **MAIN PART** CONCLUSION COOLING DOWN

LESSON 3

Exercise 4

RESPECT / EMPATHY



"Role switching"



- ☞ Coach can ask a player to assume the role of a coach, coaching a girls' team if the player is a male and the other way round if the player is female.
- ☞ Observe how they conduct themselves and discuss the behavior.
- ☞ Ask players how it felt to be in the new role: what

did they like players about being in the new role, what was difficult or frustrating?

- ☞ Encourage players to discover differences and similarities in the behaviour of female and male players as well as female and male coaches.

Do reflections / discussions after every phase if possible to give players a chance to discuss with fresh memories.

Encourage players to remember how it felt when they were in that role?

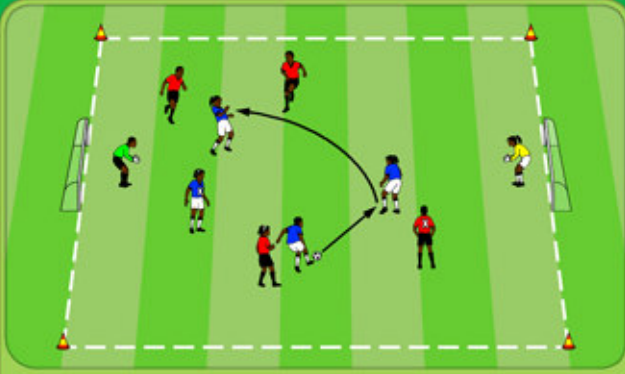


Include in training session: **WARM UP MAIN PART CONCLUSION COOLING DOWN**



Exercise 5 - Helping players to reflect about their responses to personal challenges and encouraging new types of behaviour

ANGER / FRUSTRATION



Outsider Game

- Two teams play against each other.
- Both teams have an outsider who will not be included in the course of the game. Their teammates do not pass the ball to them.
- After 5 minutes, the outsider tells the other players what kind of feeling not getting the ball and being an outsider is.

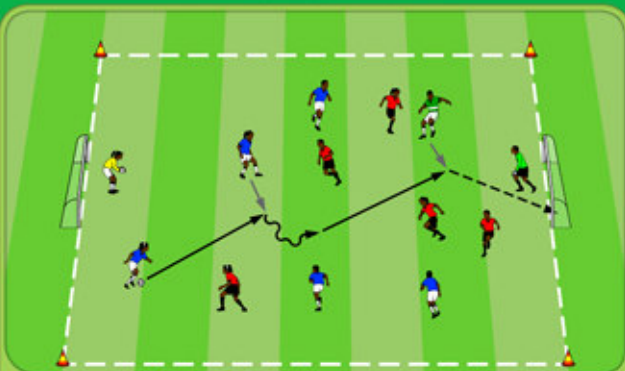


The coach has to take care that the chosen outsiders are players who are highly self-confident.

Also, after the exercises, discuss the emotions triggered during the activities. This will help make the learning experience more conscious for the players.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

HAPPINESS / PRIDE



5-on-5 + 1

- Mark a pitch of 15m x 25m with two goals with goalkeepers.
- Divide the players into two teams.
- The teams play 5-on-5 against the goals with goalkeepers.
- The playing time is three times ten minutes.
- One player (+1) will always be on the side with ball possession. Thus always being on the attacking side.



Teamspirit and self-determination are encouraged in a game such as this one.

Pointers

- Let the players play without rules and regulations.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

LESSON 3

Exercise 5 - Helping players to reflect about their responses to personal challenges and encouraging new types of behaviour

FEAR / ANXIETY

**Penalty Shooting with Penalty for missed Shots**

- ☞ Place a goal on the goal line.
- ☞ Mark a line 11 metres in front of the goal.
- ☞ The players line up behind the marked line and take a shot at goal, one after the other.
- ☞ When a goal shot is missed, the whole team has to run a lap around the pitch. This process must be repeated after every miss.

Variations

- ☞ Let the players come up with different but realistic penalties.

Include in training session: WARM UP **MAIN PART** CONCLUSION COOLING DOWN

EXCITEMENT

**Penalty Shooting with Reward for Success**

- ☞ Place a goal on the goal line.
- ☞ Mark a line 11 metres in front of the goal.
- ☞ The players line up behind the marked line and take a shot at goal, one after the other.
- ☞ This time, the success of a goal must be celebrated! The player who shot a goal runs down 'Victory Lane' and collects high-fives and praise from his team mates.

Variations

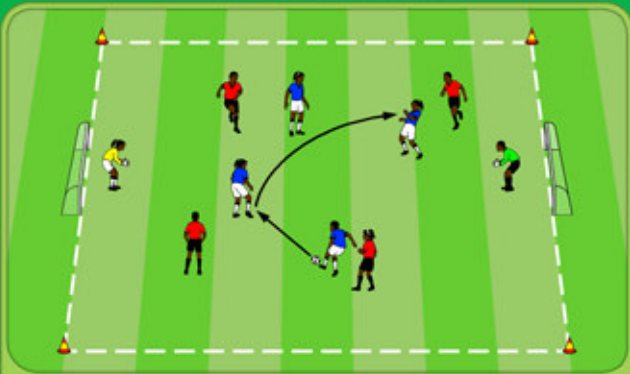
- ☞ Let the players come up with different but realistic rewards.

Include in training session: WARM UP **MAIN PART** CONCLUSION COOLING DOWN



Exercise 5 - Helping players to reflect about their responses to personal challenges and encouraging new types of behaviour

DISAPPOINTMENT



Standard Game with Surprise Spectator

- ☞ Two teams play against each other.
- ☞ Both teams have an equal chance at victory at first, however, the coach will remove a player from a team during the match.
- ☞ The chosen player will now observe as a spectator only and will no longer participate in the game.



The coach has to take care that the chosen player is highly self-confident.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

The encouragement of Hope lets the players experience the feeling that there is a positive end to many situations - no matter how difficult, or bad, they may seem.



HOPE



One large goal and one small goal

Organisation / Procedure

- ☞ Set up a large goal and a small dribble goal on the baselines opposite each other.
- ☞ One player of the team that is defending the standard goal acts as a running keeper.

Pointers

- ☞ **Motivation:** After half-time of a match, change sides (everyone wants a chance to see his ball at the back of the net!).
- ☞ **Emphasis:** Play at one standard goal and two pass goals.
- ☞ **Quick orientation:** After scoring a goal, the team keeps the ball and attacks the other goal (sudden switch of sides!).

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

LESSON 3

Exercise 5 - Helping players to reflect about their responses to personal challenges and encouraging new types of behaviour

TEAM-TALK



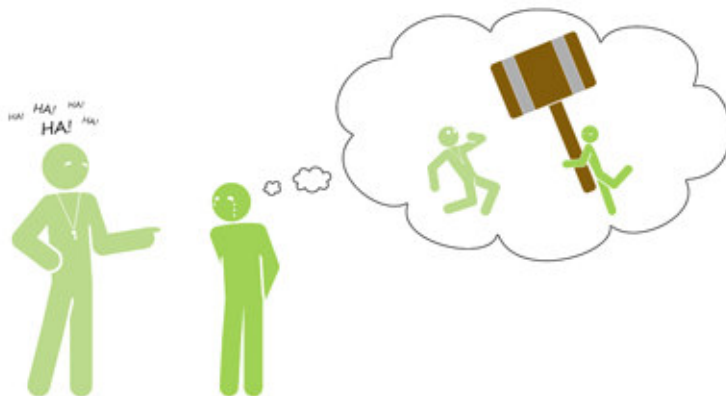
Discussion



When you observe that a player responds to a task in a way that prevents learning, run the following activity with him/her or with the whole group of players.

Collect your player(s) after the match or practice session and give them space to express their disappointment / frustration or anger. Do not brush their feelings away, or shout at them or make fun of them because they are sad.

- ☞ Say something like "I can see you are very disappointed / frustrated / angry." ...
- ☞ Ask the player(s) what caused their disappointment / frustration / anger: "What is making you feel disappointed / frustrated / angry?"
- ☞ Ask the player (s) about how they have coped with this emotion before: "When you have felt this way before, what helped you calm down or feel better?"
- ☞ If there are other players watching you can ask them what are some of the things they have done that helped them when they were feeling this way. Involve the other players and encourage them to help each other with suggestions of how they deal with these emotions. You can also say how you are dealing with disappointment / frustration / anger yourself.
- ☞ Encourage the player or the team to try one of these strategies
- ☞ Lastly you should also discuss what they can do to avoid the disappointment next time (what can they change in their play / action to avoid the disappointment / frustration etc.): this may be an analysis of the technical reasons for the loss (e.g. weak defence, lack of team play, etc.), and discuss what needs to be done to improve the play. In the next practice sessions focus on exercises that address the identified weaknesses.



Exercise 5 - Helping players to reflect about their responses to personal challenges and encouraging new types of behaviour



Helpful



Hints

This exercise shall help players to recognise their feelings and to find new ways of dealing with challenges, disappointments and frustration.

Players shall understand that children and young people have different ways to express and deal with emotions such as anger, frustration, and disappointment. Coaches can see certain behaviour in both female and male players and the differences in character and personality are greater than the differences in gender.

You can do this exercise after a practice session or a match, where one or more players showed a "bad" response to a challenge. The exercise takes about 30 min.

This exercise can be done in mixed, boys or girls teams.

In a mixed team it is important to encourage both female and male players to speak out in a safe environment.

Coaches should be aware that they may have certain expectations of gender typical behaviour. These are social expectations learned over time.

Coaches should be aware that girls and boys have learned "gender typical" behaviour as part of learning gender roles when growing up.

In many cases players, coaches and parents are surprised, confused but also at times upset if a player does not act according to the gender role: A cursing female player may get a different response than her male team mate. A crying female player may receive sympathy, while a male player crying will be laughed about.

Coaches should be able to observe the children / young people and to pick up patterns which need to be addressed and to responded to.

Coaches should try to observe individual patterns of behaviour on a regular basis.



Gender Specific Physical Characteristics and Related Health Issues

The *YDF Coach Manual* explains the benefits of football for the health of young people and the importance for coaches to do regular health checkups with players in their care. See Section *General Demands*, p. 177-191. The *YDF Short Module on HIV/AIDS* gives many ideas of how to use football for Awareness, Prevention and Treatment of HIV/AIDS.

The topic of football and health has gender specific aspects. It is important to recognise that female and male players may be affected by specific health aspects differently, or may have different needs, e.g. in regard to hygiene (menstruation), nutrition (eating patterns, beauty ideals), or sexual activity (teenage pregnancies).

At the same time it is even more important to recognise that there are many myths around the female and male bodies, their differences and what these differences mean for girls' and women's participation in football. Coaches have the responsibility to reflect on their own attitudes towards the female and male body and their respective abilities to be a good football player.

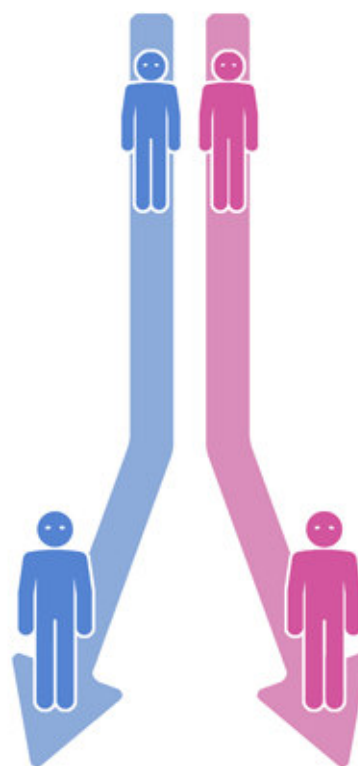
Physical characteristics of the female and male body - do they matter in football?

Children up to 12 years:

There are no significant differences in the female and male body that impact on the ability to play football up to the age of 12 years. Individual differences in fitness, mobility and ability to learn new things are greater than those between gender. However, many girls start playing football at a rather late age, while many boys start playing football as soon as they can walk. The unequal exposure to football is therefore the main reason for different performance levels between boys and girls under the age of 12.

Youths between 13 and 20 years

Approx. from the age of 12 years the female and male body develop differently - they are affected by puberty in different ways. Greater physical differences may be expected between boys and girls with boys usually being stronger and faster than girls. Coaches have the responsibility to use coaching techniques that help to deal with such differences so that boys and girls learn to respect each other's strengths and weaknesses without reinforcing stereotypes.



Parents may support girls' participation less in mixed football teams from the age of puberty and it is important that the coach responds to the concerns of parents.

Gender Specific Physical Characteristics and Related Health Issues

Injuries

Many believe that girls are more likely to injure themselves. Injuries happen more often when somebody is unfit or has not properly done the warm up. It is not possible to say that female players injure themselves more often because their bodies are generally weaker. Injuries may however happen if girls play with boys who are much stronger and faster - it is important that the coach teaches respect and fair play principles so players do not hurt each other.

In professional football there are more injuries in men's competitions than in women's competitions. This may have to do with men playing more aggressively and with higher speed, but in men's competitions injuries are often used for tactical reasons - more than in women's competitions. Injuries of women are, however, more severe, they take longer to heal and they occur in particular in the ligaments of knee and ankle and around the head. There is very little information available on the topic, and more research has to be done about gender specific injuries, in particular in children.

Good warm up sessions that help the muscles to stretch slowly, exercises that are designed to the skills level of players as well as a clean practice field are key to prevent injuries in general.



It is important that male coaches are sensitised to boundaries they may need to respect when checking up or treating injuries of players. A female player may not feel comfortable to being touched on the injured body part by a male coach, and a male player may not feel comfortable to being touched by a female coach, especially when the injury happens around private parts of the body. Get assistance from a player that is a friend of the injured player to help with checking and treating the injury. A male coach can also ask a female player to take a course in First Aid, and a female coach can ask a male player to do so. If you work with assistant coaches, make sure that there is always a male and a female coach in the team.

Sexual Violence

Sexual violence such as sexual harassment, assault and rape are a common reality in many countries around the world, especially in South Africa.

We usually believe that sexual violence affects mainly women and girls with males being the offenders. While this is largely true, coaches should be aware that also many boys and men can be victims of sexual violence. The participation in football can help prevent young people to become offenders of sexual violence. It can also help victims of sexual violence to cope with their experience and to heal some of the wounds. However, in cases of serious abuse coaches have the responsibility to refer players to an organisation or institution that can provide professional support. (see *YDF Coach Manual for Violence Prevention, Lesson 7.5*).

The topic of violence and the roles and responsibilities of coaches to support victims of violence and to help prevent violence is further discussed in the *YDF Coach Manual for Violence Prevention*. Please refer to this manual if you feel that coaches and players in your organisation or community should be educated on this topic.

Gender Specific Physical Characteristics and Related Health Issues

Health Benefits

Girls and women gain as many health benefits from playing football as boys and men. The importance of good nutrition, physical exercise in fresh air and absence of risky behavior for good health and good performance can help players be healthier and make informed decisions about their life styles both on and off the field.

Depending on the social and cultural context male and female players may be affected in different ways by health aspects or may have specific needs:

☛ Hygiene



Menstruation - female players may find it difficult to practice during menstruation. The coach may advise on different hygiene options that allow practicing on such days. In many cultures female players would find it inappropriate to talk to a male coach about this.

☛ Clothing



Some cultures may find it inappropriate for female players to wear shorts or disclose body parts (e.g. no head scarf). The coach needs to accommodate these concerns.

☛ Sexuality



The involvement in football can help players to delay the start of becoming sexually active, and to be able to make more informed choices about sexual partners. It can also change the way female and male players experience their sexuality and their bodies. Many young women may see their bodies rather as a sexual and reproductive asset to men, with the false belief to be frail, rather than a source of power and strength. For them, participation in football may change this view of their bodies and can help them to discover new strengths and talents beyond those of traditional gender roles. Boys and young men's participation in football may rather confirm or enhance gender expectations around sexual behaviour rather than challenge them.

☛ Nutrition



Unhealthy eating patterns and malnutrition may be different amongst male and female players - in many poor families daughters receive less food than sons; females more than males suffer from eating disorders.



Gender Specific Physical Characteristics and Related Health Issues

Football Exercises

Using Football Exercises regarding the Topic

The Life Skills listed below will be focused on in this lesson. They are incorporated into the Football Exercises on the following pages.



Types of Equipment useful for these Exercises



Exercise 1

Understanding the physical characteristics of boys and girls better

AWARENESS

“Ball Control”

- Pair players, according to their gender. Female with Male.
- Player A throws a ball at player B to control and pass back.
- Emphasis should be on controlling the ball using the chest.

TiP

Observe the difference between how females or males receive the ball especially the higher balls - like chest control.

Discuss differences between individuals. Why are some girls afraid and others not.

Those that can't use the chest should either use their thigh to control or be the “thrower”.

Helpful **Hints**

Boys Team

Encourage boys to watch women's or girls league games, national women's team games. Male players will see for themselves that female players can chest or head a ball and may have many other technical skills.

Mixed Teams

Do not only highlight the differences between female and male players, but also the commonalities. Especially when working with children under 12 years, the differences between individual players because of body height and strength, fitness level and experience are more significant than those between the sexes.

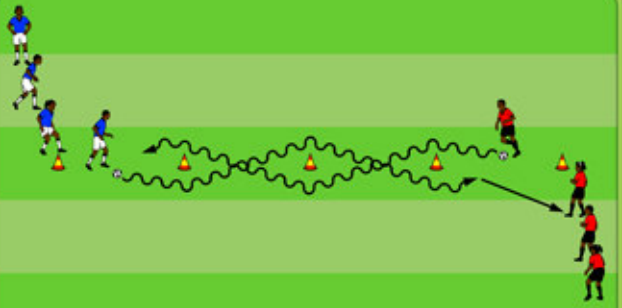
Include in training session: **WARM UP** MAIN PART CONCLUSION COOLING DOWN



Exercise 1

Understanding the physical characteristics of boys and girls better

PERSEVERANCE / DISCIPLINE



TiP

This exercise works in teams with players being older than 12 years.

In U12 teams individual differences are greater than gender differences.

"Control and Speed"



- Divide into 2 teams.
- Set up cones for players to dribble in between.
- 1 player from each team dribbles through the cones as quick as they can and pass to the next player after the last cone.

- Being able to dribble is a technical skill that needs practice and experience. Differences in skills levels are often greater between individuals than between male and female players. Discuss this with players.

Observe the different tempos between male and female players. Explain the difference using other sports as well, i.e. The fastest male in the world is faster than the fastest female in the world.

Make players aware of the differences between individuals of the same sex even in boys only teams.



Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN



Exercise 2

Integrate new players into the team

HAPPINESS / PRIDE



TiP

Change roles, let the regulars chase the newcomers still dribbling the ball.

“Dribbling I”

- ☞ Divide the players into 2 teams (**newcomers** and **regulars**)
- ☞ The **regulars** each get a ball and dribbles inside a grid.
- ☞ **Newcomers** chase after them and try to catch / touch them.
- ☞ Players must count how many times they touched someone.

Pointers

- ☞ Create a safe zone for those dribbling the ball. 2x2 metres square in the middle of the grid.

Include in training session: **WARM UP** MAIN PART CONCLUSION COOLING DOWN



TiP

Shorter shooting distance and bigger distance between the cones for beginners and no keeper in the beginning until they get used to the exercise.

“Dribbling II”

- ☞ Every player gets a ball.
- ☞ They must dribble through the cones at their own pace and take a shot at goal at the end.
- ☞ Too little balls? Have the goalkeeper pass the ball to the player next in line instead of each player having a ball.

Include in training session: **WARM UP** MAIN PART CONCLUSION COOLING DOWN



Exercise 2

Integrate new players into the team

EMPOWERMENT



"Mini-match"

- Divide teams into 2 balanced groups mixing the **regulars** with the **newcomers**.
- Play a mini match with rules i.e. **regulars** are allowed to only control and pass (2 touches) and **newcomers** can have as many touches as possible.
- Progress to "only **newcomers** can score" for a period of time.
- Progress to "for every goal scored by a **newcomer**, it counts for 2"

TiP

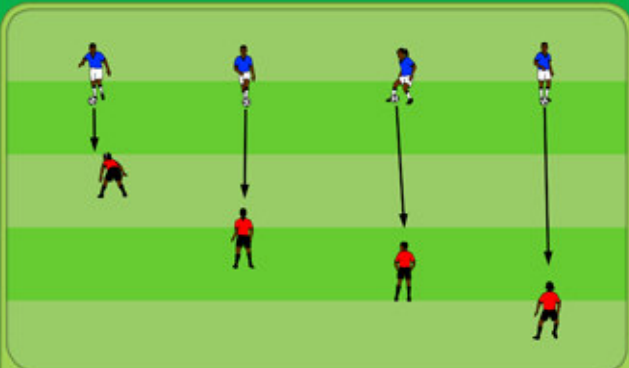
Cool down and discuss, giving both sides a chance to express how they felt.

Include in training session: WARM UP MAIN PART **CONCLUSION** COOLING DOWN

Exercise 3

Dealing with different skills levels of players

EMPOWERMENT / TRUST



TiP

Begin with the shorter distance and increase as they get used to it.

“Passing”

- ☞ Pair the players according to **stronger** and **less experienced**.
- ☞ Let the **stronger** who brought the **less experienced** show them how to pass.
- ☞ Join groups together should there be too little balls.
- ☞ Encourage **stronger** players to give feedback and encouragement to **less experienced** players.
- ☞ With this exercise you can develop technical skills of both **stronger** and **less experienced** players and

leadership, teaching and communication skills of **stronger** players.

Variations

- ☞ Change around players and introduce more passing games, moving from easy to hard.

Include in training session: WARM UP **MAIN PART** CONCLUSION COOLING DOWN

EMPOWERMENT



“Passing the gate / border”

- ☞ Half the players line up in one field, the other half lines up in the opposite field.
- ☞ Each player has a ball.
- ☞ On command all players run to the opposite side, taking care not to hit any of the other players.
- ☞ “Ladies first!”
- ☞ Initially the exercises will be easy, e.g. dribbling only with the stronger foot. Then the difficulty will be increased, e.g. dribbling with the weaker

foot or swinging between both feet.
☞ You have to orientate not to hit anyone!

Variations

- ☞ Start a competition! TEAM MESSI vs. TEAM MARTA.
- ☞ Which team gets to the other first. The last player reaching the field counts.
- ☞ Every player gets a number (1 - 6 in both fields):
 - ▲ On command (one number, two numbers, three numbers etc.) the players with the called number try to reach the field on the other side, the team how reaches the field first wins.

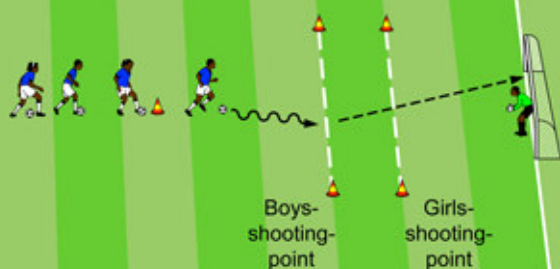
Include in training session: WARM UP **MAIN PART** CONCLUSION COOLING DOWN



Exercise 3

Dealing with different skills levels of players

PERSEVERANCE / AWARENESS



Shooting-Contest

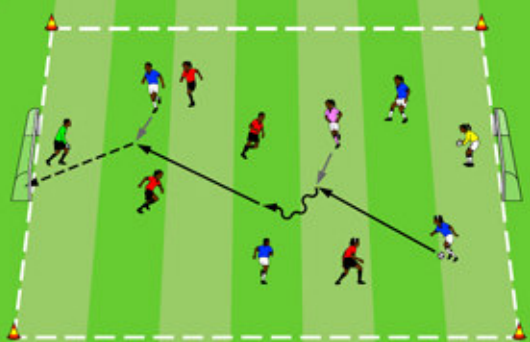
- ☞ The players start from the starting-cone and dribble towards the goal.
- ☞ Boys have to shoot from their shooting-zone (16m) and girls from a lower distance (12m). You have to adapt the distance on the training-level of your group.
- ☞ Always train you weaker foot as well.
- ☞ Start a contest: girls against boys!

When you have strong female players in your team, group them with the boys so they can develop their skills according to their performance level.



Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

EMPOWERMENT



5-on-5 + 1 female impartial player

- ☞ 2 teams - each with a goal + goalkeeper
- ☞ The female player plays in the team which has the ball.

Generally, a 30mx40m pitch is used. This time, however, a smaller pitch will be chosen to strengthen the female players.

Often female players have a better technique but have a disadvantage when competing with boys because of their generally weaker body strengths and athletics. Playing on a smaller pitch gives them a fair advantage.



Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

Exercise 3

Dealing with different skills levels of players

Never underestimate the importance of good stability exercises - like those shown below.

**Strengthening the chest - Push-Ups - First level**

- ☞ Take the starting-position as shown on the photo (Kneel down and support yourself on slightly bent arms). Place your hands on the floor and straighten your arms. Lean only on your hands legs.
- ☞ Bend your arms and lower your body (upper part) until your head is a couple of inches from the floor.
- ☞ Then straighten your arms until you are in the starting position.
- ☞ Try to use the full range of movement - not only half way!
- ☞ Don't do it too fast!

Include in training session: WARM UP MAIN PART CONCLUSION **COOLING DOWN**

**Strengthening the chest - Push-Ups - Second level**

- ☞ Take the same starting-position as in the first exercise, but move your legs up / off the floor.
- ☞ Then, start to move your chest down tot he floor again.

Include in training session: WARM UP MAIN PART CONCLUSION **COOLING DOWN**



Exercise 3

Dealing with different skills levels of players

**Strengthening the chest - Push-Ups - Third level**

- ☞ Take the push-up starting-position: Place your hands on the floor and straighten your arms. Lean only on your hands and toes, while keeping your body in a straight line.
- ☞ Bend your arms and lower your body until your head is a couple of inches from the floor.
- ☞ Then straighten your arms until you are in the starting position.
- ☞ Girls: 10 repetitions.
- ☞ Boys: 15 repetitions.
- ☞ Team-Competition: GIRLS against BOYS - as many as you can do + add the repetitions

Include in training session: WARM UP MAIN PART CONCLUSION **COOLING DOWN**

The Right to Play

In **Lesson 1** it was shown that protecting children's rights is one of the roles and responsibilities of a YDF coach.

Football offers opportunities to promote women's and children's rights in two ways:

- ☞ Football programmes offered on a grassroots level play an important role in providing opportunities for children to play. It is important that coaches understand that both male and female players enjoy the same right to play football, and that coaches are aware of children's and women's rights as human rights.
- ☞ The game of football is governed by rules that shall ensure that both competing parties have the same opportunities. These rules give both rights and responsibilities to players. By learning to play the game of football, players learn to act as responsible players who respect the rights of other players. The learning experience is crucial for many life situations and the coach has a possibility to help players transfer the lessons learned in football to other life situations.

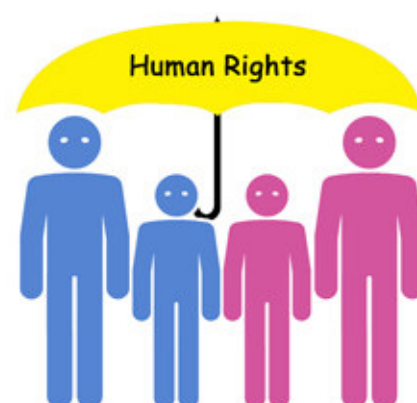
The Protection of Women's Rights in South Africa

Gender equality has always been a core value of the struggle for a democratic South Africa. The promotion of gender equality was adopted by the new government elected in 1994 and has been enshrined in the 1996 Constitution of South Africa. South Africa's government has also signed a number of binding international treaties, and approved important policies and legislative frameworks, which commit the government to promoting gender equality and addressing gender based violence and other forms of gender inequalities.

These treaties and policy frameworks include for example:

- ☞ the Convention to End All Forms of Discrimination Against Women (CEDAW)
- ☞ the Beijing Platform for Action (1995)
- ☞ the National Policy Framework for Women's Empowerment and Gender Equality (2002)

It is important to highlight that all these policies promote women's rights as human rights. In other words, policies to promote women's rights have been developed to ensure that human rights apply to all human beings regardless their gender.



The Right to Play

Human Rights Violations against Women and Children

Despite South Africa's very progressive legislation concerning women's rights, South Africa experiences the world's highest levels of sexual and domestic violence - human right violations against women. Research conducted by the Medical Research Council in 2004 shows that "a woman is killed by her intimate partner in South Africa every six hours (Sonke Gender Justice Network 2007: South Africa, Country Report).

Common Human Right Violations against women and children in African countries include:

- ⊗ Sexual and domestic violence such as sexual harassment, sexual and/or physical assault and rape.
- ⊗ Female circumcision.
- ⊗ Forced prostitution of young girls in order to contribute to the household income.
- ⊗ Early and arranged marriages.
- ⊗ Denial of access to education.



- ⊗ Denial of access to play (football).

- ⊗ _____
- ⊗ _____
- ⊗ _____
- ⊗ _____
- ⊗ _____

Useful websites to get more information on human rights (violations) against women and children in various African countries:

- ① Amnesty International: www.amnesty.org
- ① Gender Links: www.genderlinks.org.za/
- ① For a directory of services addressing gender based violence in various South African provinces and communities see Centre for the Study of Violence and Reconciliation: www.csvr.org.za/wits/gender/directory/index.html



LESSON 5

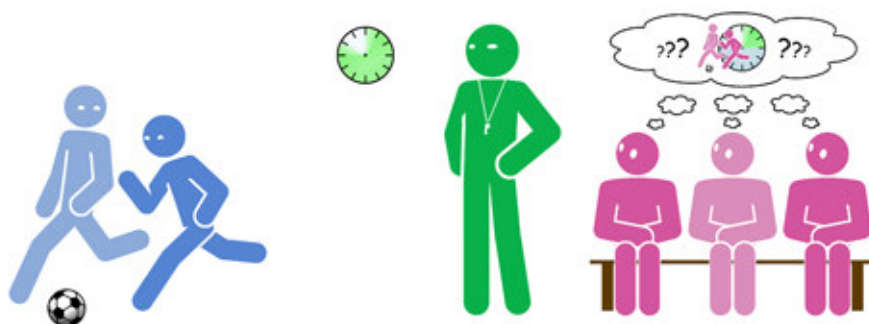
The Right to Play

Common human and women's rights violations in football

- Coaches shouting at players and humiliating them.



- Coaches neglecting players and not ensuring equal playing time.



- Coaches sexually harassing players or getting sexually involved with players.*
- Players sexually harassing other players.
- Players shouting at or humiliating other players.



* This may be contested by coaches: Please note that a coach should never get sexually involved with a player, because there is a relationship of power between the coach and a player. In South Africa is a criminal offence, if an adult gets sexually involved with a minor.

The Right to Play

Rights and Responsibilities

Not only the government, but also individuals have the responsibility to ensure the protection of human rights. For every right that a person has there is a responsibility that is connected to that right. For example, you have a right to freedom of expression, but a responsibility not to tell lies about someone else. There is a general responsibility to respect and be tolerant of other peoples' rights. These are examples of some rights and responsibilities:

 The right to be equal (before the law)
Your duty:

- ➔ to respect other people even if they are different to you, and to accept that they are equal to you.

 Right to education
Your duty:


- ➔ to study hard and attend school.

 The right to life
Your duty:

- ➔ not to hurt someone so as to threaten their life.
- ➔ not to buy products from countries or companies where child labour is common.

 Right to freedom and security of the person
Your duty:

- ➔ not to abuse players, family members, friends or anyone else.

 Right of access to health care, food, water, social security
Your duty:

- ➔ to eat and drink properly and to not abuse drugs.
- ➔ not to pollute rivers that people are using for drinking water.

 Right to a clean environment
Your duty:

- ➔ not to throw rubbish on the playing field or anywhere else.
- ➔ to throw household litter in a proper place away from people's homes.
- ➔ Recycle!

LESSON 5

The Right to Play

In football you may need to discuss the following rights and responsibilities concerning players:

 Right to privacy

Your duty:

- ➔ to knock on someone's door before entering their home or changing rooms.
- ➔ _____
- ➔ _____

 The right to play

Your duty:

- ➔ to attend practice sessions and matches.
- ➔ to make 100% use of playing time (do not fool around and waste time).
- ➔ to respect other children's rights to play.
- ➔ _____

 The right to resources (balls or other football equipment)


Your duty:

- ➔ to treat equipment with care and maintain it.
- ➔ to not steal equipment
- ➔ _____

 The right to fair treatment (not be abused / fouled)

Your duty:

- ➔ to not abuse or foul other players.
- ➔ to treat others fair.
- ➔ _____

 Other rights and responsibilities

- ➔ _____
- ➔ _____
- ➔ _____
- ➔ _____
- ➔ _____
- ➔ _____

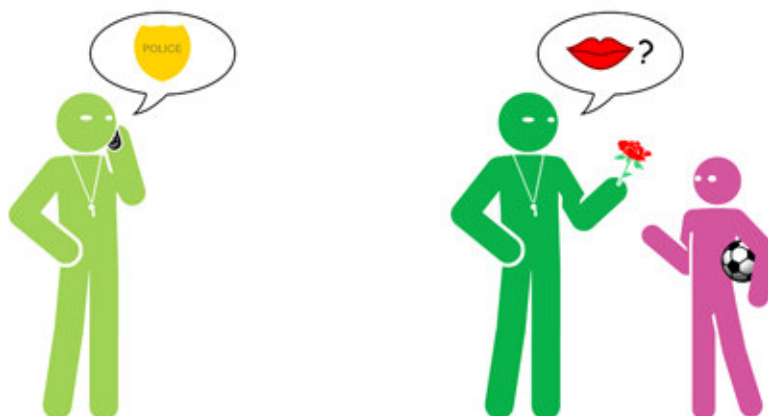


The Right to Play

Responsibilities and opportunities for the coach to promote and protect children's and women's rights in and through football

Coaches may find that some of their players are victims of human right violations. As mentors and leaders of young people coaches have the following responsibilities and opportunities to promote and protect women's rights in and through football:

- ☞ The coach shall be fully aware of and respect women's and children's rights and express this in all his/her actions and words (see **Exercise 1** in this lesson, as well as lesson on developing a code of conduct for coaches in **Lesson 6.2.1**).
- ☞ The coach shall use football to raise awareness of women's and children's rights (see **pages 58 - 70** in this lesson).
- ☞ The coach shall teach his/her players to respect women's and children's rights and how they can reflect this in their own behaviour off and on the playing field).
- ☞ The coach shall teach his/her players about the responsibilities that are linked to their rights - see **Exercises 2** in this lesson.
- ☞ The coach shall identify children whose rights have been violated and is able to refer them to an appropriate support structure (see **Lesson 6.3.1**).
- ☞ The coach shall act upon situations where other coaches violate women's and children's rights.



Ensuring the right to play for all players

To allow for equal opportunities for girls and women in football it sometimes may be necessary to treat male and female players differently. This could take the form of introducing rules in tournaments such as giving double points when a female player scores a goal. Such rule aims at addressing discriminatory behaviour of male players such as not including female players in the game.

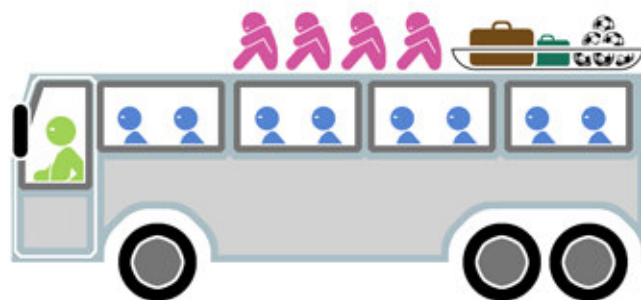
This unequal treatment may be seen as unfair by some players, and it needs to be well negotiated. Such a tool should not be overused as it may also reinforce stereotypes such as that female players are indeed bad players and they need preferential treatment to survive in the game.

LESSON 5

The Right to Play

Tips for coaches to ensure that children's and women's rights are respected in their football programmes:

- Ensure that conditions are the same for female and male football players and teams.



- Female and male teams have equal access to sports field/practice time.
- Female and male teams have access to the same resources (e.g. balls, cones etc).
- Female and male teams get prizes if the same value at tournaments.



- In mixed teams: female and male players get equal amount of practice and playing time, and are equally involved in special tasks, and leadership roles.

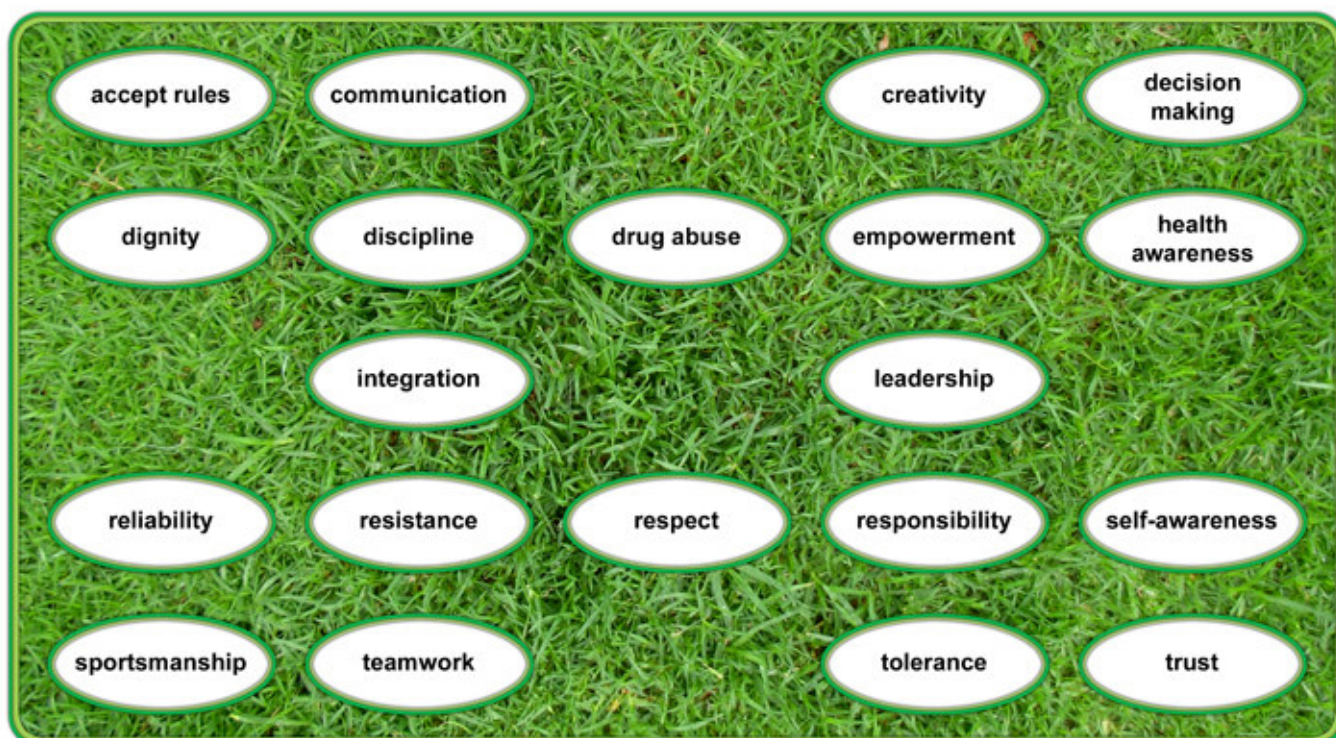
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The Right to Play

Football Exercises

Using Football Exercises regarding the Topic

The Life Skills listed below will be focused on in this lesson. They are incorporated into the Football Exercises on the following pages.



Types of Equipment useful for these Exercises



LESSON 5

Exercise 1

Fair Play Games

FAIR PLAY



“Make and Accept Rules”

- ☞ Divide players into 2 equally balanced teams.
- ☞ They must agree on the game rules. Coach facilitates the discussion.
- ☞ Let them play normally but without a referee.
- ☞ Observe how they handle the fouls and unlawful behaviour. Intervene if you notice a player or team trying to “cheat”.

TiP

It is suggested to run all activities in or around Human Rights Day (21 March), National Women’s Day (8 August), International Women’s Day (9 March), or during other days that are dedicated to raise awareness for Children’s and Women’s Rights (violations). However, these activities can be run throughout the training season.

Add simple rules to encourage team work and fair play. i.e. If one team scores, all players from both teams celebrates.

In mixed teams:



If you observe that female players are not integrated into the team and have no ball contact, introduce rules that encourage their integration: e.g. double score for goals shot by female players; or at least 2 passes to female players before a goal shot.



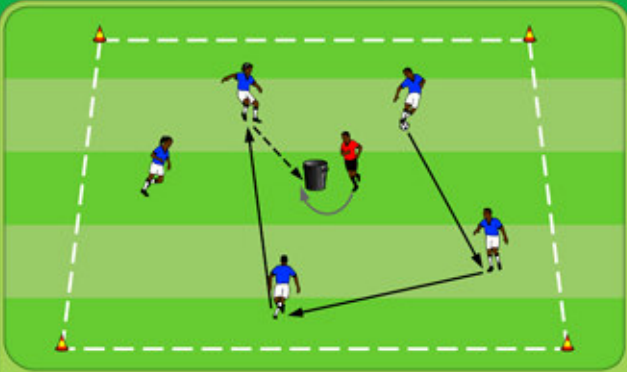
Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN



Exercise 2

Every Right comes with a Responsibility

RIGHTS & RESPONSIBILITIES



"Clearing the Field"

- ☛ The strikers (blue) pass the ball around, trying to get into a good position to shoot the ball onto the target (the rubbish bin in the middle of the pitch).
- ☛ The defender (red) tries to prevent the strikers from hitting the rubbish bin.
- ☛ After the rubbish bin was struck by the ball, another player will replace the defender and try to prevent the rubbish bin from being hit.

Variations

- ☛ The strikers only have one minute to try to score a hit on the rubbish bin.



Ensure that the rubbish that was in the bins being used in these exercises was thrown into another bin and not just emptied on the ground somewhere!

In mixed teams



make sure that both male and female players take an equal share in cleaning up the field.

Include in training session: **WARM UP** MAIN PART CONCLUSION COOLING DOWN

LESSON 5

Exercise 3

How to show respect?



Team spirit and respect are encouraged in a game such as this one.

**Transfer Game**

- ⦿ Mark a pitch of 15m x 25m with two goals with goalkeepers.
- ⦿ Divide the players into two teams.
- ⦿ The teams play 5-on-5 against the goals with goalkeepers.
- ⦿ After a certain amount of time, or an event such as a goal, the coach must shuffle the teams.

Pointers

- ⦿ Let the players play without rules and regulations.
- ⦿ Every player may only be "transferred" once.
- ⦿ The players discuss transfers within the team. The coach can give advice.



Girls and boys have the same right to play football.

Girls and boys share the same responsibilities while being part of a football team

TiP

Also encourage players to call one another by the names they prefer when calling for the ball or else it is a foul, e.g. "Thandi's ball" - shouting "my ball" is against the rules.

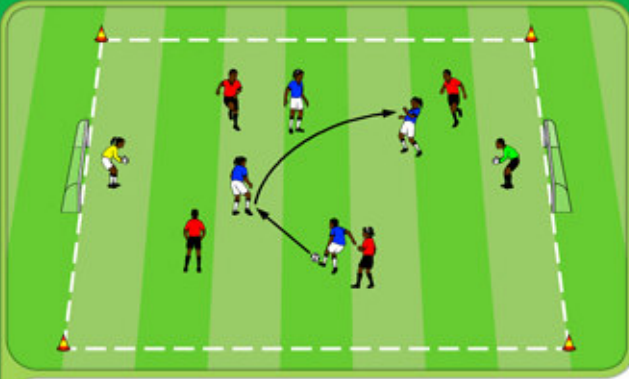
Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN



Exercise 3

How to show respect?

RESPECT



Football Game with own Rules

- ☞ Two or four teams.
- ☞ Play without referee.
- ☞ The teams have to decide on the rules for the game before kick-off (Communication!), e.g. throw-in / kick-in, fixed goalkeeper / flying goalkeeper, corner kick / three corners = one penalty, etc.
- ☞ Both teams have to agree on a Fair-Play-Rule (e.g. no foul play, congratulate your opponent on a

successful goal, publicly praise positive action of the own team, etc.).

- ☞ Both teams decide on an arbitrator each, who in critical situations (e.g. foul / no foul) together try to find a solution to the problem.
- ☞ Play according to the previously agreed on rules.
- ☞ The game time should be 10-15 minutes.
- ☞ Additional to every goal, reward every fair play action with a further goal. The two arbitrators decide if the fair play action should be rewarded or not. Winner is the team with the most goals at the final whistle.

Variations

- ☞ Play a further round, but first shuffle the teams.
- ☞ If there are more teams, play a tournament.



Helpful



Hints

Other tips for coaches to ensure that children's and women's rights are respected in their football programmes:

Ensure that conditions are the same for female and male football:

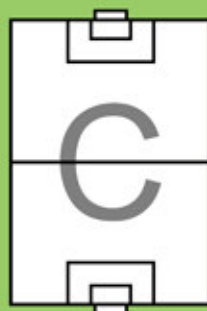
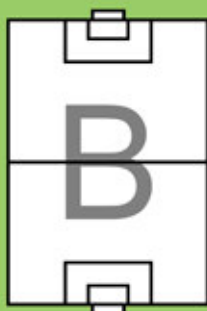
- > Female and male teams have equal access to sports field / practice time.
- > Female and male teams have access to the same resources (e.g. balls, cones etc).
- > Female and male teams get the prizes of same value at tournaments.
- > In mixed teams: female and male players get equal amount of practice and playing time, and are equally involved in special tasks, and leadership roles.

LESSON 5

Exercise 4

Small Tournament

"4-ON-4" TOURNAMENT



and
so on...

"Scoring for Human Rights"

- ❖ Arrange the playing ground with goals and boundary markers, so you have as many pitches as necessary. All teams are supposed to play at the same time.
- ❖ Give each pitch a name such as Pitch A, B, C etc. Prepare bibs for each pitch and leave them on the pitch.
- ❖ Pitch approx. 40m x 20m, mark boundaries with e.g. cones.
- ❖ Goals approx. 4m broad, mark with cones or poles.
- ❖ Draw lots for pairs of two players. In mixed teams each pair should have a male and a female player.
- ❖ Ask pairs to give themselves a name that is either a "Human Right, Children's or Women's Right", or a responsibility that comes with this right. Examples for names could be "The Basic Education Warriors", "The Guardians of Fair Treatment", "The Fair Play Lions" etc. .
- ❖ Enter names of teams in the tournament schedule. *This should be on A3 or A2 size paper or board, so everyone can see it clearly.*
- ❖ Then all the players go to their allotted pitches and the selected teams put on their bibs. When all teams are ready, the whistle for kick-off for the first round follows. Immediately after every game, the bibs have to be returned to the same spot where they were before the game. Then all the players return to the match official and inform him of their score.
- ❖ The organiser enters the scores and the earned points of the team onto the match schedule. In the meantime the players inform themselves from the list of participants on which pitch they will be playing the next round and go there. This all takes place during an interval of approx. 5 minutes. The whistle for kick-off of the next round will be as soon as all teams are ready.

"Evaluation Sheet"
Tournament Sheets 42



"Playing Schedule"
Tournament Sheets 45



- ❖ Each round of play can be 5 to 10 min. Use shorter playing times if there are many players that are less fit, and if you have many teams. There is no half-time, but 3-5 min intervals between each round, so players can check on which pitch they play next.
- ❖ The game is played without referee, without a goal keeper and with no offside rule.
- ❖ All players of a winning team receive 10 points plus one point for every scored goal. With a draw every player receives 5 points plus the goal points. The players of a losing team receive only the goal points. Winner of the tournament is the player with the most points (on the participant list add the points of every player horizontally). Therefore, there will not be a winning team, but an individual winner. The individual evaluation of a player and the changing of the teammates ensure that hardly a player needs to leave the tournament without having an experience of success through having won a match.
- ❖ After the final whistle, the participants bring back all the field equipment.
- ❖ The coach / organizer works out the final score and identifies the winning team and winning "Human Right" or "Responsibility". Discuss with all players how they can ensure that this human right or responsibility is respected in their team, league or community.



Exercise 4

Small Tournament

TiP

It is suggested to run all activities in or around Human Rights Day (21 March), National Women's Day (8 August), International Women's Day (9 March), or during other days that are dedicated to raise awareness for Children's and Women's Rights (violations).

These are possible rules. Let the players **participate** - they can also **create** and agree on their own rules before the beginning of a round.

If you observe that female players do not get a chance to play, you can introduce rules such as "only females can score" or "if a female scores a goal counts double".

Pairing male and female players in this tournament can also help to form positive relationships between them.



Helpful  Hints

Such small tournaments are great for community tournaments where you reach out to a large number of youths as well as other community stakeholders.

For more information on how and when to organize such tournaments see [Lesson 6.2.4](#) and [Lesson 6.3.3](#). In the *YDF Manual for Coaches* and the *YDF Manual for Sports Event Management* you will also find more explanations and ideas for tournament set ups.

Include in training session: WARM UP **MAIN PART** CONCLUSION COOLING DOWN

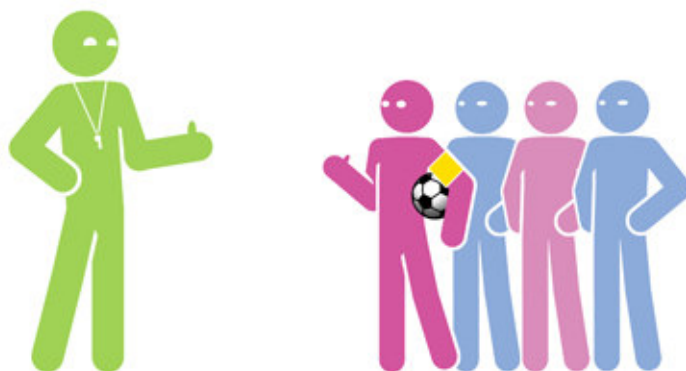
Using Football at Different Levels

Lessons 1 - 5 of this tool kit look at different aspects that may be the reason for unequal participation from girls and boys in football. In these lessons coaches were encouraged to critically reflect their own, beliefs, perceptions and attitudes about girls' participation in football. **Lessons 2 - 5** also provide coaches with ideas and tools to deal with beliefs and some of the realities in order to promote equal participation and opportunities for female and male players. The suggested football exercises can be used in any football practice session either as warm up, main part or cooling down exercise. In **Lesson 7** coaches find ideas how to design a complete practice session to raise awareness for, or to address, gender issues that they face in their teams.

In addition, **Lesson 6** provides coaches as well as programme coordinators with additional ideas of how to promote gender equality in their teams, programmes, leagues and even communities and at different levels of programme design and implementation. We suggest that coaches discuss these opportunities with programme coordinators and managers.

☞ Opportunities at Individual Player Level

- ▲ A code of conduct for players, teams and leagues (**Lesson 6.1.1**).
- ▲ Addressing barriers to female players' participation in football (**Lesson 6.1.2**).
- ▲ Encouraging female players to take leadership positions in football (**Lesson 6.1.3**).



- ▲ Encouraging transfer of skills to other life situations (**Lesson 6.1.4**).

☞ Opportunities at League Level

- ▲ A code of conduct for the league (**Lesson 6.2.1**).
- ▲ Increasing the number of female coaches in your league (**Lesson 6.2.2**)
- ▲ Advocating for gender awareness in football programmes and league structures (**Lesson 6.2.3**).
- ▲ Special events and tournaments to promote female participation and awareness of women's and children's rights (**Lesson 6.2.4**).



Using Football at Different Levels

e Opportunities at Community Level

- ▲ Building community partnerships with other community organisations, schools, clubs or government departments (Lesson 6.3.1).



- ▲ Advocating for gender awareness amongst other community structures (Lesson 6.3.2).
- ▲ Tournaments promoting gender equality amongst other community structures.
- ▲ Special events and tournaments for marketing communities.

Not all these tools can be implemented by coaches alone. Coaches should work together with football programme coordinators, other coaches in their organisation or in the league, as well as community stakeholders to implement some of these tools.

LESSON 6.1

Opportunities at Individual Player Level

6.1.1 Developing a code of conduct for your players

A code of conduct is an effective tool to promote gender sensitive behaviour amongst players in your team. It is also a very useful tool to create a common understanding of what "gender equality" and "gender sensitive behaviour" means. It is very likely that as many players as coaches have in their teams, as many different ideas they may find about acceptable and unacceptable behaviour in regard to promoting gender equality. What may seem normal or acceptable to one, may be unacceptable, intimidating, or even painful to others. The code of conduct gives the coach and players alike the opportunity to intervene and immediately act upon behaviour of players that is unfair or that discriminates either female or male players.

Codes of conduct have the purpose of setting standards and values for the behaviour of people in a certain context and/or to anticipate or prevent specific types of behaviour. A code of conduct also has the purpose of guiding people in what is acceptable and unacceptable behaviour.

The most effective way to establish a code of conduct is to develop it in a group exercise with all players of a team, rather than giving them a set of rules. The power of a code of conduct lies in the **process** to develop it - rather than the end product, allowing **ownership** amongst players.

Coaches should follow below steps to develop a code of conduct:

STEP 1 Complain about Reality

As part of this step you brainstorm unacceptable behaviour that coaches and players have observed and found disturbing and needs to be banned from players, coaches, the team or league. As a facilitator you should collect all complaints / unacceptable behaviour on a flipchart.



Purpose:

The purpose of this first step is to assess the views of everyone involved: it shall help to create an understanding of what all involved parties define and have observed as unacceptable behaviour amongst coaches and players. This phase is a brainstorming session, which means this session is not so much about analysing problems, but rather about creating an overview of perceived problems. This step may also serve to give players, coaches and other educators the opportunity to voice their frustrations. (E.g. about violent behaviour of players or other coaches in the past season).

As part of this step ensure the following:

- ☞ As coaches come up with examples of unacceptable behaviour make sure that everyone understands why this type of behaviour is unacceptable.
- ☞ Make sure that everyone has a say in this process.



Opportunities at Individual Player Level

6.1.1 Developing a code of conduct for your players

Examples for a list of Un-acceptable behaviour blacklisted by your team

- ⊗ Insulting, threatening or physically fighting with other players.
- ⊗ Gossip and foul speech.
- ⊗ Fouls and other forms of intimidation on the playing field.
- ⊗ Fighting with or insulting the referee or the coach.
- ⊗ Stealing.
- ⊗ Use of weapons.
- ⊗ Drug abuse.
- ⊗ Abuse of girls, women and children.
- ⊗ Malicious destruction of material.
- ⊗ Not informing the coach about absence from practice sessions or games.
- ⊗ Being late for practice sessions and games.

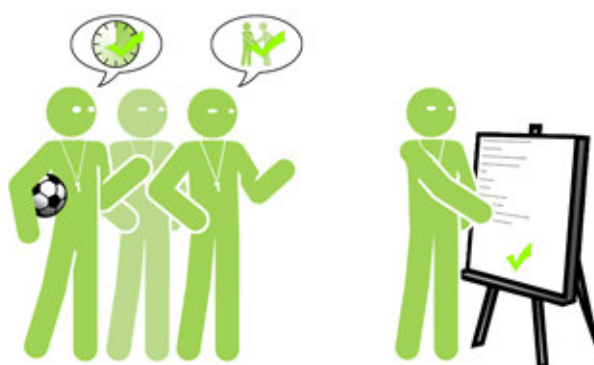


Opportunities at Individual Player Level

6.1.1 Developing a code of conduct for your players

STEP 2 Dream about the perfect world

As part of this second step everyone is encouraged to look at the list of unacceptable behaviours and to come up with creative ideas of the perfectly acceptable types of behaviour of players / coaches and other educators. As a facilitator you should collect all ideas / dreams on a flipchart.



Purpose:

The purpose of this step is to brainstorm ideas and to create a deeper understanding amongst involved parties about the way they envision coaches / educators or players to behave.

As part of this step ensure the following:

- ☞ Ensure that everyone understands the purpose of this step as a brainstorming and dreaming session
- ☞ Encourage that wishes are phrased as "It would be great if..." so it is clear that we are talking about the perfect world at this stage
- ☞ Discourage comments "this is impossible, unrealistic etc..."

Opportunities at Individual Player Level

6.1.1 Developing a code of conduct for your players

STEP 3 Planning for Implementation

As part of this **3rd step** the actual code of conduct is created. It combines the type of behaviour that players and coaches have defined as unacceptable in step 1 with the behaviour defined as desirable in **Step 2**. As part of this step you need to evaluate which behaviour can be influenced and you may need to identify certain types of behaviour that coaches or players cannot influence. It may be helpful to cluster and prioritise some of the behaviours so you can get to a manageable size.



Purpose:

The purpose of this third step is to evaluate what type of behaviour can be influenced by coaches and players and to create a common understanding for the type of behaviour that all involved parties are willing to accept as a code of conduct.

As part of this step ensure the following:

- ☞ Encourage everyone to be realistic about what can be implemented.
- ☞ When developing the code of conduct encourage a language that expresses the responsibility of the individual for his/her own behaviour, e.g. "I will be on time for practice session"; "I will respect the property of other players"; "I will NOT shout at other players nor the coach"...
- ☞ Make sure that everyone agrees with the code of conduct and accepts it as guidance for his/her own behaviour.
- ☞ Agree on how to monitor and enforce the code of conduct. For example: Print the code of conduct and make a copy for all players, have a copy with you at all practice sessions; pin it at your club's notice board; agree with players what happens when someone breaks the code of conduct, and make sure that this is enforced at all times.
- ☞ Optional: ask all involved parties to sign a pledge where they will commit to the code of conduct.

LESSON 6.1

Opportunities at Individual Player Level

6.1.1 Developing a code of conduct for your players

Example for a Code of Conduct for your team

Code of Conduct

- ✔ I will not insult or threaten or physically fight with anyone on and off the playing field.
- ✔ I will calm myself and others down when we are upset about a foul or a referees decision.
- ✔ I will not gossip and not allow foul speech.
- ✔ I will respect the decisions of the coach and the referee.
- ✔ I will keep our team a drug and weapon free zone.
- ✔ I will show respect towards our opponents.
- ✔ I will welcome our opponents before the game by shaking hands, and will encourage my team mates to do so as well.
- ✔ I will apologize following a foul.
- ✔ I will show respect for girls and women.
- ✔ I will show respect for people from other cultural and social backgrounds or for people with another sexual orientation.
- ✔ I will respect the property of others.
- ✔ I will pitch for practice sessions and matches on time.
- ✔ I will notify my coach if I cannot make it for a practice session or match.

Opportunities at Individual Player Level

6.1.1 Developing a code of conduct for your players

Allow for at least an hour to develop the code of conduct.

Best to do so at the beginning of a season. You should revisit the code of conduct mid season and at the end of season to assess how well the code of conduct was respected and enforced. You should also discuss whether there is anything else to add to the code of conduct.

When introducing a code of conduct it is important that:

- ⦿ It is developed in a participatory manner and agreed upon by all participating coaches / community workers or players.
- ⦿ It is accepted and owned by all participating coaches / community workers or players.
- ⦿ It is rather brief than lengthy and detailed (since no one will realistically remember more than 10 points).
- ⦿ It is tangible, concrete and clear in its description of expected behaviour, try to use terms of positive behaviour to focus on the positive.
- ⦿ The team agrees on consequences when a player or coach is not respecting the code of conduct.
- ⦿ It is monitored and enforced at all times by everyone involved (not only the coach!).
- ⦿ Rotating the responsibility to monitor that everyone respects the code of conduct helps to create ownership for the code of conduct and for gender sensitive behaviour and language by all.



LESSON 6.1

Opportunities at Individual Player Level

6.1.2 Addressing barriers to female players' participation in football

Common Barriers to Girls' and Women's Participation in Football

Female players may face a number of barriers when participating in football:

☞ **Lack of female role models:**

- ▲ there are less famous local and international female football players because professional women's football is not developed. Also, media does not sufficiently cover stories about women's football, which makes women's football less visible

☞ **Stereotypes and beliefs** about football and girls and women playing football such as:

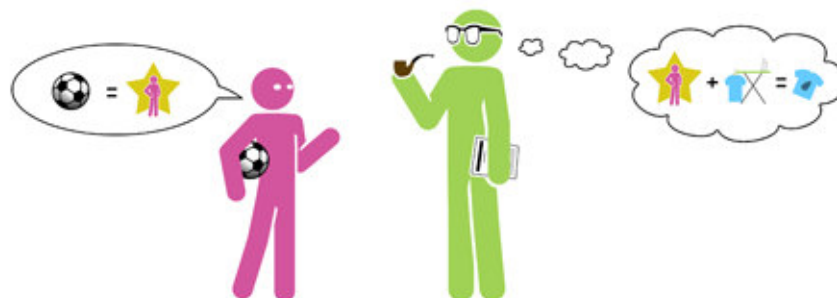
- ▲ Football is a sport for boys and men, not for girls and women.
- ▲ Girls and young women who play football are, or turn into lesbians.

☞ **Domestic responsibilities** of girls and young women that prevent them from participating in after school programmes / timing of football programmes.

☞ **Lack of development and career opportunities** for female players in football (no incentive).

☞ **Lack of support from parents:**

- ▲ Many parents do not see how football benefits their daughters' development.



- ▲ They may also find it unsafe for girls to participate or they may be afraid that their daughters may turn lesbian when playing football.

☞ **Lack of safety:**

- ▲ Lack of safety when getting home from practice (girls and women are at higher risk of being victimised).
- ▲ Unacceptable coach behaviour: sexual harassment of female players by the coach and lack of code of conduct.

☞ **Lack of privacy** - e.g. lack of changing rooms for female players only.

- ☞ _____
- ☞ _____
- ☞ _____



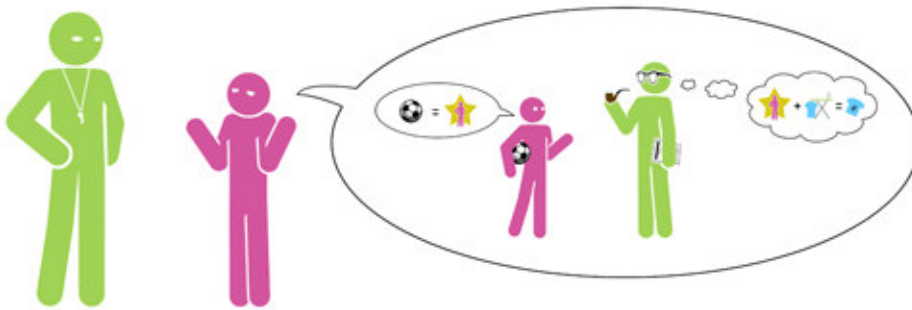
Opportunities at Individual Player Level

6.1.2 Addressing barriers to female players' participation in football

Strategies to address barriers for female players' participation in football depend on the social and cultural context - what may work in one context may not work in another. Coaches and players need to fully understand the barriers to be able to develop a strategy of how to address them. Previous lessons should have helped coaches to do so.

Coaches shall involve their players to understand barriers and to develop strategies to address such barriers:

- ☞ When you observe that female players stay away from practice sessions and/or matches, take some time after a practice session to discuss possible reasons for this.



- ☞ Ask the players who have been absent what the reason was. Get their permission to discuss the reasons with the team (if it is not a personal and confidential topic)
- ☞ Ask players to share the reasons for their absence from practice.
- ☞ Ask other players whether they have or had similar challenges.
- ☞ Encourage players to share their strategies of how to deal with such challenges, and explore other options from the list of strategies further below in this lesson.
- ☞ Encourage players to try some of these strategies.
- ☞ Discuss options of what the team and the coach can do to allow the player to attend practice sessions and matches, e.g. to change times and days for practice session, to walk home in groups etc.

See also Lesson 2 with activities that strengthen players negotiation and communication skills.

Strategies to address barriers to the participation of girls and young women in football programmes

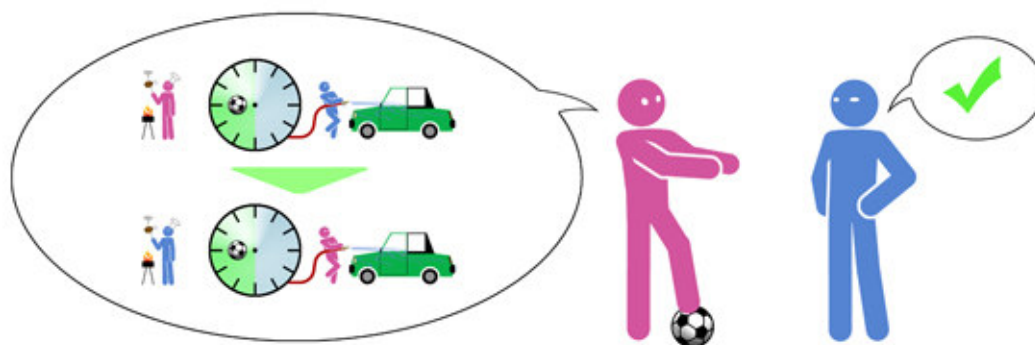
Below find some ideas for strategies that have worked in other contexts:

- ☞ Take measures to make opportunities for girls to participate in football well known in your community.
 - ▲ Communicate clearly that girls and/or young women are also invited when you announce your football programme; this may be particularly important when you have a mixed team.

Opportunities at Individual Player Level

6.1.2 Addressing barriers to female players' participation in football

- ☞ Take measures to generate parental support for female players' participation.
 - ▲ Hold information sessions with parents, where you explain the benefits of football for their daughters' development and where you can address concerns of parents.
 - ▲ Change times of practice sessions and matches so that players can still attend to household or other chores, as well as religious / spiritual needs.
 - ▲ Develop good working relationships with parents.
 - ▲ Update parents about your teams' activities and plans; when you have a competition, invite parents and sms parents the results of your team if they did not attend.
 - ▲ Organise a family fund day.
 - ▲ Ask for parent volunteers to be part of the management committee to help with organisation of the team, or to help organise special events and tournaments.
 - ▲ Consider shared child care facilities at matches on weekends to alleviate female players from domestic duties and keep parents happy.
 - ▲ Encourage (male) siblings of female players to share / swop some of their household chores.



- ▲ Consider fundraising activities for equipment that parents do not want or cannot afford to purchase.
- ☞ Take measures to generate governmental support and support from other institutions and businesses:
 - ▲ Visit local Municipal Offices and report about your football initiative
 - ▲ Report to your nearest Sports and Recreation Department about your football initiative.
 - ▲ Write press releases on a regular basis and publish them in local community papers.
 - ▲ Write a newsletter or web blog, or facebook page, where you share information about your football activities; inform relevant structures about the blog, newsletter or facebook page.
 - ▲ Offer sponsors to have their logo on your web blog.



Opportunities at Individual Player Level

6.1.2 Addressing barriers to female players' participation in football

- ☞ Take measures to generate support for female players' participation in football amongst peers:
 - ▲ Hold information sessions in schools.
 - ▲ Speak to youth hanging around the field, invite them to participate.
 - ▲ Hold special training sessions for new players, or use football exercises that help to integrate new players.
- ☞ Take measures to ensure the safety of players:
 - ▲ Change times for practice sessions and matches to ensure that players do not walk home in the dark.
 - ▲ Consider changing the location of practice sessions and matches, if the current location is too dangerous (e.g. players have to cross gang territories to get to the sports field).
 - ▲ Raise awareness for dangerous areas in the community and develop strategies for players to avoid those (e.g. conduct mapping exercise of unsafe areas and places in the community).
 - ▲ Encourage players to walk home in pairs or groups.
 - ▲ Consider opportunities to organise transport if walking home is too dangerous at any time of the day, or encourage other community members or parents to accompany players on their way home.
- ☞ Take measures to ensure privacy for female players:
 - ▲ Cover changing areas and make sure that male players or other youths from the neighbourhood cannot see female players changing.
 - ▲ Ask female players to change at home.

Coaches should discuss such strategies together with players and their parents.

Involving the players in this exercise has the positive side effect of enhancing players' problem solving skills.

Involving parents in this exercise has the positive side effect of developing positive relationships with parents and creating ownership amongst parents.



LESSON 6.1

Opportunities at Individual Player Level

6.1.3 Encouraging female players to take leadership positions in football

The possibility of developing responsibility and leadership skills amongst players is one important aspect of developing life skills through football.

Within groups of youths it becomes apparent that there are some individuals who are likely to stray from rules or get bored, and perhaps stop showing up to training. This may also be the case for female players who are beginners and feel excluded from the session. Identifying these youths and creating roles where they have responsibility and leadership is crucial to keeping these potentially at-risk youths engaged. Similarly, have tasks that youths can do if they are not participating in the session (perhaps they are injured or shy).

Possible tasks include:

- ☞ Assisting with timekeeping.
- ☞ Picking up rubbish around the field.
- ☞ Collecting cones and equipment.
- ☞ Creating equipment from items on the field (eg. Tyres, sticks etc).
- ☞ Taking the attendance register.
- ☞ Leading the Warm Up / Cool Down.
- ☞ Kit manager and Vice kit manager.
- ☞ Team captain and vice team captain.
- ☞ Team treasurer.
- ☞ Assistant coach and vice assistant coach.



- ☞ _____
- ☞ _____
- ☞ _____
- ☞ _____

When doing these tasks, players can learn the following skills:

- ☞ Communication
- ☞ Time Management
- ☞ Responsibility
- ☞ Creativity

Opportunities at Individual Player Level

6.1.3 Encouraging female players to take leadership positions in football

Experience from many football programmes around the world has shown that when male players are present, female players are less likely to be willing to take leadership positions. This is particularly the case if female players are in the minority in the team. Female players, who might be leaders in female-only settings may not feel comfortable taking on a leadership role in a mixed-sex setting.

It is the responsibility of the coach to discover and encourage equal leadership amongst male and female players. To do so the coach:

- ☞ May need to give female players extra encouragement.
- ☞ Should design responsibilities and leadership tasks according to the level of knowledge and skills of players to avoid creating too big challenges and thereby discouraging players from taking leadership positions.
- ☞ Should guide players in how to do the task, be clear about what is expected and give feedback on how the player performed the task.
- ☞ Should create single-sex activities and/or designated “females only” spaces in mixed teams where female players feel comfortable to take leadership positions - step by step coaches can also introduce female players to take the lead in mixed-sex activities.

Encourage both female and male players to regularly join the training sessions.

Encourage both female and male players to take leadership positions in certain tasks.



LESSON 6.1

Opportunities at Individual Player Level

6.1.4 Encouraging transfer of skills to other life situations

Football practice gives many opportunities to learn life skills that are not only important for becoming a successful player, but also for leading a successful life generally.

Encouraging players to transfer skills learned in football to other life situations is one important tool for coaches to make a broader impact on their players' lives.

Examples

Defending

Good defending in football is a team effort. As much as it is important that the individual player has good defending skills, successful defence relies on good team work. A wall built to defend a "free kick" is strongest when all players stand very close together. Team work can also help a lot when "defending" the safety of female or other vulnerable players on their way home. The coach can encourage players to apply what they have learned about defence in football, when thinking of how to protect themselves e.g. from violent attacks / robberies or abuse, but also from peer pressure to do drugs or have sex.

Chesting a ball

Some players may be scared of doing some exercises, e.g. female players may believe that they will hurt themselves when chesting the ball, and may not even be willing to try. It is important that the coach gives extra encouragement to these players, and helps them to try something new. For a player, to achieve a task he or she thought he or she would never be capable of doing, is a very empowering experience. He or she may feel encouraged to tackle other difficult tasks in life.



Opportunities at Individual Player Level

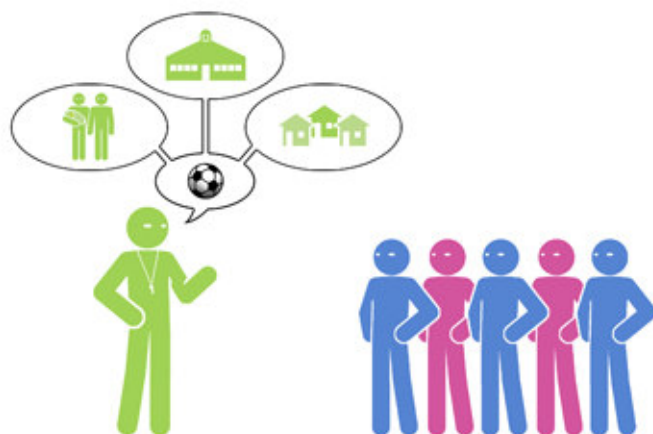
6.1.4 Encouraging transfer of skills to other life situations

Penalty shooting

Once crucial skill in penalty shooting is to deal with anxiety and nervousness. The same skills are needed when writing an exam or doing a job interview.

Coaches can encourage players to transfer skills learned in football to other life situations by

- ☞ Debriefing football exercises and discussing with players how these skills learned can be transferred to other life situations.
- ☞ Reminding players of the skills they have learned in football, when they encounter a problem in their family, at school or in the community.



Opportunities at League Level

6.2.1 Developing a code of conduct for the league

Coaches have enormous influence over players and play multiple roles in a player's life. While the majority of coaches may have the best intentions to develop young people, abuse of power by coaches and issues of verbal, physical, and sexual harassment have plagued the sports community for many years. In many cases, coaches are not aware how they may violate women's rights through their actions. Developing a "gender sensitive" code of conduct for coaches has proven to be a useful tool to address (un-)conscious behaviour that may violate women's rights in football.

Codes of conduct have the purpose to set standards and values for the behaviour of people in a certain context and/or to anticipate or prevent certain specific types of behaviour. A code of conduct also has the purpose of guiding people in what is acceptable and unacceptable behaviour.

You can develop a code of conduct for:

- ☞ All coaches of your club.
- ☞ All coaches in your league.
- ☞ All youth facilitators in your organisation that work with your players (e.g. facilitator of your organisation's theatre or arts project).
- ☞ Teachers of your local school, especially if you run a football programme at a school.



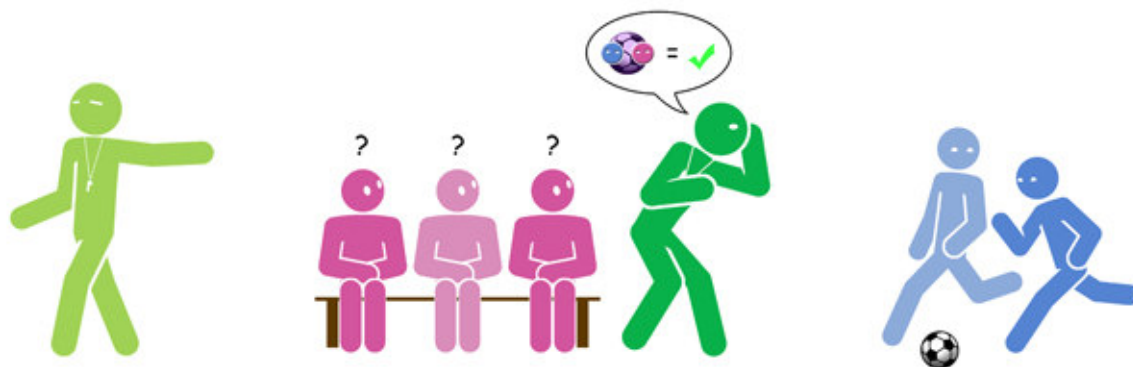
Including various coaches, teachers and other youth facilitators in developing a code of conduct helps to:

- ☞ Ensure that all "role models" that work with the same youth "speak the same language" with their words and actions.

Opportunities at League Level

6.2.1 Developing a code of conduct for the league

- ☛ Reinforce learning on the topic and avoid coaches and other youth workers contradicting each other in their actions leading to confusion among players.



- ☛ Mainstream awareness about "gender sensitive behaviour" in different spheres of the life of a young person.

To develop a code of conduct follow the steps described in **Lesson 6.1.1**.



LESSON 6.2

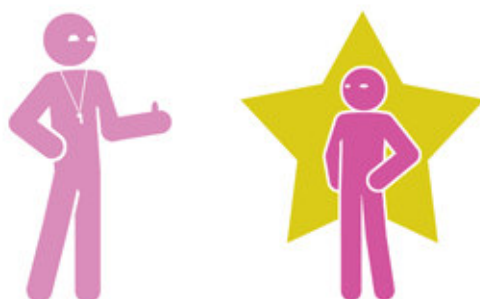
Opportunities at League Level

6.2.2 Increasing the number of female coaches in your league

The importance of female coaches as role models, mentors and advisors to players

When asked directly, many female players do not seem to have a clear preference for a male or female coach as long as the coach has good technical skills to teach football, and is trustworthy and fair.

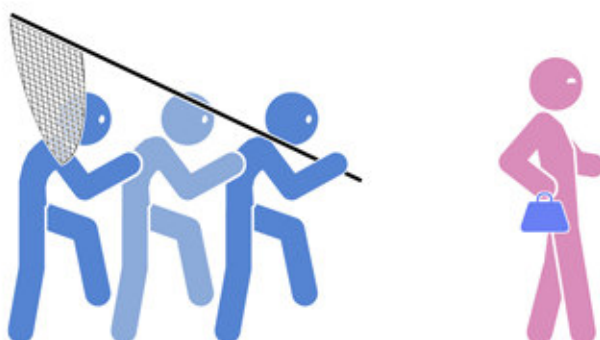
However, for many other female players it is easier to trust a female coach than a male coach, especially when sensitive problems such as sexuality are involved. Having a female coach as a role model can also be inspiring for female players to become a coach and to take leadership positions in football and other spheres of life in the future.



Often women do not consider to become a coach, because they believe that this is a man's job and that players may not respect them. Extra motivation, encouragement and support are needed to increase the number of female coaches

Some tips of how to encourage female players and community members to become coaches:

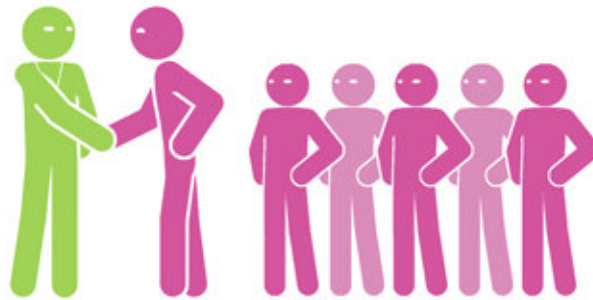
- ☞ Pass on information about coach trainings to relevant girls and women.
- ☞ Encourage female players to take on coach assistant tasks and let them explore the idea of being a coach. See **Lesson 6.1.3** for ideas of how to engage female players in leadership tasks.
- ☞ Encourage coaches, officials and players to identify and actively 'head-hunt' former or retiring female players to become coaches and officials.



Opportunities at League Level

6.2.2 Increasing the number of female coaches in your league

- Examine recruitment procedures to ensure they provide equal opportunities and are nondiscriminatory (e.g., word advertisements to encourage women to apply; ensure a gender balance on selection panels).
- Identify young women undertaking youth leadership programmes and encourage them to get involved with coaching and/or officiating.



- Promote the positive rewards of coaching and officiating (e.g. improves self-esteem and confidence; organisational and communication skills; and provides great satisfaction; there are financial benefits for officiating).
- Provide coach training at times when women are able to attend.
- Encourage support structures around the coaches / administrators / officials so that women have time to commit to the team or programme (e.g. child care facilities).

LESSON 6.2

Opportunities at League Level

6.2.3 Advocating for gender equality in your league or organisation

In many football leagues or organisations there may be little awareness for the need to address gender inequities in football. In such situations you may need to lobby for the promotion of gender equality in your organisation, football association or league.

The following 3 steps may help to build your case for the need to promote gender equality and equity:

STEP 1

Collect information and statistics that demonstrate inequity or lack of fairness in your team, organisation or league. Find out participation rates for females and males at various ages, levels and roles, e.g., players, coaches, officials, volunteers administrators.

STEP 2

Translate these facts and stats into something that is interesting, readable and tells the story of why girls and women should have more opportunities to participate and lead in football. Use quotes from players and coaches that support your case.

STEP 3

Communicate your case to those who can influence change. It may be programme coordinators and managers, or other decision makers in your organisation and league, or other coaches in your league or community - get the message out in a strong, rational manner.



In **Work Sheet 15** you find useful questions to collect relevant information.

You can find such information by

- Speaking to coaches.
- Speaking to administrators in the Local Football Association or club.
- Speaking to the coordinator of the school's football or sports programmes.



Opportunities at League Level

6.2.3 Advocating for gender equality in your league or organisation

Sample overview of female and male participation in football as players, captains, coaches, officials and managers in a grassroots football programme in Mamelodi :

	Male	Female
Number of Players	U12 = 120 players U 18 = 300 players	U 12 = 30 players U 18 = 100 players
Team Captains	22 + Deputy	24 + Deputy
Number of Coaches	Male teams = 10 male coaches = 1 female coach	Female teams = 11 male coaches = 1 female coach
Officials	69 Refs	3 Refs
Managers	50	20

Sample letter to raise awareness for unequal participation of males and females in the Mamelodi Football Association:

Dear [CEO/Board of Directors/...],

As a concerned football coach, I believe that girls and women benefit from the participation in football programmes as much as boys and men.

Currently, the Mamelodi Football Association does not offer the same opportunities for girls and women to participate in football programmes as to boys and men.

Specifically, there are

- Only 30 female players as opposed to 120 male players in the U12 division.
- Only 100 female players as opposed to 300 male players in the U18 division.
- Only 2 female coaches in the whole association as opposed to 21 male coaches.
- Only 3 female officials in the district as opposed to 69 of male officials.

This is unacceptable. Especially the lack of female role models such as coaches and officials may be a barrier to more girls and young women joining football programmes.

Ensuring equality for all in our Local Football Association is the right thing to do. It also may help address some social problems in our community such as teenage pregnancies, the abuse of women and children, substance abuse, as well as crime.

As a highly committed coach of the Mamelodi Football Association I would like to encourage the Management Committee to address the above situation. Having been trained in tools that help coaches and programme coordinators to design football programmes in a gender sensitive manner, I also would like to offer my skills to help the association to do so.

Thank you for your time and consideration. I look forward to hearing from you soon.

Sincerely,

[Your Name]

[Your Address and Contact Information]



LESSON 6.2

Opportunities at League Level

6.2.4 Special events and tournaments

Special events and tournaments are other useful tools to raise awareness for gender equality in your football league.

An event is generally understood as an organised, specific happening with a limited time scale and the participation of a group of people.



At a special football event in your league you can promote gender equality in three ways:

- ☞ Integrate life skills into the game itself: by doing this you can reach out to all players of your league and encourage a change in behaviour and attitudes
 - ▲ See *YDF Manual for Sports Event Management*, pages 79 to 83 for ideas of how to integrate life skills around the topic of gender in tournaments.
- ☞ Communicate messages about gender equality to spectators: e.g. using banners that communicate messages of gender equality; inviting girls / young women to play at the tournament; allocate a reward to the mixed team that has most female players, etc..
 - ▲ See *YDF Manual for Sports Event Management*, pages 21 to 25 for ideas of how to communicate messages of gender equality to the larger public and sponsors (press releases and sponsoring letters)
- ☞ Communicate messages about gender equality to organisations that you partner when organising the event: e.g. when explaining to your local Football Association what your planned event is about, and why you want to do it, you may already achieve some gender awareness amongst key role player, and they may be willing to attend to some gender issues that you are faced with on a daily basis.

See *YDF Manual for Sports Event Management* for more information on how to plan and organise events and tournaments.

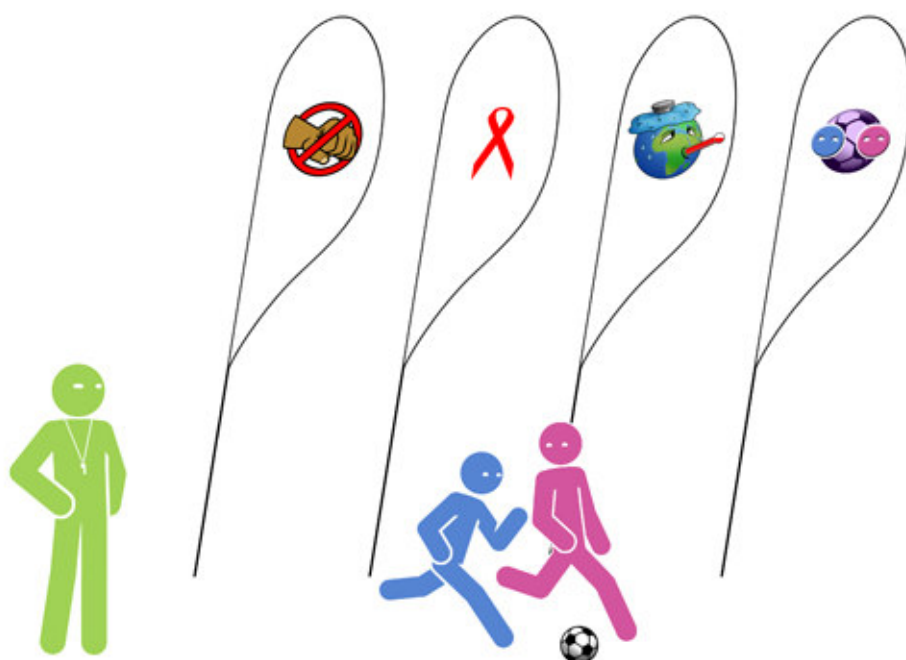


Opportunities at League Level

6.2.4 Special events and tournaments

Other tips regarding events and tournaments to raise awareness for gender equality:

- ☞ Special football events in your league can be a useful tool to
 - ▲ Raise awareness for social issues amongst other football organisations in your league, e.g. discriminating practices in football, human rights violations against girls and young women in football, barriers for girls' and women's participation in football
 - ▲ Build partnerships with other coaches and football programmes in your community
 - ▲ Reach out to parents and other young people in the community that normally would not be reached through your football programme
- ☞ Link special events to the national events calendar, e.g. Human Rights Day, National Women's Day, 16 Days of Activism against women and child abuse, etc.. By doing so you can benefit from the PR work that is being done for these national events.
- ☞ Plan a series of events, each with a focus on different social issues. This will avoid singling out the gender topic, and it will also help to sensitise players and league structures for the tool of football to raise awareness for and address social issues.



Opportunities at Community Level

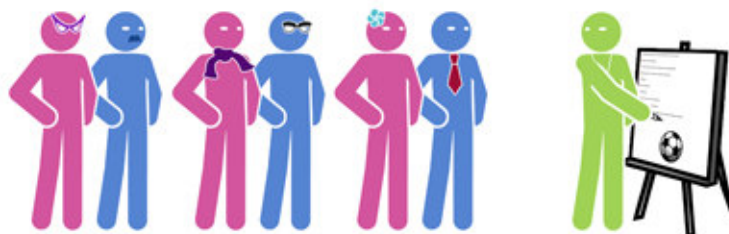
6.3.1 Building community partnerships

Information sessions with community stakeholders

Many parents, young people, and local community structures may not be aware of the benefits for football for girls and young women. Some may be even against it. Information sessions may help to gain support of such structures.

Information Sessions with parents

Parents' workshops may be very helpful to get parents' support for girls' and young women's participation in football especially in communities where football is seen as an activity that only boys and men should be doing.



Coaches or coordinators of football programmes can organise meetings with parents to introduce themselves and inform them about the venue/times of the training sessions. At such meetings coaches can also talk about benefits of the sessions on the girls as well as general information, for example, encouraging parents to attend matches or recommending that female players have appropriate footwear. Invite parent volunteers to be part of the management committee to help with organisation of the team, events and tournaments

A parents' workshop does not demand many resources, coaches can organise a community hall at a time they think parents are most likely to attend, or even better, hold it at the same time as training so that the parents can see the sessions. Having parents on their side is key to successful implementation of a football programme for girls and/or young women.

Involve parents on a regular basis to make sure they support their child's participation



Opportunities at Community Level

6.3.1 Building community partnerships

Formal structures - Local Football Associations, government, nearby schools

Many structures are not familiar with having football sessions for girls or women and in some cases are against this. In order to try and get formal structures (and people with decision-making and other powers) on the coaches' side, coaches and football programme coordinators can make a presentation of their football initiative to representatives from relevant institutions operating in the area. Many institutions are resistant to change and therefore coaches need to incorporate them in planning stages and make them feel like their opinion is being heard and considered. See also **Lesson 6.2.3** for tips on how to advocate for gender equality in football.

Youths / people hanging around the field during training times

Coaches may also have to conduct an information session to surrounding youths and older boys/men who hang around the field to inform them of what the project is about and why you are working with girls or women. Ideally the coach wants these people on his/her side therefore the coach could suggest ways in which they could help with sessions, e.g. picking up cones, picking up rubbish, contributing to session ideas etc.

Building community partnerships

Addressing gender inequalities in society requires community-wide support in order to succeed. Your football programme can only go so far in addressing gender inequalities in a community if the environment does not change.

Partnerships, coalitions and collaborations are some of the key strategies for promoting gender equality and delivering social services. Partnerships allow maximum use of resources as they eliminate duplication, integrate and coordinate services and allow members to specialise in their functions.



A football initiative that seeks to contribute to changing attitudes towards girls and women and address gender inequalities will benefit from partnerships with:

- ☞ Organisations offering specialised services to raise awareness about gender equality.
- ☞ Local clinics.
- ☞ Schools or teachers in schools.
- ☞ Youth serving organisations.
- ☞ Organisations offering specialised services for victims of sexual abuse.
- ☞ Religious institutions such as churches and mosques.

LESSON 6.3

Opportunities at Community Level

6.3.1 Building community partnerships

When building partnerships you can follow below steps:

Identify helping organisations and make a contact list

- ☞ It is important that you identify in your community what organisations exist:
 - ▲ That you could work with for tournaments or other community events.
 - ▲ That you could refer children to in case of challenges they are facing e.g. abuse, neglect, etc.
- ☞ Ask other people for different organisations and their experience of those. You could get your players involved in this. Create a contact list of these organisations. The contact list should contain contact details for each organization, services they offer, opening times, and a contact person.

Example Contact List:

Service	Name of Organisation	Address	Contact Information	Contact Person
Advocacy to eradicate violence against women; Victim Support ; Information Dissemination	POWA	Head Office: Berea Postal Address: PO Box 93416, Yeoville 2143 Johannesburg	Telephone: 011 642 4345/6 Fax: 011 484 3195 Web address: www.powa.co.za E-mail: info@powa.co.za	Jo Andrea (case manager)

Identify the right programme and person in the organisation

It is important that you identify the right programme and person that you can work with, and spend some time with her/him to understand the work of the organisation and that they know about who you are and the work that you are doing. Best option is to introduce yourself and your work personally. This may save you much time at a later stage, when you want to make a referral or when you want to plan a joint project.

Note: Relationship building takes time and it happens between people. Therefore it might be helpful to identify a person in the organisation that supports your own work, e.g. a social worker that plays football her or himself, or is otherwise a sport enthusiast. This will save you much time explaining the benefits of your work. It is also important to foster relationships over time: Do not just contact referral organisations and your contact person in cases of emergencies, but invite your contact person to any interesting event such as football tournaments. You should also attend events of the organisation to show your commitment to collaboration and to keep in touch with developments at the organisation.



Opportunities at Community Level

6.3.1 Building community partnerships

Find out what the referral procedure is and follow it (if you intend to use this partnership for referrals)

It is important that you know the referral procedure of the organisation you want to work with. Most organisations have a specific procedure for referrals and for accepting new clients. Many organisations expect a letter. Some can only receive people in the mornings. Some require you to call for an appointment. Some will request certain information about the child (e.g. home address, age, ID number etc). Try and make their job easier by providing them with information about the child that will be useful to them.

Tips for developing partnerships

Where it is clear that you can offer the organisation something and they can offer you something, a partnership will be easier to form than when you are requesting something of them only. When developing the partnership with an organisation:

- ⑥ Emphasize the common goals that you have in violence prevention, or caring for children or whatever it may be.
- ⑥ Developing a respectful and co-operative relationship with a specific person at the referral agency is important because people who know you are more likely to meet your need or request.
- ⑥ Try and work with them as an ally or a partner even when you are annoyed or angry with them for not providing the best service.
- ⑥ Many organisations exist under difficult circumstances and their services cannot meet the demands made on them. By showing empathy for their difficult working situation, you are more likely to get them to assist you.
- ⑥ Be open to other ideas: be prepared for potential partners to bring other ideas to the process.



LESSON 6.3

Opportunities at Community Level

6.3.2 Advocating for gender awareness in other community structures

In many communities there may be little awareness for the need to address gender inequalities in society. Even human right violations against girls and women may be seen as normal and as something that cannot be changed. As a coach you may observe that girls and women are denied the right to play in your community and you may observe abuse and violence as well as other discriminatory practices against girls and women.

In such situations you have the opportunity to advocate for gender equality in your community, targeting both community structures such as schools, police, churches as well as the broader public.



Coaches can use the following tools to advocate for gender equality in the community:

- ❖ **Build your case:** what do you want to change? Follow the **3 Steps** described in **Lesson 6.2.3** to build your case.
- ❖ **Organize information sessions with parents** and other community stakeholders. See **Lesson 6.3.1**.
- ❖ **Build partnerships with other community structures**, exchange ideas of how to promote gender equality in your community and cooperate. Follow the guidelines in **Lesson 6.3.1** to build partnerships.
- ❖ **Organise football events and tournaments in your community.** Follow the guidelines in **Lesson 5** and **Lesson 6.2.4** to do so.
- ❖ Invite representatives of community structures that may oppose the participation of girls and young women in football to the event. Let them see how female players can succeed in the sport, and how female and male players can benefit from their participation. Follow up with the representatives after the event to listen to concerns and to find solutions to their concerns.

Opportunities at Community Level

6.3.2 Advocating for gender awareness in other community structures

Read more about human rights violations against women and children in **Lesson 5**.

When advocating for gender equality amongst other community structures be sensitive to their needs and concerns.

If you are aware that a community structure strongly opposes the participation of girls and women in football, and you have a female player belonging to this structure, it is important to contact the community structure. Inform them about benefits and listen to their concerns. Develop solutions together with the community structure to avoid that the female player either leaves your team or encounters problems in the community structure.



Opportunities at Community Level

6.3.3 Special events and tournaments promoting gender equality amongst other community structures

Special events and tournaments described in **Lesson 6.2.4** can also be used to raise awareness for gender equality amongst other community structures.

You can invite other community structures to:

- ☞ Send members / clients of their organisation to participate as players in the tournaments
- ☞ Join hands in planning and organising the event

At a special football event in your community you can promote gender equality in three ways:

- ☞ Integrate life skills into the game itself: by doing this you can reach out to all participating players and encourage a change in behaviour and attitudes.
 - ▲ See *YDF Manual for Sports Event Management*, pages 79 to 83 for ideas of how to integrate life skills around the topic of gender in tournaments.
- ☞ Communicate messages about gender equality to spectators: e.g. using banners that communicate messages of gender equality; allocate a reward to the mixed team that has most female players; have rewards of the same value for the tournaments with female and male teams; etc.



- ▲ See *YDF Manual for Sports Event Management*, pages 21 to 25 for ideas of how to communicate messages of gender equality to the larger public and sponsors (press releases and sponsoring letters).
- ☞ Communicate messages about gender equality to organisations that you partner when organising the event: e.g. when explaining to other community structures (e.g. youth organisations, churches, police, schools etc.) what your planned event is about, and why you want to do it, you may already achieve some gender awareness amongst key role players, and they may be willing to attend to some gender issues in their own work or to support you in your efforts in the future.

See *YDF Manual for Sports Event Management* for detailed information on how to plan and organise events and tournaments.



Opportunities at Community Level

6.3.3 Special events and tournaments promoting gender equality amongst other community structures

Other tips regarding events and tournaments to raise awareness for gender equality:

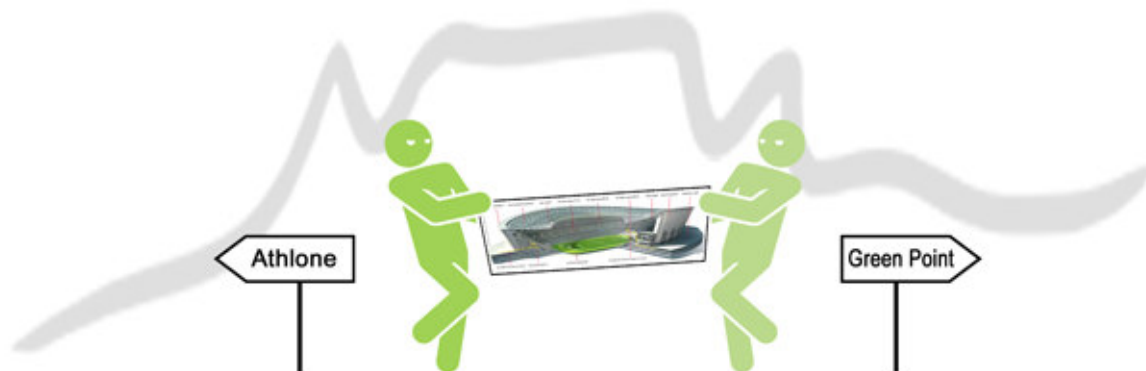
- ☛ Special football events in your community can be a useful tool to
 - ▲ Raise awareness for gender issues amongst other community structures such churches, schools, youth serving organisations, police etc.
 - ▲ Raise awareness for your football programme and what it does to promote gender equality
 - ▲ Build partnerships with other community structures
 - ▲ Reach out to parents and other young people in the community that normally would not be reached through your football programme
- ☛ Link special events to the national events calendar, e.g. Human Rights Day, National Women's Day, 16 Days of Activism against women and child abuse, etc.. By doing so you can benefit from the PR work that is being done for these national events.
- ☛ Events are most effective when
 - ▲ Linked to an ongoing programme
 - ▲ Linked to a series of events, each with a focus on a different social issue. This will avoid singling out the gender topic, and it will also help to sensitise players and league structures for the tool of football to raise awareness for and address social issues.

LESSON 6.3

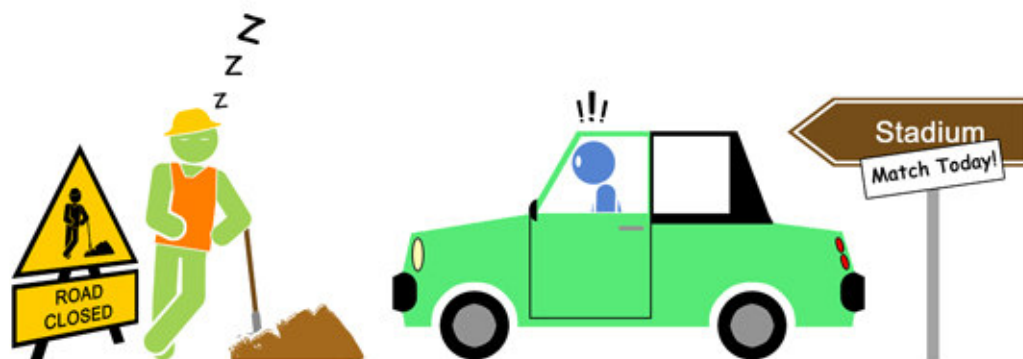
Opportunities at Community Level

6.3.4 Special events and tournaments for marketing communities

When South Africa applied to be the FIFA Football World Cup Host in 2010, cities such as Johannesburg, Nelspruit, Port Elisabeth, Cape Town etc. competed with each other to be one of the host cities. So were the different communities, for example in Cape Town, when the decision was to be made whether the World Cup Stadium would be built in Green Point or in Athlone.



In such competitions good infrastructure, and good access by traffic is just one point in the decision making process. Equally important are soft factors such as safety for visitors, friendliness of local people and also a will to address social issues.



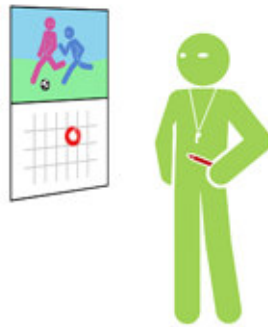
In this context you can offer your football event as a marketing tool to showcase the willingness of your community to address social issues, such as discrimination or violence against women and children and to foster positive and healthy life styles amongst young people in your community.

Opportunities at Community Level

6.3.4 Special events and tournaments for marketing communities

Local government as well as local business may be willing to sponsor your event or even ongoing football programme as they see that they have a direct benefit.

Plan your football event around other international, national or local events, e.g. Human Rights Day, National Women's Day, 16 Days of Activism against women and child abuse, etc.. By doing so, you can benefit from the PR work that is being done for these national events.



See *YDF Manual for Sports Event Management* for detailed information on how to plan and organise events and tournaments.

Transport Gender-specific Issues through Football Sessions

Structuring Sessions to deliver Gender Awareness Education

YDF coaches should consider the following points when planning a training session:

- ☞ Clarity / Framework
- ☞ Decide on the focal point
- ☞ Build-up of training session
- ☞ Select game and exercise format
- ☞ Decide on organisation of training
- ☞ Plan training and break time

What focal points should YDF coaches decide on if they are delivering a football session that aims to develop football skills and deliver a message around Gender Awareness?

- ☞ The content of the training session should combine both a technical focal point and a Gender Awareness education message.
- ☞ One technical focal point is selected per session. Although the session is aiming to deliver a message around Gender Awareness, it should still have a technical focal point. This enables messages around Gender Awareness to be delivered whilst continuing to develop the football skills of the young people being trained.
- ☞ There should be a variation of games or activities around the same focal points. This applies to both the technical skill being developed and to the social message being conveyed through the session.
- ☞ The technical focal point and the social education message should change on a weekly basis.
- ☞ Varied movement exercises should be incorporated into every training session.
- ☞ Children best learn the tactical basics during small football games! There is no need for isolated tactical training.






Transport Gender-specific Issues through Football Sessions

YDF Coaches will structure training sessions to include a warm-up, main part, conclusion, and cool down. Coaches should consider how they can plan sessions to develop a football skill and deliver a message around Gender Awareness.



Gender Awareness Education messages can be included in every aspect of a training session or can be focused on one aspect i.e. the Warm-Up.

TIME	PHASE	CONTENTS
	WARM UP	<ul style="list-style-type: none"> ☞ Welcome and joint warm-up ☞ Variation of movement ☞ Individuals working with the ball ☞ Opportunity to introduce gender awareness education
	MAIN PART	<ul style="list-style-type: none"> ☞ Changing of games and exercises of the same technical focal point ☞ Opportunity to introduce gender awareness education or to develop theme from warm-up.
	CONCLUSION	<ul style="list-style-type: none"> ☞ Integrate technical focal point from main part ☞ Play football ☞ Play an gender awareness education activity ☞ Wind up with discussion - football, gender awareness or both.
	COOLING DOWN	

In Lesson 7 coaches find sample lesson plans to integrate gender awareness education in regular football sessions.



LESSON 7

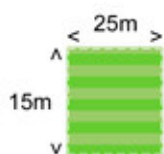
Transport Gender-specific Issues through Football Sessions

Football Session 1 - Gender stereotypes, Gender roles - Checklist

WARM UP



20 MINUTES



1 Ball for every player

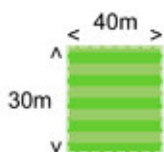


8 Cones

MAIN PART



40 MINUTES



1 Ball for every player



6 Cones



Bibs for half the players

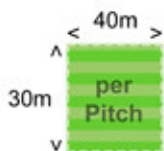


2 Goals

CONCLUSION



30 MINUTES



2-3 Balls for every pitch



6 Cones for every pitch



Bibs for half the players



2 Goals for every pitch

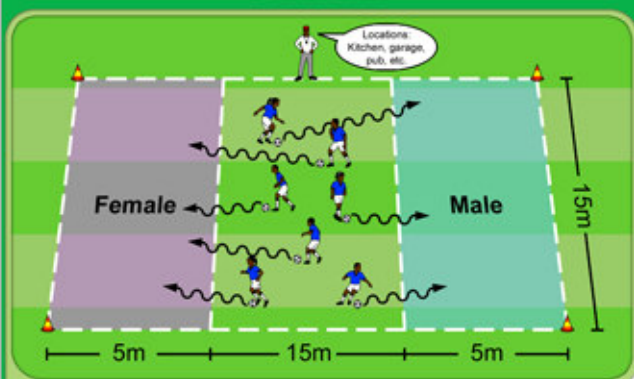
Transport Gender-specific Issues through Football Sessions

Football Session 1 - Gender stereotypes, Gender roles

WARM UP

20 MINUTES

PHASE 1



"Female or Male?" - Dribbling

- ☞ Players dribble around in the mixed zone, each with their own ball. The coach gives advice on how they dribble.
- ☞ The coach then shouts out a statement / location (kitchen, garage, beer is for?, wine is for? etc.) from his statement list. As quickly as possible, the players have to decide which is the 'correct-answer-zone' and have to dribble in the zone. After every player has reached a field, the coach gives the right

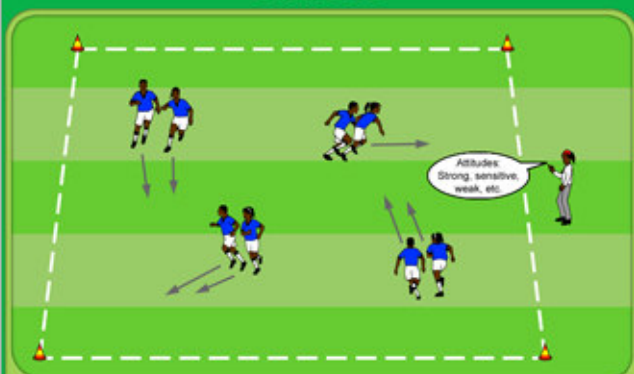
answer and a short explanation. The players, who got the answer wrong, have to do an additional exercise as a penalty (crunches, push-up, knee-bends etc.).

- ☞ The last player to have reached a field, even if it was the correct field, also has to do the additional exercise.

Variation

- ☞ At the beginning of the game, every player has 3 points. For every wrong answer, or being last on the correct answer-field, he loses a point. Players with 0 points are out (Juggling-exercises!). All players who still have all 3 points at the end are the winner.

PHASE 2



"Try to catch your partner" (without ball)

- ☞ In a marked off area a couple - one male and one female player (or rather one is declared a female and the other one the male player) - run next to each other.
- ☞ The coach gives advice how to move.
- ☞ The coach shouts out a statement about gender attitudes (statements like strong, sensitive, weak etc.). If it is a male attitude, the male player will have to run away and the female tries to catch him.

Variations

The variations should only be introduced when the previous ones are mastered by the group.

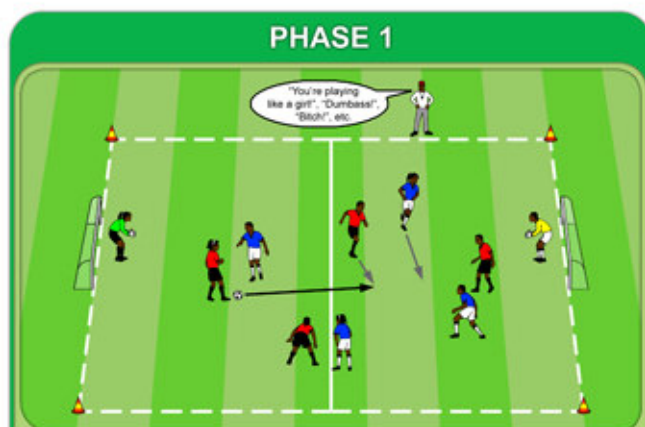
- ☞ "Try to catch your partner" with ball + dribble exercises between statements.

Transport Gender-specific Issues through Football Sessions

Football Session 1 - Gender stereotypes, Gender roles

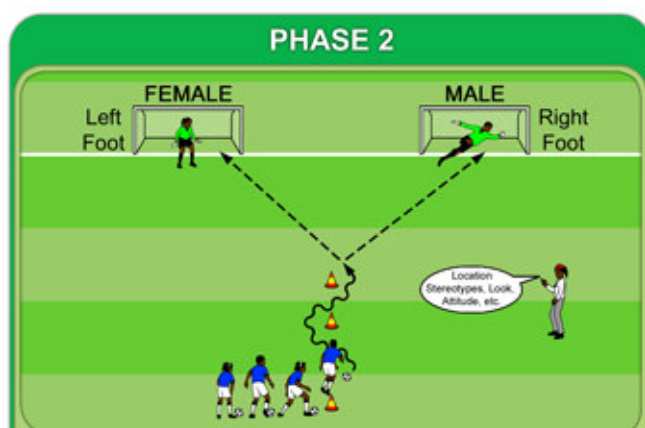
MAIN PART

40 MINUTES



5-on-5

- ☞ The coach comments the game. He uses stereotypes 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.



Shooting competition

- ☞ The player starts to dribble into the slalom-course, when the coach shouts out stereotypes or attitudes.
- ☞ Depending on the statement (female or male attitude!), the player has to shoot on the left or right goal (compare the picture placed above) using the optimal foot. (left goal - left foot, right goal - right foot).

Progression

- ☞ Start with a shorter distance to the goal for beginners and increase it as they get used to it.
- ☞ Create a single competition: a right decision one point + goal another point ⇒ how many times in the end of the game?

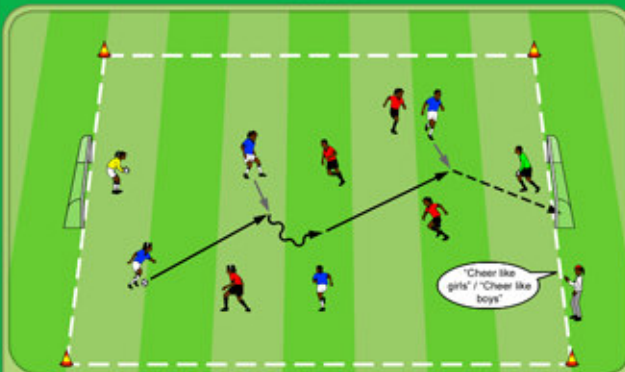
Transport Gender-specific Issues through Football Sessions

Football Session 1 - Gender stereotypes, Gender roles

CONCLUSION

30 MINUTES

GAME



5-on-5 game with a special task

- 2 teams - each with a goal + goalkeeper.
- Before the game starts both teams have to decide how to cheer when shooting a goal: "Cheer like girls" or "Cheer like boys".

COOLING DOWN

PHASE 1



Balance exercises

- Standing on one foot, the other one is in the air in front of you.
- Try to stand still and not to lose balance. Control yourself!
- While standing on one foot, swing the other foot up and down and from the left to the right.



Only for advanced players

- The same starting-position: Standing on one foot, the other one is in the air in front of you.
- + close your eyes!
- You will see that it is much more difficult, because you don't have an orientation point.

Girls usually have a better balance!



Transport Gender-specific Issues through Football Sessions

Football Session 1 - Gender stereotypes, Gender roles



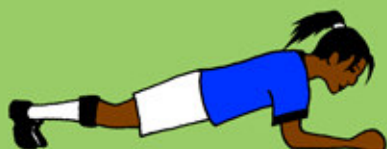
Balance exercise - with ball

- While standing on one foot, try to dribble the ball around your standing foot (change direction!).
- Don't forget to change the foot!



Boys tend to be stronger than girls.

PHASE 2



Whole-body-workout - Bridge

- The only contact with the floor is with your toes / feet and your forearm.
- The whole body should be in a line, as you can see on the picture.
- Therefore: Use your abdominals and your gluteus maximus tight to hold the position.
- Hold this position for 30 sec.



Whole-body-workout - Side Bridge

- Lie down on your side with your forearm flat against the floor and at a 90 degree angle from your torso.
- Use your abdominals and obliques to raise your body diagonally off the floor. Only your forearm and the side of your foot should be touching the floor. Hold this position.
- Don't lower your hips.
- Hold this static position for 30 sec, then change sides.

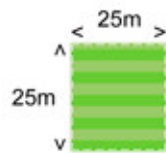
Transport Gender-specific Issues through Football Sessions

Football Session 2 - Dealing with Gender-specific behaviour - Checklist

WARM UP



25 MINUTES



1 Ball for every player



16 Cones in 4 different colours



Bibs for 1/3 of the players

MAIN PART



40 MINUTES



1 Ball for every player



10 Cones

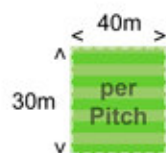


2 Goals

CONCLUSION



35 MINUTES



2-3 Balls for every pitch



6 Cones for every pitch



Bibs for half the players



2 Goals for every pitch

Transport Gender-specific Issues through Football Sessions

Football Session 2 - Dealing with Gender-specific behaviour

WARM UP

25 MINUTES

PHASE 1



“Around the World”

- ☞ A big field and four smaller fields in the corners are set up. The smaller marked zones (four different colours!) symbolizes four different nations.
- ☞ Each player has a ball.
- ☞ The players dribble around in the middle of the field. The coach gives advice on how they should dribble.
- ☞ On command: SOUTH AFRICA!

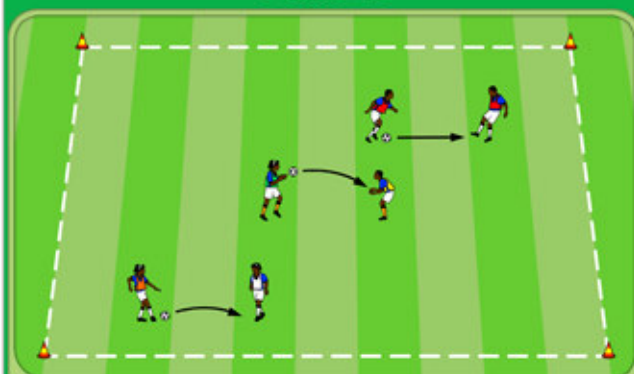
- ☞ As quickly as possible, the players dribble to the „correct-field“. After every player has reached the field, they dribble back in the big zone.

Variation

The variations should only be introduced when the previous ones are mastered by the group.

- ☞ Instead of working with nation-commands, work with colours.
- ☞ Switch between nations and colours. Every field is named with a nation + colour.
- ☞ Increase the exercise in changing field-colours. The players have to orientate again.

PHASE 2



“Playing with the right brain”

- ☞ Divide the group into three teams according to:
 - ▲ Color of the bibs - pass the ball on the ground to the player with same color of bib.
 - ▲ Color of socks - catch and throw the ball to the player with same color of socks.
 - ▲ Hair style - chip pass the ball or pass the ball with the foot out of your hands to the player with the same hair style.

- ☞ Each player ends up in three different teams. The variations should only be introduced when the previous ones are mastered by the group.

Transport Gender-specific Issues through Football Sessions

Football Session 2 - Dealing with Gender-specific behaviour

MAIN PART

40 MINUTES

PHASE 1

Create a sense of competition to make sure the different behaviours come out or are expressed.



- ☞ Discuss with the players at the end and ask them how it felt missing a goal and to explain why they reacted in a particular manner.

Boys / Girls Team



If you have only boys or girls in your team, please divide them into equal numbers and ask one group to assume being another gender boys girls and vice versa.

Progression:

- ☞ Start with a shorter distance to the goal for beginners and increase it as they get used to it.
- ☞ For regulars, include the keeper as they get used to the scoring.



Mixed Team



- ☞ Create small groups of 5 (Girls team and boys team)
- ☞ Dribbling exercise around the cones and goals with a keeper / or without
- ☞ Observe the reaction of the players (specific focus on boys and girls) especially after missing a goal.



Helpful



Hints

This exercise can help players to understand their own "gender typical" behaviour when responding to challenges.

When you do this exercise encourage players to reflect their feelings and to speak about it in the cooling down session.

Make sure players understand that there are different ways of dealing with emotions.

Explain that certain types behavior can restrict our personal development.

You can do this exercise when you observe that there are differences between male and female players when dealing with challenges, and when you see that the behaviour prevents a player to develop his or her football skills (e.g. aggressive and offensive behaviour blaming others vs. passive behaviour, blaming only him- or herself).

LESSON 7

Transport Gender-specific Issues through Football Sessions

Football Session 2 - Dealing with Gender-specific behaviour

PHASE 2a - FEAR / ANXIETY

**Penalty Shooting with Penalty for missed Shots**

- ☞ Place a goal on the goal line.
- ☞ Mark a line 11 metres in front of the goal.
- ☞ The players line up behind the marked line and take a shot at goal, one after the other.
- ☞ When a goal shot is missed, the whole team has to run a lap around the pitch. This process must be repeated after every miss.

Variations

- ☞ Let the players come up with different but realistic penalties.

PHASE 2b - EXCITEMENT

**Penalty Shooting with Reward for Success**

- ☞ Place a goal on the goal line.
- ☞ Mark a line 11 metres in front of the goal.
- ☞ The players line up behind the marked line and take a shot at goal, one after the other.
- ☞ This time, the success of a goal must be celebrated! The player who shot a goal runs down 'Victory Lane' and collects high-fives and praise from his team mates.

Variations

- ☞ Let the players come up with different but realistic rewards.

Transport Gender-specific Issues through Football Sessions

Football Session 2 - Dealing with Gender-specific behaviour

CONCLUSION

35 MINUTES

GAME - HAPPINESS / PRIDE



Teamspirit and self-determination are encouraged in a game such as this one.

5-on-5 + 1

- ☞ Mark a pitch of 15m x 25m with two goals with goalkeepers.
- ☞ Divide the players into two teams.
- ☞ The teams play 5-on-5 against the goals with goalkeepers.
- ☞ The playing time is three times ten minutes.
- ☞ One player (+1) will always be on the side with ball possession. Thus always being on the attacking side.

Pointers

- ☞ Let the players play without rules and regulations.

COOLING DOWN

Stretching and Reflection

Three stretching exercises + reflecting of the training session:
How did you feel? Why did you react in that special way?



Stretching of the quadriceps muscles

- ☞ Get into the position as shown in the picture!
- ☞ Move your foot towards your body / gluteus maximus until the stretching is noticeable in the front thigh muscles.

LESSON 7

Transport Gender-specific Issues through Football Sessions

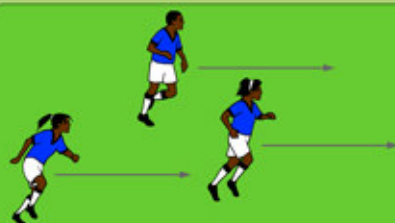
Football Session 2 - Dealing with Gender-specific behaviour

**Stretching of the back thigh muscles**

Stand on the slightly angled supporting leg and stretch the other leg to the front, resting on the heel. Pull up the tip of the foot and slowly push the pelvis to the back until the stretching is noticeable in the back thigh muscles. The back remains straight.

**Stretching of the adductors**

Get into the position as shown in the picture!

Afterwards**Easy jogging for about 10 min**

To be focused and having to decide quickly during the whole training session is very exhausting for the players. Jogging afterwards can make you feel better and let you ease your mind.

or

**Football Tennis for 10 min**

2-on-2 (5m no-go-zone +10 x 10m fields)
To calm down, have fun and train your creativity.

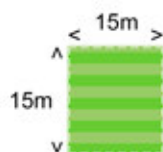
Transport Gender-specific Issues through Football Sessions

Football Session 3 - Dealing with Gender-specific Physical Characteristics - Checklist

WARM UP



25 MINUTES



1 Ball for every player



10 Cones



Bibs for half the players

MAIN PART



45 MINUTES



1 Ball for every player



5 Cones



Bibs for half the players

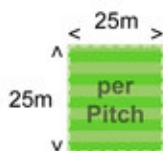


1 Goal

CONCLUSION



20 MINUTES



2-3 Balls for every pitch



6 Cones for every pitch



Bibs for half the players



2 Goals for every pitch

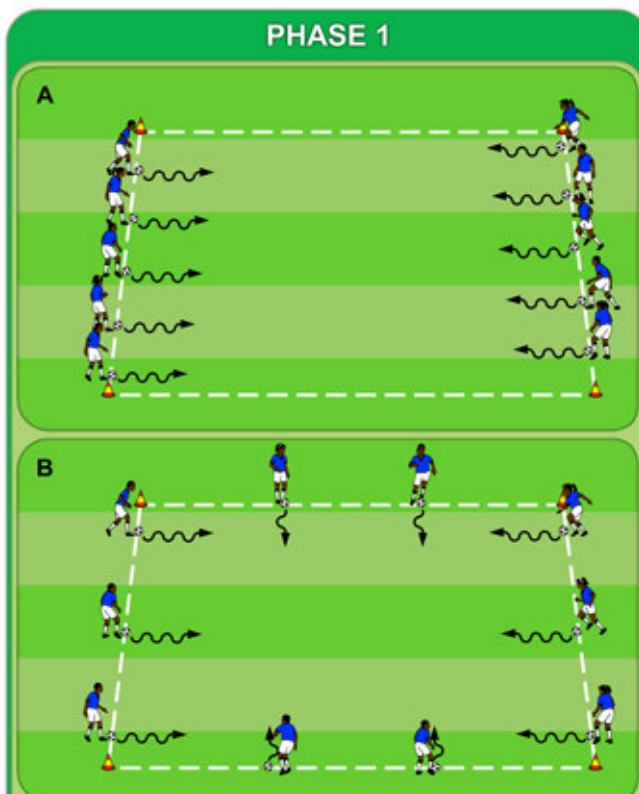
Transport Gender-specific Issues through Football Sessions

Football Session 3 - Dealing with Gender-specific Physical Characteristics

WARM UP

25 MINUTES

PHASE 1



Boys and girls have to take care of the different physical standards. e.g. Boys can dribble and run faster, girls can follow commands very quickly!



"Criss-Cross"

- ☞ Half the players line up on the one line, the other half lines up on the opposite line (A).
- ☞ Each player has a ball.
- ☞ On command all of them run to the opposite side, taking care not to hit any of the other players.

Variations

- ☞ All players line up along the lines of all four sides of the pitch (B).
- ☞ Each player has a ball.
- ☞ On command all of them dribble to the opposite side.
- ☞ In this exercise the players have to be very alert not to collide with any of their team-mates. They are coming from all sides: front, the right and the left side.
- ☞ Give them different exercises with the ball while dribble from side to side:
 - ▲ Swinging between both feet etc.
- ☞ Every line / side is given a number (1 - 4). On command: (1 + 2 or 1 + 2 + 4) these two teams dribble to the other side. You can start a competition: which "team" / side reaches the other side first (first one ⇒ one point).
- ☞ + two commands: first one: number and second one: direction (1 + 3 and after a second left or right).
- ☞ Right means left and left means right (the opposite!) You really have to be focused!
- ☞ Instead of giving them a number, give them a name of famous female / male players!

Transport Gender-specific Issues through Football Sessions

Football Session 3 - Dealing with Gender-specific Physical Characteristics

PHASE 2



"Passing the gate / border"

- ☉ Half the players line up in one field, the other half lines up in the opposite field.
- ☉ Each player has a ball.
- ☉ On command all players run to the opposite side, taking care not to hit any of the other players.
- ☉ "Ladies first!"
- ☉ Initially the exercises will be easy, e.g. dribbling only with the stronger foot. Then the difficulty will be increased, e.g. dribbling with the weaker foot or swinging between both feet.
- ☉ You have to orientate not to hit anyone!

Variations

- ☉ Start a competition! TEAM MESSI vs. TEAM MARTA.
- ☉ Which team gets to the other first. The last player reaching the field counts.
- ☉ Every player gets a number (1 - 6 in both fields):
 - ▲ On command (one number, two numbers, three numbers etc.) the players with the called number try to reach the field on the other side, the team how reaches the field first wins.

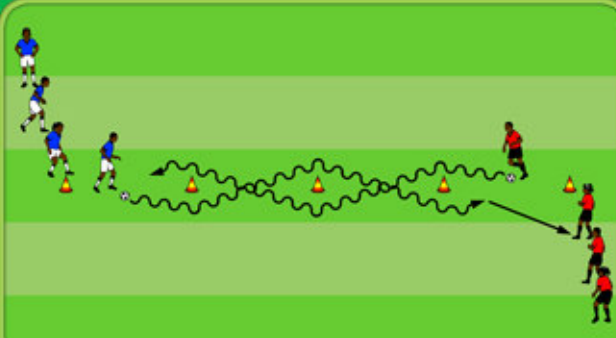
Transport Gender-specific Issues through Football Sessions

Football Session 3 - Dealing with Gender-specific Physical Characteristics

MAIN PART

25 MINUTES

PHASE 1



"Control and Speed"

- Divide into 2 teams.
- Set up cones for players to dribble in between.
- 1 player from each team dribbles through the cones as quick as they can and pass to the next player after the last cone.

TiP

This exercise works in teams with players being older than 12 years.

In U12 teams individual differences are greater than gender differences.

Observe the different tempos between male and female players. Explain the difference using other sports as well, i.e. The fastest male in the world is faster than the fastest female in the world.

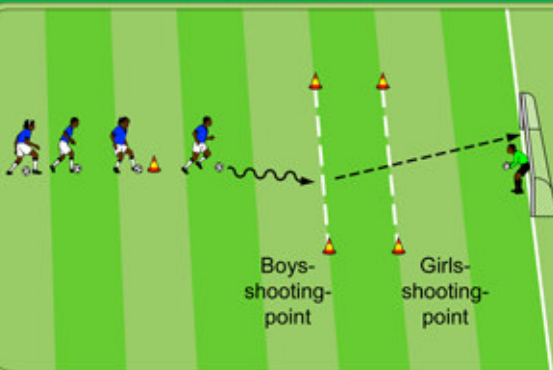
Make players aware of the differences between individuals of the same sex even in boys only teams.



Transport Gender-specific Issues through Football Sessions

Football Session 3 - Dealing with Gender-specific Physical Characteristics

PHASE 2



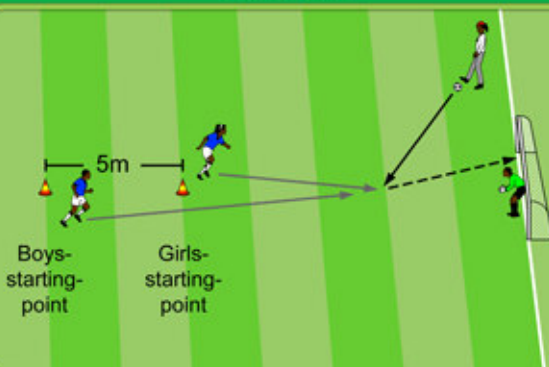
Shooting-Contest

- ☞ The players start from the starting-cone and dribble towards the goal.
- ☞ Boys have to shoot from their shooting-zone (16m) and girls from a lower distance (12m). You have to adapt the distance on the training-level of your group.
- ☞ Always train you weaker foot as well.
- ☞ Start a contest: girls against boys!

When you have strong female players in your team, group them with the boys so they can develop their skills according to their performance level.



PHASE 3



Speed-Contest

- ☞ Boys have to start from a higher goal-distance.
- ☞ When the coach passes the ball in front of the goal, both players can start to run for the ball. The one who reaches the ball first can shoot on goal.

Variations

Variate in the starting position:

- ☞ from standing position
- ☞ from squatting position
- ☞ lying face down
- ☞ lying face up etc.

LESSON 7

Transport Gender-specific Issues through Football Sessions

Football Session 3 - Dealing with Gender-specific Physical Characteristics

CONCLUSION

20 MINUTES



5-on-5 + 1 female impartial player

- 2 teams - each with a goal + goalkeeper
- The female player plays in the team which has the ball.

Generally, a 30mx40m pitch is used. This time, however, a smaller pitch will be made chosen to strengthen the female players.

Often the female player have a better technique but they can't compete with the boys because of their lower strength and athletics.

COOLING DOWN

Gender-specific and appropriate whole-body-workout

Boys are stronger than girls. That's why you have to challenge boys in another way than girls. Therefore, here are three progressions of specific muscles-workouts.



Strengthening the chest - Push-Ups - First level

- Take the starting-position as shown on the photo (Kneel down and support yourself on slightly bent arms). Place your hands on the floor and straighten your arms. Lean only on your hands legs.
- Bend your arms and lower your body (upper part) until your head is a couple of inches from the floor.
- Then straighten your arms until you are in the starting position.
- Try to use the full range of movement - not only half way!
- Don't do it too fast!

Transport Gender-specific Issues through Football Sessions

Football Session 3 - Dealing with Gender-specific Physical Characteristics



Strengthening the chest - Push-Ups - *Second level*

- ☞ Take the same starting-position as in the first exercise, but move your legs up / off the floor.
- ☞ Then, start to move your chest down to the floor again.

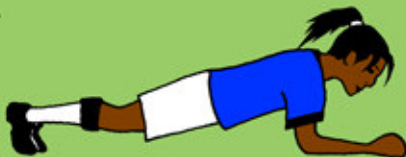


Strengthening the chest - Push-Ups - *Third level*

- ☞ Take the push-up starting-position: Place your hands on the floor and straighten your arms. Lean only on your hands and toes, while keeping your body in a straight line.
- ☞ Bend your arms and lower your body until your head is a couple of inches from the floor.
- ☞ Then straighten your arms until you are in the starting position.
- ☞ Girls: 10 repetitions.
- ☞ Boys: 15 repetitions.
- ☞ Team-Competition: GIRLS against BOYS - as many as you can do + add the repetitions



A



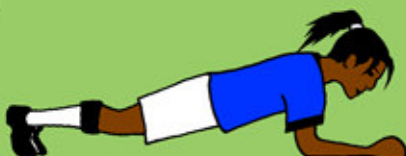
Strengthening the whole body and abdominals - Bridge

A - *Static position*

B - *Dynamic position*

- ☞ The picture shows the starting-position.
- ☞ Then try to walk with your legs alternately.
- ☞ The toes have to leave the ground!

B



Transport Gender-specific Issues through Football Sessions

Football Session 3 - Understanding the physical characteristics of boys and girls better



Strengthening the whole body and abdominals - Bridge - *First level*

- Lie down on your side with your forearm flat against the floor and at a 90 degree angle from your torso. Your upper foot has also floor contact and is supporting a stabile position (less difficult!)
- Use your abdominals and obliques to raise your body diagonally off the floor. Only your forearm and the sides of your feet should be touching. Hold this position.



Strengthening the whole body and abdominals - Bridge - *Second level*

- Lie down on your side with your forearm flat against the floor and at a 90 degree angle from your torso.
- Use your abdominals and obliques to raise your body diagonally off the floor. Only your forearm and the side of your foot should be touching. Hold this position.



Strengthening the whole body and abdominals - Bridge - *Third level*

Advanced exercise

- Lie down on your side with your forearm flat against the floor and at a 90 degree angle from your torso.
- Use your abdominals and obliques to raise your body diagonally off the floor. Only your forearm and the side of your foot should be touching. Then move your upper foot in the air.
- Hold this position.

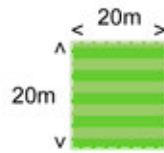
Transport Gender-specific Issues through Football Sessions

Football Session 4 - The Right to Play - Checklist

WARM UP



25 MINUTES



1 Rubbish Bin



1 Ball for every player



4 Cones



Bibs for half the players

MAIN PART



45 MINUTES



1 Goal



1 Ball for every player



8 Cones

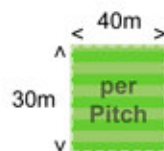


Bibs for half the players

CONCLUSION



20 MINUTES



2 Goals for every pitch



2-3 Balls for every pitch



6 Cones for every pitch



Bibs for half the players

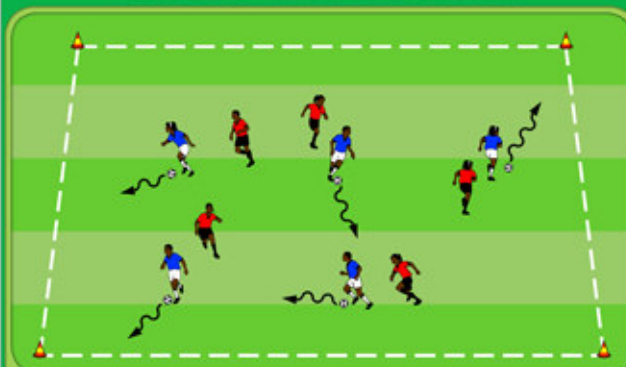
Transport Gender-specific Issues through Football Sessions

Football Session 4 - The Right to Play

WARM UP

20 MINUTES

PHASE 1 - BRING A FRIEND!



Players understand that each right comes with a responsibility and duty.



"Dribbling"

- ☞ Divide the players into 2 teams (**newcomers** and **regulars**)
- ☞ The **regulars** each get a ball and dribbles inside a grid.
- ☞ **Newcomers** chase after them and try to catch / touch them.
- ☞ Players must count how many times they touched someone.

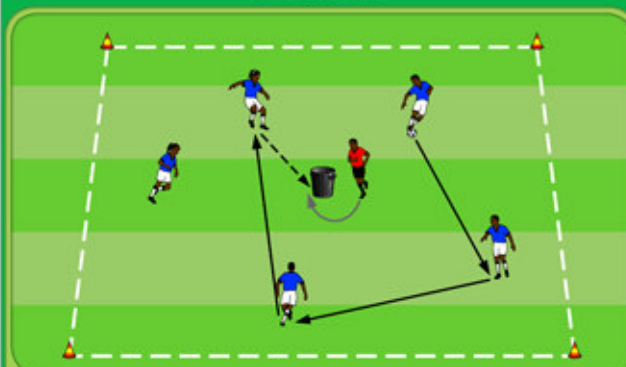
Variations

- ☞ Follow your partner and imitate all of his movements:
- ☞ Every player gets a ball, the regulars have to dribbling with the weaker foot, the newcomers are able to use both feet.
- ☞ The regulars have to do other activities with the ball.

Pointers

- ☞ Create a safe zone for those dribbling the ball. 2x2 metres square in the middle of the grid.

PHASE 2



All players have to collect the training material, especially between the different exercises it is there responsibility.



"Clearing the Field"

- ☞ The strikers (**blue**) pass the ball around, trying to get into a good position to shoot the ball onto the target (the rubbish bin in the middle of the pitch).
- ☞ The defender (**red**) tries to prevent the strikers from hitting the rubbish bin.
- ☞ After the rubbish bin was struck by the ball, another player will replace the defender and try to prevent the rubbish bin from being hit.

Variations

- ☞ The strikers only have one minute to try to score a hit on the rubbish bin.
- ☞ The regulars can only hit the bin with the weaker foot or the have to score with the first contact.

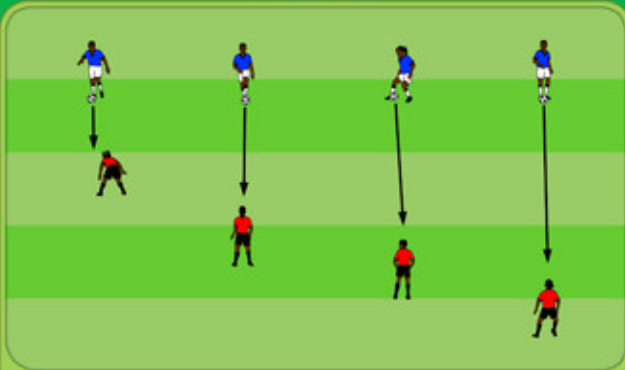
Transport Gender-specific Issues through Football Sessions

Football Session 4 - The Right to Play

MAIN PART

45 MINUTES

PHASE 1



TiP

Begin with the shorter distance and increase as they get used to it.

“Passing”

- ☞ Pair the players according to **regular** and **newcomer**.
- ☞ Let the **regular** who brought the **newcomer** show them how to pass.
- ☞ Join groups together should there be too little balls.

Variations

- ☞ Regulars: Use both feet to challenge yourself while passing.
- ☞ Pass with one contact back to your partner.
- ☞ Newcomers: Try to use both feet. Your partner can show you how to do it.
- ☞ Control the ball and pass it back. Next step: only three, two concats.
- ☞ Change around players and introduce more passing games, moving from easy to hard.

PHASE 2



TiP

Shorter shooting distance and bigger distance between the cones for beginners and no keeper in the beginning until they get used to the exercise.

“Dribbling”

- ☞ Every player gets a ball.
- ☞ They must dribble through the cones at their own pace and take a shot at goal at the end.
- ☞ Too little balls? Have the goalkeeper pass the ball to the player next in line instead of each player having a ball.

Variations

- ☞ Regulars: Use both feet while dribbling and shooting from the start.
- ☞ Newcomers: Try to dribble around the sloalom-course using both feet.
- ☞ Consider placing the cones for the newcomers more directly in front of the goal should the newcomers have problems scoring goals at an angle.

LESSON 7

Transport Gender-specific Issues through Football Sessions

Football Session 4 - The Right to Play

CONCLUSION

20 MINUTES

GAME



Standard game with rules decided by the players

- ☛ 2 teams (i.e. 5-on-5) - each with a goal + goal-keeper.
- ☛ Mixed teams - mix newcomers with advanced players.
- ☛ Rules for regulars: only three ball-contacts, play with your weaker foot, goals with the weaker foot, direct goals (one contact - this contact has to be the shoot).

Add simple rules to encourage team work and fair play. i.e. If one team scores, all players from both teams celebrates.



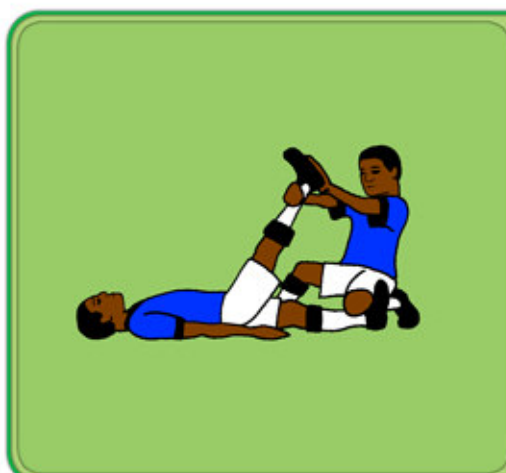
TIP

Observe how they handle the fouls and unlawful behaviour. Intervene if you notice a player or team trying to "cheat".

COOLING DOWN

Partner stretching exercises

Take care of your team-mate! It is your responsibility to make him/her feel better not to hurt him/her. Make your training partner feel relaxed after a training session!



Stretching the back leg muscles

- ☛ While one player is lying on the back, the stretching-partner leaves one leg stretched on the floor (fix the stretched leg with your knee) and the partner lifts the other leg high up.
- ☛ Hands of your partner lying on the floor.
- ☛ The stretching-partner pushes the leg toward the chest until it is in a painless position. Then hold the position for 15 sec.

Transport Gender-specific Issues through Football Sessions

Football Session 4 - The Right to Play



Stretching the front leg muscles

- ☞ While lying relaxed on the chest (legs on the floor), your stretching-partner moves one leg towards your gluteus maximus and fixes the other leg with his/her knee on the floor.
- ☞ Hold this stretching-position for 15 sec - without pain - in this position.



Stretch your whole body / Relaxing factor

- ☞ While one player is lying relaxed on the back. The stretching-partner stretches your arms by taking the player's hands behind his/her head and pulling him/her carefully towards his/her position.
- ☞ The spine will be stretched in a very relaxing way.



Trust your partner!

- ☞ Find a partner and lead him/her with closed eyes through a training field (8mx8m) and a lot of cones and other objects (balls) lying around.
- ☞ Focus on the responsibility you have when your partner cannot see anything. He/she depends on you!

Case Study Box

A female player stops coming to practice.

LESSON & INSTRUCTION

- ☛ Speak to other players that may know what the reasons for the absence of the player are.
- ☛ Call the player or visit the player to find out what the reasons are.
- ☛ If the parents do not support her, speak to the parents, find out about their concerns and highlight the benefit of football for their daughters development. Try to accommodate the concerns of parents and discuss solutions, when possible involving the player.
- ☛ Encourage the player to address other reasons; offer your support when possible.
- ☛ If you think that other players may have similar reasons to stop coming to practice, talk about this in a team talk. Help players to identify possible barriers for participation and how they can be addressed.
- ☛ Run football exercises that address possible barriers to the female players' participation.



TIME

- ☛ Always ask for reasons, when a player does not turn up for a practice session.
- ☛ Follow up when the player does not attend 2 or more times in a row.

NOTES FOR THE COACH

There may be many reasons for a female player stop coming to practice, the lack of support from parents, household chores and the fear of being called a lesbian are some of the main reasons. For more information on barriers to girls and young women's participation in football see **Lesson 6.1.2**.

Case Study Box

A coach overhears two players talking about a female player. They are calling her a lesbian.

LESSON & INSTRUCTION



- Talk to the two players and ask them why they think that the player is a lesbian. Ask players why there would be a problem if the player is lesbian.
- Explain to the players that it's not right to talk about somebody behind their back.
- Explain to the players that all players need to respect each other regardless their sexual orientation.
- At next possible practice session talk to all players about gender stereotypes, about gay and lesbian people, and why this is or is not a problem for the team. Use questions in **Work Sheet 2**, cases 1 and 2.
- Run football exercises that teach "respect" and debrief the exercises by talking about the importance of respect in the team.
- Remind players of code of conduct, add "respect of other sexual orientations" to the code of conduct if it is not already there.

TIME

- Speak to the players who talked about the female player after the practice session.
- At next possible practice session talk to the team.
- If the players openly call the player a lesbian during the practice session, stop them immediately.

NOTES FOR THE COACH

Often female players are called lesbian, just because they cross the boundaries of traditional gender roles. Because football is seen by many as a male sport, people think that girls or women who play football cannot be "real" girls or "real" women. Many players but also the wider public have a problem with gay or lesbian players and they gossip or even openly humiliate or abuse such players. This is a human rights violation. The coach has to stop such violations and needs to address stereotypes about women and men as well as football.

See **Lesson 2** for more information about gender stereotypes and how to address them.

LESSON 8

Case Study Box

You coach a mixed team and during a session one day, a father of one of your female players storms onto the field and drags his daughter away whilst cursing at you.

LESSON & INSTRUCTION

- ☛ Let the game continue to avoid players hearing what the father is saying.
- ☛ Do not respond immediately to the father and let him take his daughter home.
- ☛ Speak to other players and also the father to find out what the reasons for the father's behavior may be and look at both sides of the story:
 - ▲ Is father violent, does he violate the rights of his daughter to play? Why?
 - ▲ Or is the player not doing her responsibilities?
- ☛ If you find out that the father believes that the daughter should not play football for some reason:
 - ▲ Visit parents and discuss the concerns of parents.
 - ▲ Consider how you can accommodate concerns of parents, and make changes (e.g. times of practice sessions and games so that players can attend to household chores, church service, etc.).
 - ▲ Run information sessions with parents.
 - ▲ Keep parents constantly informed about your teams activities and achievements - send sms to inform about results of games etc.
- ☛ If you find out that it is the player who neglects household chores or school work in order to attend practice:
 - ▲ Remind player of his duties and that every right comes with a responsibility.
 - ▲ Discuss with player how she can accommodate her chores.
 - ▲ Involve other players in the discussion so players can share their ideas and support one another where possible.



TIME

- ☛ After practice session when it happened and at next possible practice session.

NOTES FOR THE COACH

If the father believes that football is no sport for girls, check lesson 2 for more ideas about gender stereotypes and why they exist.

- ➔ Check **Lesson 6.1.2** for more ideas of how to address barriers to girls' participation in football.
- ➔ Check **Lesson 6.3.2** for more ideas of how to run information sessions with parents.



Case Study Box

You are coaching a group of U14 boys. One day a girl turns up to practice. The boys tease and snigger despite the fact that the girl is a good player. It seems that the boys just don't want to play with the girl.

LESSON & INSTRUCTION



- ☞ Intervene as soon as possible before the matter gets worse and ask male players to stop the teasing.
- ☞ After practice session call your team together and ask male players:
 - ▲ How they would feel if it was their sister who would join the team.
 - ▲ How they would feel if they were join a new team and the other players would tease them.
 - ▲ To apologize to the female player.
 - ▲ Speak to players about their team's vision.
- ☞ At next practice session:
 - ▲ Run football exercises that help integrate new players.
 - ▲ If male players believe that girls cannot play football, challenge them by running specific football exercises that help to challenge this attitude. Explain that all players can improve their technical skills if given a chance to do so. Make players aware about professional women's football.
 - ▲ If male players believe that girls have no right to play, challenge them with football exercises and team discussions.
- ☞ In future:
 - ▲ Whenever there is a new player joining the team, be a role model, welcome the new player warmly, and do a warm up exercise that helps new players feel welcome.

TIME

- ☞ Stop teasing immediately.
- ☞ Have a team talk after practice sessions.
- ☞ Use football exercises in coming practice sessions to address perceptions of male players.
- ☞ Run a "warm up" football exercise that helps integrate new players, when ever a new player joins a practice session.

NOTES FOR THE COACH

- ➔ Check Lesson 2 for football exercises that help players to reflect attitudes towards the other gender in their team.
- ➔ Check Lesson 3 for football exercises that help integrate new players.
- ➔ Check Lesson 5 for ideas of how to teach players about rights and responsibilities.

Case Study Box

You are coaching a mixed team of players under 10 years. The girls only recently joined the team, they were recommended by the local school. The boys can control the ball much better than the girls.

LESSON & INSTRUCTION

- Do welcoming and greeting football exercises to welcome new players.
- In first practice sessions with new players do joined practice sessions where differences in skills levels do not matter so much and give new players a sense of achievement.
- Do joined sessions where new players can learn from more experienced players; in the debrief of such sessions highlight the improvements of new players.
- Allow some time for separate sessions to allow the more experienced players to develop their skills - avoid the feeling that they are slowed down by the new players.
- If male players believe that girls cannot play football, highlight that differences in skills level can have more to do with length of experience of a player, than with gender. Explain that all players can improve their technical skills if given a chance to do so. Make players aware about professional women's football.
- If male players believe that girls have no right to play, challenge them with football exercises and team discussions.



TIME

- Whenever new players join the team pay special attention to run exercises that integrate new players easily.

NOTES FOR THE COACH

- ➔ Check **Lesson 4** for more information on differences in the male and female body and how they impact on participation in football.
- ➔ Check **Lesson 3** for football exercises that help integrate new players and cater for different skills levels.
- ➔ Check **Lesson 2** for football exercises that help players to reflect attitudes towards the other gender in their team.

Case Study Box

In a girls team: One of your players has a “boyish” look, she has very short hair, and very flat breasts. She is one of your best players. During a match, players of the opposing team call her names, intimidate her, question her gender and provoke her to give proof that she is a girl.

LESSON & INSTRUCTION



Ideally the referee intervenes in such a situation and penalise the offending players.

If not:

1. If the rules of your league allow, call a break and speak to the referee and the coach of the opposing team; request that the players stop the intimidating action; refer them to the players ID card that proves that the girl is a girl.
2. Call a break and speak to your player that has been offended; encourage her to resist the provocation, she does not have to fight back, and she does not have to be intimidated; Remind other players to show loyalty to their team mate, but that they should not respond with violence in doing so.
3. After the game gather your players:
 - ☞ Ask the player who has been offended how she feels about the incident.
 - ☞ Remind other players that the behaviour of opposing team members was disrespectful and intimidating;
 - ☞ Highlight what the offended player says how she feels about it; remind players to never offend someone because of his/her looks.
 - ☞ Discuss with players what makes a girl a girl; remind players of the danger of stereotypes.
4. Report the incident at the next league coordination meeting. Encourage a code of conduct for the league to help prevent such incidence in the future.

TIME

- ☞ Step 1 + 2 when the inappropriate behaviour happen
- ☞ Step 3 + 4 after the game and in next practice session

NOTES FOR THE COACH

- ☞ Humiliation is a form of violence.
- ☞ Stereotypes about women and men lies at the heart of this case. Stereotypes about gender roles are the cause of much sexual violence. You can use this incidence to talk about the damaging power of stereotypes as well as cultural and social beliefs that support violence against girls and women.
- ➔ Check YDF Manual on Violence Prevention for more information on how to deal with conflicts and how to support victims of violence.
- ➔ Check lesson 2 in this manual for more information on stereotypes and how to address them in football.
- ➔ Check lesson 5 in this manual for more information on human rights violations in football.

Case Study Box

In a boys' U18 team: You are in a practice session with your players and a group of girls are passing by. Some of the girls are wearing revealing clothing. The players start calling out to them, making lewd comments and sexual gestures.

LESSON & INSTRUCTION

- ☛ Call all your players over and tell them:
 - ▲ That taunting people is disrespectful and is a form of violence that may hurt people.
 - ▲ That no matter what a girl is wearing she does not deserve sexual violence.
 - ▲ That most people do not welcome that type of attention and that no one is impressed by that behaviour.
 - ▲ That their behavior breaks with the teams' code of conduct. If your team's code of conduct does not have a point about respecting girls and women, negotiate with your players to add it on.
- ☛ Enforce the penalty that they have agreed upon for breaking with this rule in the code of conduct.
 - ▲ Have a discussion with players about what makes a man a man.
 - ▲ Emphasize that strong men do not need to insult women to get their attention.
 - ▲ Run football exercises with focus on developing respect and tolerance in players.



TIME

- ☛ Step in as soon as the inappropriate behaviour starts, but continue with practice session.
- ☛ After practice session come call players together and discuss some of the questions.
- ☛ If you have a longer discussion about "what makes a man a man" allow for about 30 min. Prepare players to bring some extra time for this at next practice session.

NOTES FOR THE COACH

It is important to make players aware that even language can be abusive and can cause damage. With their abusive language they commit sexual violence.

- ➔ For more ideas on how to promote violence prevention in football and how support young offenders and victims of violence check out *YDF Manual for Violence Prevention*.

Case Study Box

The steering committee of your league or organisation always puts items that concern female players or women's football at the bottom of the agenda.

LESSON & INSTRUCTION



- Find out about the procedure for the prioritisation of agenda points.
- Negotiate for fair prioritisation of the agenda points.
- Request to look into treating women issues fair by the committee.
- Make the committee aware of the importance to attend to matters that concern women's football in the organisation.

TIME

- When you observe over a series of meetings that agenda points concerning women's football are moved to the bottom of the agenda, and time spent on these points is never sufficient.
- Request a prioritisation of the women's football agenda point before then meeting when you receive the agenda, or at the opening of the meeting, when the agenda is introduced by the chairperson.

NOTES FOR THE COACH

You may need to raise awareness for gender inequalities in your organisation. Check **Lesson 6.2.3** and **6.3.2** for more ideas on how to advocate for gender awareness in football and community structures.

Planning for Implementation

If coaches wish to use football to develop healthy relationships between female and male players, to empower girls and young women through football and to address gender inequalities in football, the first and very important step is for them to challenge their own attitudes and behaviour towards female players in football and in general. It is also important that coaches have a better understanding of gender roles in society as well as physical characteristics, and how to deal with these in day to day football practice.

You can use the following checklist to check whether your football programme is “gender sensitive” and to identify needs to address certain gender issues in your team and football programme.

Checklist: is your football programme gender sensitive?¹

If you want to reflect whether your football programme is gender sensitive and gives male and female players the same opportunities you can ask yourself and your managers and colleagues the following questions :

- ☞ Is gender equality a goal for your football programme?
How so? What efforts are made to implement that goal?



-
- ☞ Are there equal opportunities for male and female players in terms of number of matches, training sessions, educational events, travel possibilities, workshops, etc.?



- ☞ Are there specific guidelines regarding codes of conduct for male and female players?
Are these guidelines enforced?



- ☞ Are there appropriate role models (including coaches, referees, etc.) for female players?



- ☞ Are there guidelines for codes of conduct for coaches and referees?



¹ Adapted from: Girls Play – M. Brady and A. B. Khan 2002: The Mathare Youth Sports Association's Football Programme for Girls, published by Population Council, New York



Planning for Implementation

- ☞ Are certain activities stereotypically seen male or female?

- ☞ What messages do female players receive when they get out on the playing field? When they read the organisational literature (e.g. posters, brochures)?

- ☞ How are girls or young women being encouraged to participate in training sessions?

- ☞ What are the procedures if female players drop out?

Planning to take action

It is important to increase knowledge and awareness about gender issues in football and how football can make a contribution towards promoting gender equality. However, to make a real difference, we need to take action, and we need to become agents of change. Using the planner (**Work Sheet 21**), YDF coaches can plan to take action.

☞ Goal

The planner ask you to set some goals, what you would like to achieve in order to make a contribution to raise awareness and address gender issues in and through football. This is the same as setting a goal or some objectives for a football training session. Setting a goal gives direction to the actions you will take to achieve it.

☞ Challenges

Addressing gender issues in and through football is not without its challenges. We should be honest and identify what they might be.

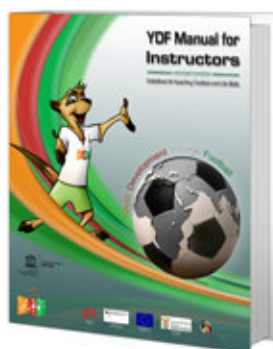
☞ Solutions

In planning to achieve our goals we consider the challenges and identify the different options we have. We then weigh up each solution and select the best solution that will enable us to achieve our goal.

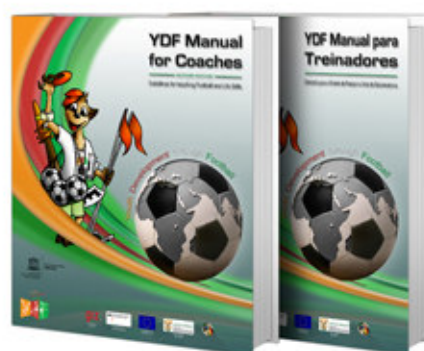
☞ Motivation

Finally having set your goals, identified the challenges, selected the best solution to achieve your goal, you need to consider how motivated you are to achieve the goals you have set. If your motivation is low it is unlikely you will see things through and achieve the goals you have set.

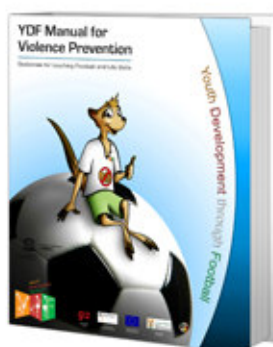
Other Useful YDF Manuals



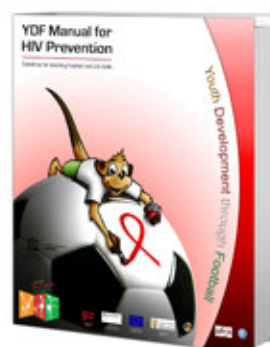
Manual for Instructors



Manual for Coaches
(also available in Portuguese)



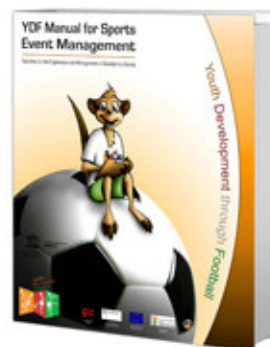
Manual for Violence Prevention



Manual for HIV Prevention



Manual for Environmental Awareness



Manual for Event Management

Useful Websites

- 🌐 International platform on sport and development: www.sportanddev.org
- 🌐 Information on Women's Football in South Africa: www.sawomensoccer.com
- 🌐 Information about an international organisation that uses sports to advance women's rights: www.womenwin.org
- 🌐 Information on International Women's Football: <http://www.fifa.com>
- 🌐 Amnesty International, an international platform to raise awareness for human right violations world wide: www.amnesty.org
- 🌐 Gender Links, a South African organization that raises awareness for human rights violations against women and children: www.genderlinks.org.za
- 🌐 Centre for the Study of Violence and Reconciliation (CSVR), a South African organisation conducting research into violence against women and children and provides a directory of services addressing gender based violence in South Africa: www.csvr.org.za/wits/gender/directory/index.html

Movies and Video Clips

- 🌐 Documentary: *"Kick like a girl"*
 - ▲ Trailer available on Youtube: <http://www.youtube.com/watch?v=Y1BzwQR6ops>
 - ▲ Whole movie available here: <http://www.kicklikeagirlmovie.com/>
- 🌐 YDF feature: *"Journey to Confidence"*
 - ▲ Available on Youtube: <http://www.youtube.com/watch?v=8vkL1McOsEI>
- 🌐 Motivational Video Clip: *"Are you going to finish strong?"*
 - ▲ Available on Youtube ⇒ Long version: <http://www.youtube.com/watch?v=H8ZuKF3dxCY>
 - ⇒ Short version: <http://www.youtube.com/watch?v=6x7PF1YWsVY&feature=related>

Lesson 1

Find out information about women's professional football

- ☞ Which countries have a national women's team, ranking of national teams?

- ☞ Which countries have a professional women's league?

- ☞ Who are the top female national or international football players?

Use the following websites:

- ① For Women's Football in South Africa: www.sawomensoccer.com
- ① For international Women's Football: <http://www.fifa.com/worldfootball/ranking/lastranking/gender=f/fullranking.html>

Discuss barriers to girls' and young women's participation in football:

- ☞ Why is it important to address barriers to girls' and young women's participation in football? Should girls and young women rather play netball or other sports?
- ☞ What are the benefits for girls and young women playing football? Which kind of skills can they learn? Why is it important for them to learn these skills?
- ☞ How can male players benefit from females playing football? Can male players learn from female players? If yes, what are the things they can learn from female players?
- ☞ How can society benefit from girls' and women's participation in football?
- ☞ What is the role and responsibility of the coach in promoting gender equality through football?



Lesson 2

Discuss typical stereotypes and beliefs about girls' and women's participation in football:

Case 1: Girls playing football are or are turning into lesbians

Questions for group discussion:

- ❖ Do you think the statement is true or false?
- ❖ Why do you think it is true or false?
- ❖ Do you think a girl that plays netball or softball, or does gymnastics would turn into a lesbian?
- ❖ Do you know of a story in your team where this scenario happened?
- ❖ Why is being a lesbian a concern to people?"
- ❖ What can the coach do in a situation where parents or players believe that girls turn lesbian when they play football?

Case 2: Being lesbian is abnormal and lesbians need to be / can be "corrected"

Questions for group discussion:

- ❖ Do you know of a real story where a scenario like this happened in your community? What exactly happened?
- ❖ Do you think the statement is true or false?
- ❖ How do you think this kind of scenario could be prevented? Should it be prevented?
- ❖ What can you do as coach when something like this happens in your team or community?

Case 3: All boys / men playing football are heterosexual

- ❖ Do you think the statement is true or false?
- ❖ Why do you think it is true or false?
- ❖ If you say that the sample is not true, share examples from your team or other teams you are aware of where this statement is not true.

Lesson 2

Case 4: Football is not for girls. Girls belong to the kitchen / household - their purpose in life is to be a mother and wife. There is no need or reason for them to play football.

- ☞ Do you think the statement is true or false?
- ☞ Why do you think it is true or false?
- ☞ If you say that the statement is true, share examples from your team or other teams you are aware of where there is the belief that this statement is true.

- ☞ What can the coach do in a situation where parents or players believe that this statement is true?

Case 5: Female players need to be boyish to gain respect as football players and to be feminine to be considered as potential wives.

- ☞ Do you think the statement is true or false?
- ☞ Why do you think it is true or false?
- ☞ What does this mean for a girl that wants to play football?

- ☞ What can the coach do in this situation?



Lesson 2

Case 6: Female players get sexually involved with coaches at free will

- ☞ Do you think the statement is true or false?
- ☞ Why do you think it is true or false?
- ☞ What should the coach or assistant coach do in this situation?

Lesson 3

Using case studies helps reflect about gender specific psychological patterns or behavioural patterns. Find below some case studies that you can use in your discussion. You can also create your own case studies.

Case 1: In a mixed team players are practicing penalty shooting. Player 1 misses for the third time. Disappointment and frustration is all over his/her face, but he/she does not say a word. Only later he/she says to a team mate, "I am so bad, I think I need to quit". In the same exercise, player 2 also misses several goal shots. After the 4th time, he/she is really angry, kicks the ball away and blames the grass for him/her missing the goal: "This field is useless, you cannot kick a ball, it goes in all sorts of directions"... .

Questions for group work:

- ☞ Is player 1 female or a male and why?
- ☞ What is different in the reaction of player 1 and player 2 to missing the goal?
- ☞ What does it tell us about how male and female players deal with success and failure? Do you agree, or do you have other observations in your team?
- ☞ What is the appropriate way of reacting (to disappointment/failure) and why? What kind of personal skills are needed?
- ☞ What can coaches do in such situations to reinforce positive behaviour and skills in players?

Case 2: In a mixed team 2 players are competing for the position of the goal keeper. They are jealous of each other and both want to be THE goal keeper. During practice session player 1 bullies player 2 and makes the player's life on the field miserable. After practice you hear the player 2 gossiping about player 1 spreading a rumour that the player is into drugs.

Questions to discuss by group:

- ☞ Is player 1 female or male and why?
- ☞ What is different in the reaction of player 1 and player 2 to deal with the competition?
- ☞ What does it tell us about how male and female players deal with success and failure and / or competitive situations? Do you agree, or do you have other observations in your team?
- ☞ What is the appropriate way of reacting (to disappointment/failure) and why? What kind of personal skills are needed?
- ☞ What can coaches do in such situations to reinforce positive behaviour and skills in players?



Lesson 3

Gender Roles - mapping household chores of male and female players:

- ➔ Make a list of household tasks that a female / male player in your team has to do each day. When do they have to do these tasks? At what time of the day?

- ➔ Make a list of household tasks that a female / male player in your community has to do each week (things are not done every day)? On what day and at what time do they have to do these tasks?

Discuss:

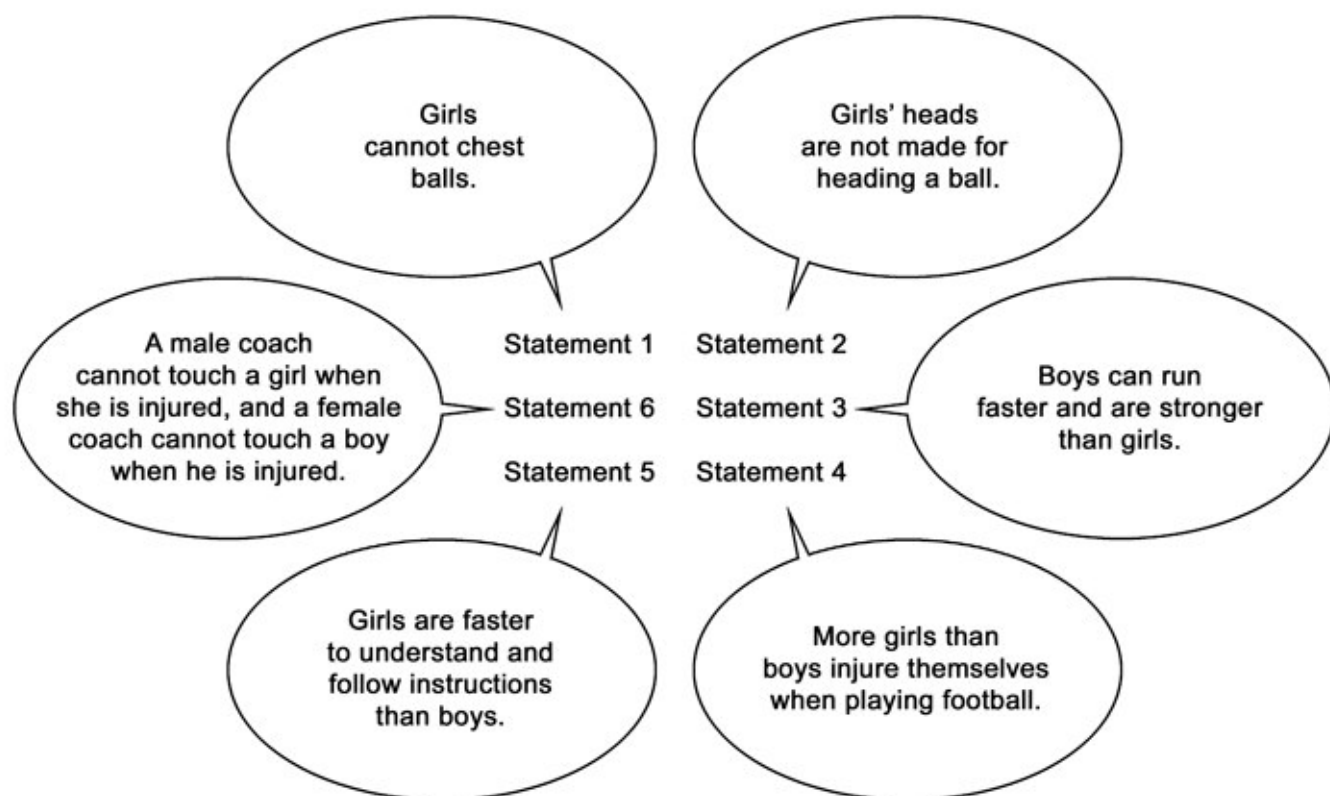
- ⊕ What are the reasons for the differences in gender roles and what do they mean for girls' and women's participation in football?
- ⊕ What happens when players or people do not perform according to these gender roles?

Use flipcharts to make 2 lists of typical household tasks for female and male players in your team.

Nominate one person in your group to present to the larger group.

Lesson 4

Discuss typical stereotypes and beliefs about girls' and women's physical characteristics and what it means for their participation in football:



Discuss the following questions:

- ☞ Is this statement true or false? And Why? What is partly true or false? And why?
- ☞ Is there a difference for girls and boys under or above the age of 12?
- ☞ Are there differences in players from different cultures?
- ☞ How can the coach deal with such beliefs? What can he/she do in mixed teams? What can he/she do in boys or girls teams to address such false beliefs?



Lesson 5

Discuss typical cases for violations of children's and women's rights in football:

Case 1: In a mixed team, when playing matches, all female players always start on the bench, and only get substituted in the last 10 minutes - if at all. The coach says he is doing this so the team can win.

Group Task Case 1:

Please discuss the following questions:

- ☞ Is the coach abusing or disrespecting human rights of female players? In what way?
- ☞ Do you think the coach should change the way he/she selects player during matches? Why?
- ☞ What can an assistant coach do, when she/he observes such situation?
- ☞ What can a coach of an opposing team do, when he/she observes such a situation?

You can either write your discussion on a flipchart and present results to the whole group or you can do a role play. Please roll play the case study and also how the assistant or coach from opposing team implements your advice.

Case 2: In a mixed or girls only team a female player is sexually abused or harassed by a coach or another player. The female player does not come to practice anymore.

Group Task Case 2:

Please discuss the following questions:

- ☞ Is the coach or the other player abusing women's and children's rights of the female player? In what way? When would you speak of sexual harassment or abuse - what would the coach or the other player have done to or with the player?
- ☞ What can the coach do when he observes sexual harassment and abuse between players?
- ☞ What can players or the assistant coach do when they observe that the coach harasses or abuses a player?

Write results of your discussion on a flipchart and present to the whole group.

Lesson 5

Case 3: A player in your team has been abused by a family member or somebody else in the community.

Group Task Case 3:

Please discuss the following questions:

- ☞ How would you be able to tell that the player has been abused?
- ☞ In what ways are the rights of the player violated?
- ☞ What can the coach do to respond to the abuse of his/her player?

Write results of your discussion on a flipchart and present to the whole group.

Rights and responsibilities for players and coaches

For each of the rights listed below, discuss what the responsibilities are for coaches and players to ensure these rights.

- 🌐 The right to play
- 🌐 The right to resources (balls or other football equipment)
- 🌐 The right to education
- 🌐 The right to freedom of speech
- 🌐 The right to fair treatment (not be abused / fouled)

➔ Make 2 lists of responsibilities - one list for the coach, and the second list for players.

Please brainstorm ideas of

- ☞ How to make other coaches and players aware of their responsibility to ensure women's and children's rights in football.

Nominate two people in your group to present your results to the larger group.



Lesson 6.1.1

Developing Codes of Conduct for Coaches, Players and Leagues**Scenario 1 - Developing a Code of Conduct with Players**

You are coaching a mixed team. You have observed a lot of gender insensitive behaviour and verbal abuse amongst your players, and you have agreed with your players that a code of conduct may help to develop gender sensitive behaviour and help to prevent the violation of children's and women's rights.

Assign one person to assume the role of a facilitator that will guide the group through this task.

Each participant in the group shall assume a role as a female or male player and shall act out the role during this group work.

The facilitator of the group now starts to facilitate the process to develop the code of conduct following the steps outlined on pages 69 - 72:

- ➔ **Step 1:** Invite other group members to complain about gender insensitive behaviour and possible violations of children's and women's rights amongst coaches and other players.
- ➔ **Step 2:** Invite other group members to dream about how everyone should behave or act to ensure that children's and women's rights are respected and coaches and players act in a gender sensitive manner.
- ➔ **Step 3:** Agree with other members of the group how to implement this code of conduct and how to monitor it.

Scenario 2 - Developing a Code of Conduct for Coaches in Grassroots Football Programmes

You are at a community meeting and various coaches, community workers and teachers are present. At a previous meeting it has been decided that a code of conduct shall be developed to ensure gender sensitive behaviour of coaches, teachers and community workers.

Assign one person to assume the role of a facilitator that will guide the group through this task.

Each participant in the group shall assume a role as a female and male coach, female or male community worker etc and shall act out the role during this group work.

The facilitator of the group now starts to facilitate the process to develop the code of conduct following the steps outlined on pages 69 - 72:

- ➔ **Step 1:** Invite other group members to complain about gender insensitive behaviour and possible violations of children's and women's rights amongst coaches and community workers.
- ➔ **Step 2:** Invite other group members to dream about how everyone should behave or act to ensure that children's and women's rights are respected and coaches act in a gender sensitive manner.
- ➔ **Step 3:** Agree with other members of the group how to implement this code of conduct and how to monitor it.

Lesson 6.1.1

Scenario 3 - Developing a Code of Conduct with other Coaches of your Local League

You are at a league's meeting. Mixed U16 teams are playing in this league. There have been a lot of complaints by coaches about gender insensitive behaviour and violations of children's and women's rights during matches of the league. At a previous league meeting it has been agreed that a code of conduct shall be developed to ensure gender sensitive behaviour and the respect of children's and women's rights in the league.

Assign one person to assume the role of a facilitator that will guide the group through this task.

Each participant in the group shall assume a role as a female or male coach and shall act out the role during this group work.

The facilitator of the group now starts to facilitate the process to develop the code of conduct following the steps outlined on pages 69 - 72:

- ➔ **Step 1:** Invite other group members to complain about gender insensitive behaviour and possible violations of children's and women's rights amongst coaches and other players.
- ➔ **Step 2:** Invite other group members to dream about how everyone should behave or act to ensure that children's and women's rights are respected and coaches and players act in a gender sensitive manner.
- ➔ **Step 3:** Agree with other members of the group how to implement this code of conduct and how to monitor it.

Together with
the team - develop
and agree on a code
of conduct

Discuss
unacceptable behaviour
and its consequences



Lesson 6.2.2

Increasing the number of female coaches

Please discuss the following questions in your group:

- ☞ How many female coaches do you have in your organisation or community? How many male coaches do you have?
- ☞ What could be the reasons why there are less female than male coaches? Why are there so few girls / women who want to become football coaches?
- ☞ What can you do as coaches to encourage female players or other community members to become coaches?

Please make notes on a flipchart

- ☞ Of the reasons for less females becoming coaches.
- ☞ Of ideas of how to encourage female players or other community members to become coaches.

Nominate one or two people of your group to present your results.

Lesson 6.2.3

Identifying the need for raising awareness of gender inequalities in your football programme

Use the league or organisation of one of the participants in your group and do the following:

Step 1 - Make a list of the following information:

- ☞ Number of male and female players U12 in your team or organisation _____

- ☞ Number of male and female players U18 in your team or organisation _____

- ☞ Number of female and male players in captain positions _____

- ☞ Number of male and female coaches in your league or organisation _____

- ☞ Number of male and female officials _____

- ☞ Number of male and female administrators / managers in your organisation _____

If you do not have the exact numbers, discuss where and how you can get these numbers.

Step 2 - Discuss who you need to inform about the above situation. Who in your organisation has an influence on such a situation? Draft a letter or fact sheet to the person / structure you have identified, and describe the situation with the help of the numbers you have identified in **Step 1**.

Step 3 - Discuss when, where and how to best address the person or structure you have identified in **Step 2**.

*Nominate person in your group to summarise the results of your research in **Step 1**.*

*Nominate another person in your group to read the draft fact sheet or letter that you have worked on in **Step 2**.*

*Nominate a 3rd person in your group to present the results of your discussion in **Step 3**.*

As a group think of ways of how to make your presentation interesting.



Lesson 6.2.4

Planning a special event and tournament to promote gender equality*Group Task Description:*

Please discuss the following:

- ☞ Summarise the message that you would like to bring across at a football event in 1 sentence.

- ☞ How can you bring across your message to the players in the event?

- ☞ How can you bring across the message to the spectators?

- ☞ Who else can you reach with the tournament?

- ☞ If you have organised tournaments in your league before what would you consider when planning an event that should help raise awareness for gender equality?

- ☞ Who would you partner to organise an event?

- ☞ When would you plan an event that should contribute to raise awareness for gender issues?

- ☞ How many events are necessary to raise awareness?

Nominate 1 to 2 people in your group to present your results. Discuss as a group how you can make your presentation interesting.

Lesson 6.3.1

Group work Task

Planning information sessions with local stakeholders

- ✎ Make a list of the community stakeholders who should be informed about football opportunities for girls and young women in the community.

- ✎ Mark those community stakeholders on your list that you think will support football opportunities for girls and women. Mark those stakeholders that will not support or even try to prevent girls and women to play football with a different colour / symbol.

- ✎ Discuss how and when to approach who: what information should be given, what is important to consider when approaching schools, local youths, local Football Associations, community leaders, partners etc... what is important to consider when approaching a structure that may not support girls' and women's participation in football.

Nominate 1 or 2 people of your group to present the results of your discussion to the rest of the group.

As a group think of ways to make the presentation interesting.



Lesson 9

Checklist: is your football programme gender sensitive?¹

If you want to reflect whether your football programme is gender sensitive and gives male and female players the same opportunities you can ask yourself and your managers and colleagues the following questions :

- ☞ Is gender equality a goal for your football programme?
How so? What efforts are made to implement that goal?



- ☞ Are there equal opportunities for male and female players in terms of number of matches, training sessions, educational events, travel possibilities, workshops, etc.?



- ☞ Are there specific guidelines regarding codes of conduct for male and female players?
Are these guidelines enforced?



- ☞ Are there appropriate role models (including coaches, referees, etc.) for female players?



- ☞ Are there guidelines for codes of conduct for coaches and referees?



- ☞ Are certain activities stereotypically seen male or female?

¹ Adapted from: Girls Play – M. Brady and A. B. Khan 2002: The Mathare Youth Sports Association's Football Programme for Girls, published by Population Council, New York



Lesson 9

- What messages do female players receive when they get out on the playing field? When they read the organisational literature (e.g. posters, brochures)?

- How are girls or young women being encouraged to participate in training sessions?

- What are the procedures if female players drop out?

-

-

WORK SHEETS

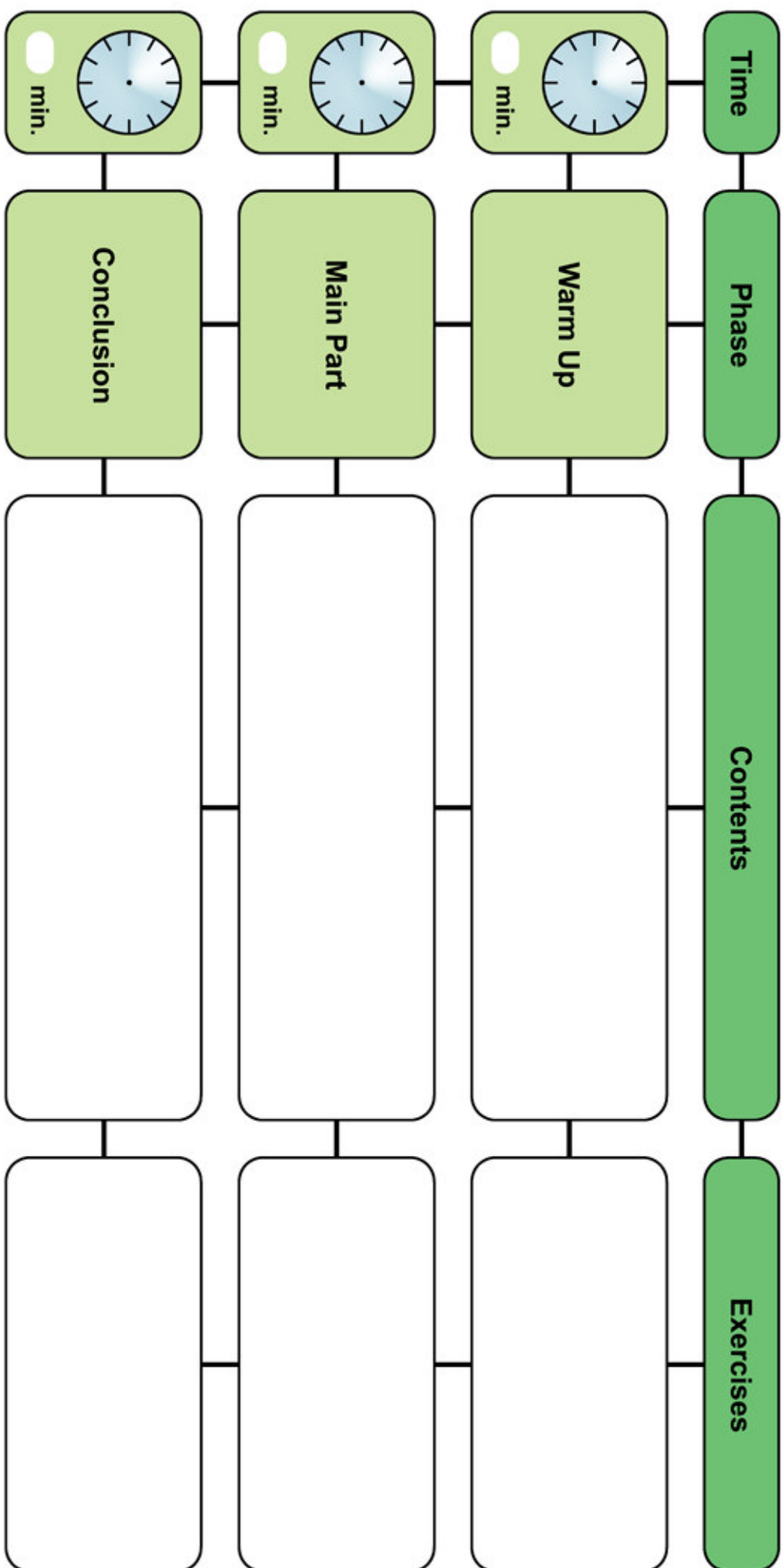
Lesson 9

GOAL What would I like to achieve in the next month to promote gender equality in football?	CHALLENGE What will be the challenges that I will have in achieving my goal?	SOLUTIONS How I will overcome these challenges?	MOTIVATION On a scale of 1 to 5 how determined am I to take action? 1 is low and 5 is high
_____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____



TRAINING SHEETS

Structure of a Training Session



Planning / Monitoring Sheet

Date: DD/MM/YYYY

Venue:

Organiser:

Number of Players:

Objectives / Focal Points:

1. WARM UP

Time:

Training Method 1

Procedure / Organisation:

Variation:

Training Method 2

Procedure / Organisation:

Variation:

Planning / Monitoring Sheet

2. MAIN PART

Time:

Training Method 1

Procedure / Organisation:	
Variation:	

Training Method 2

Procedure / Organisation:	
Variation:	

3. CONCLUSION

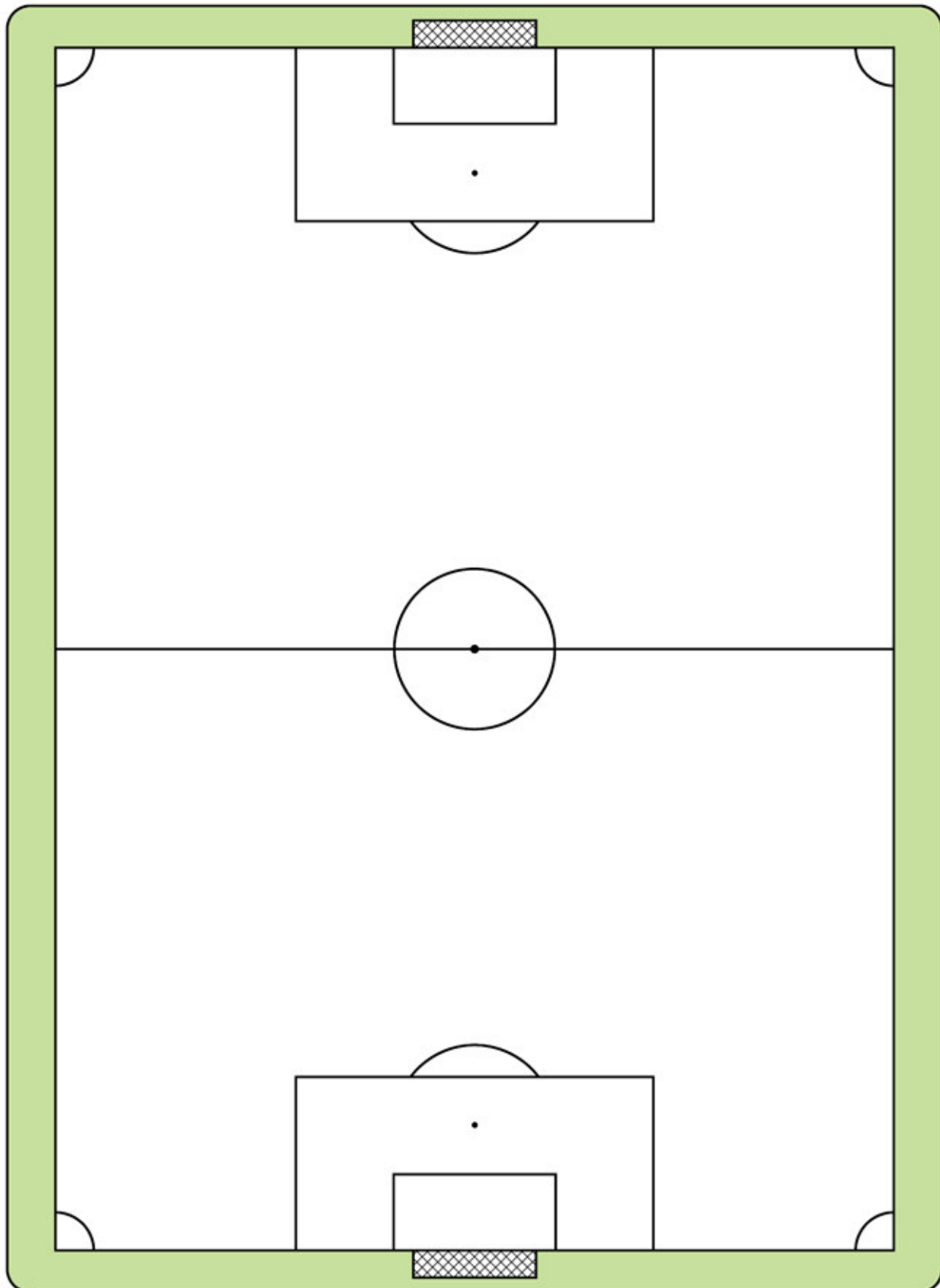
Time:

Training Method 1

Procedure / Organisation:	
Variation:	

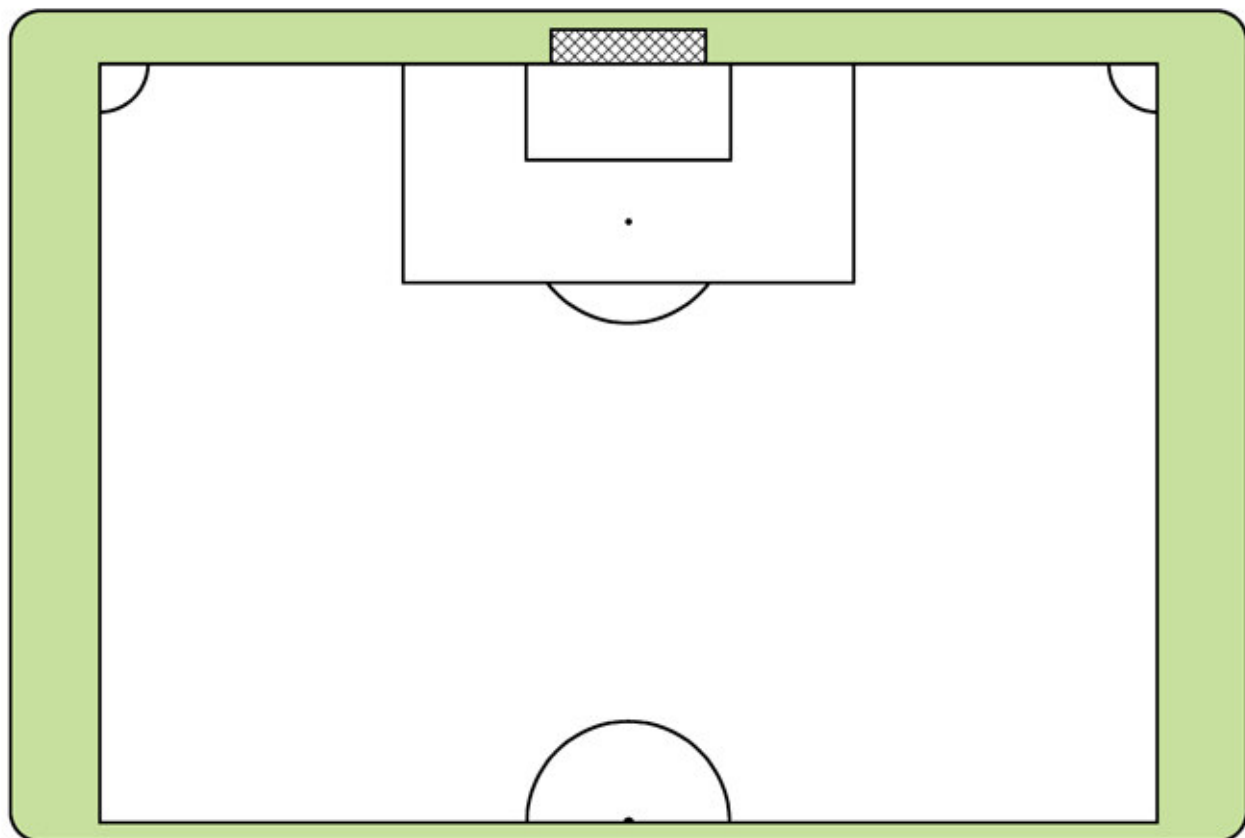
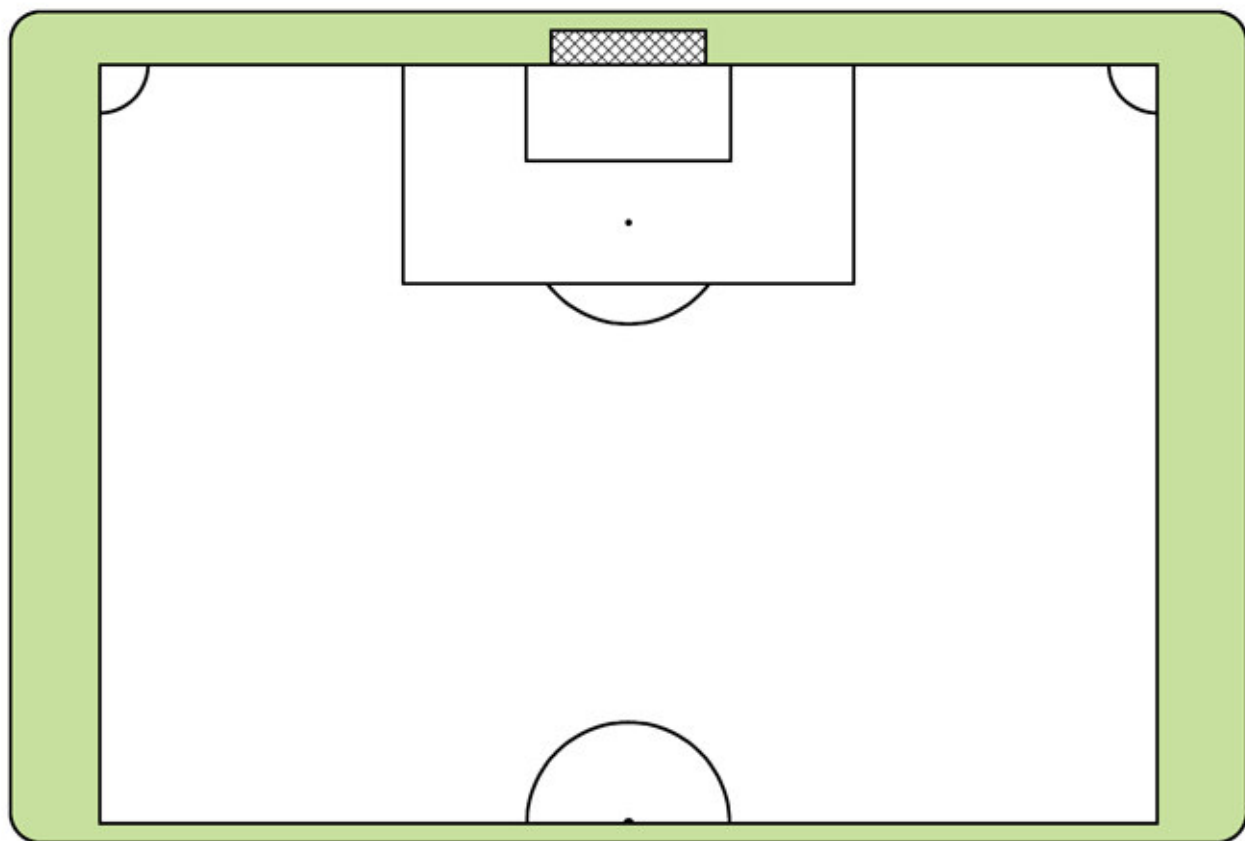


Pitch - Full
With lines and goals

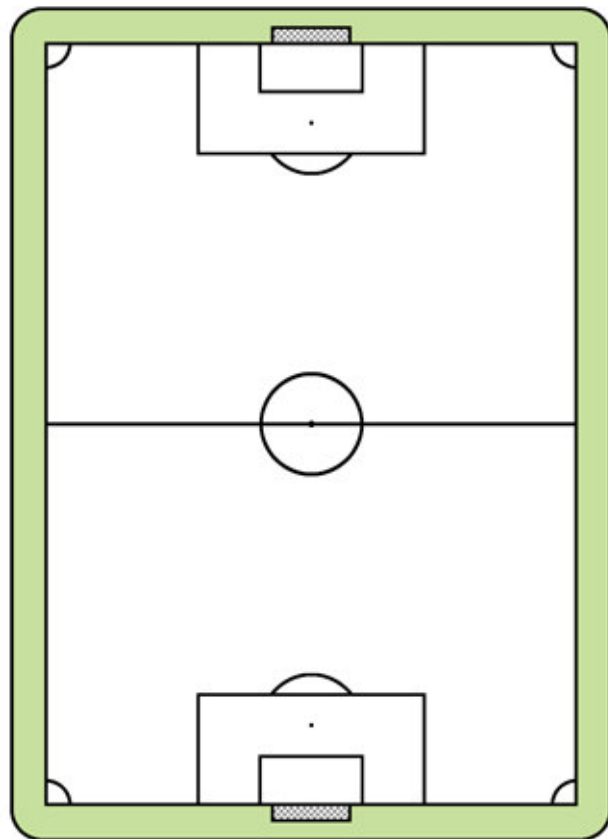
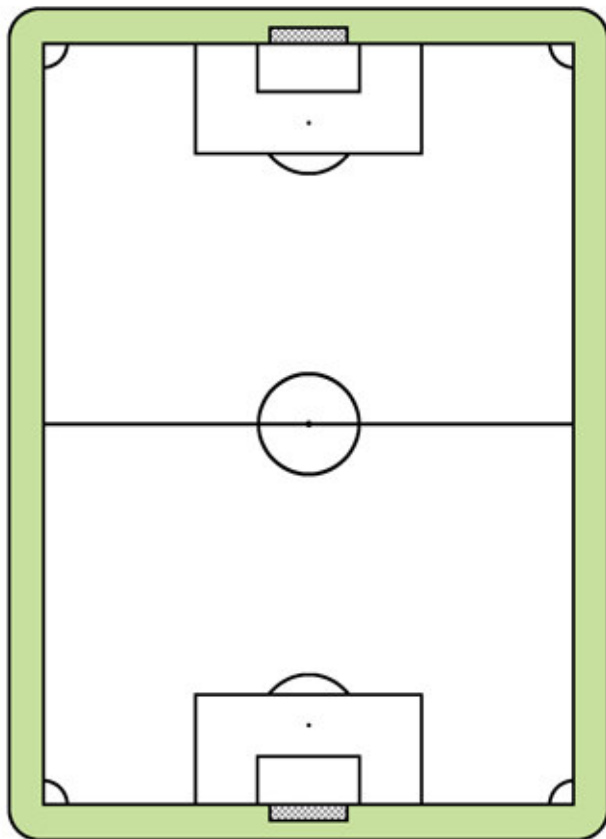
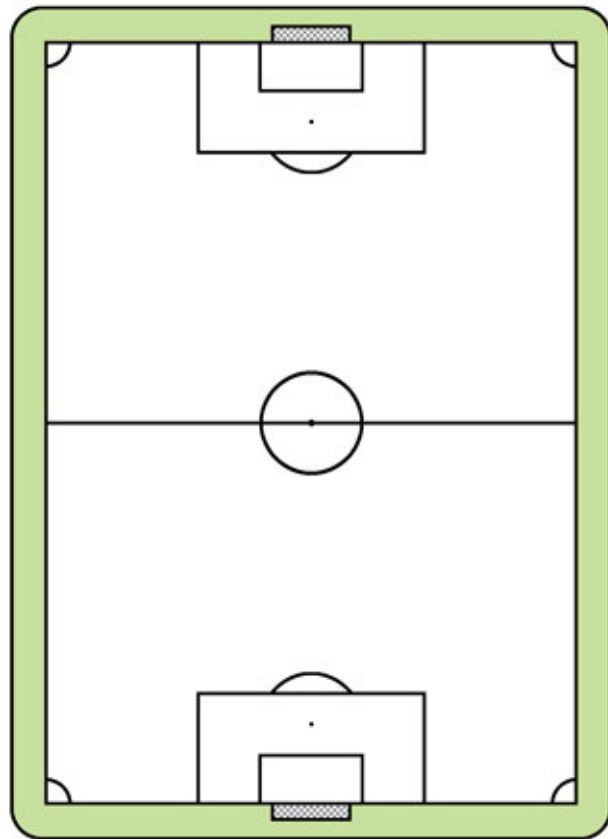
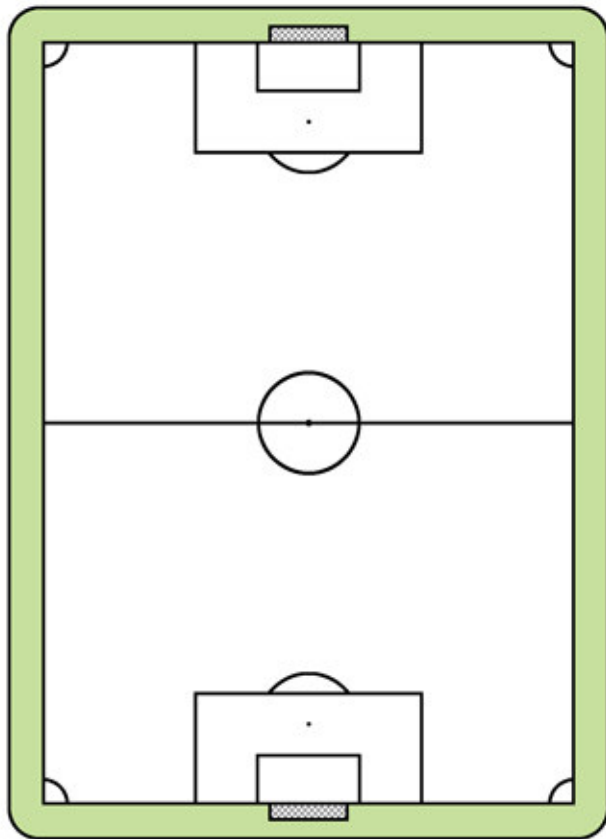


TRAINING SHEETS

Pitch - Half x 2
With lines and goals



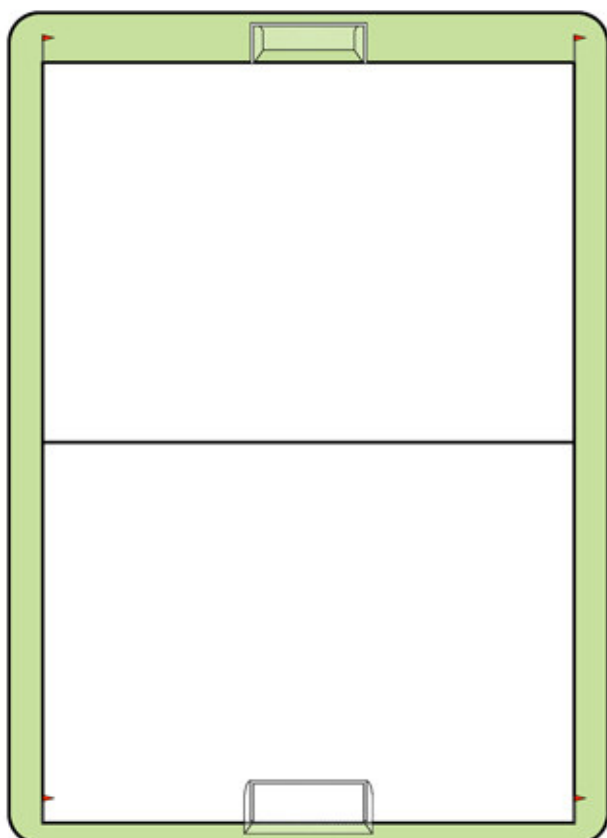
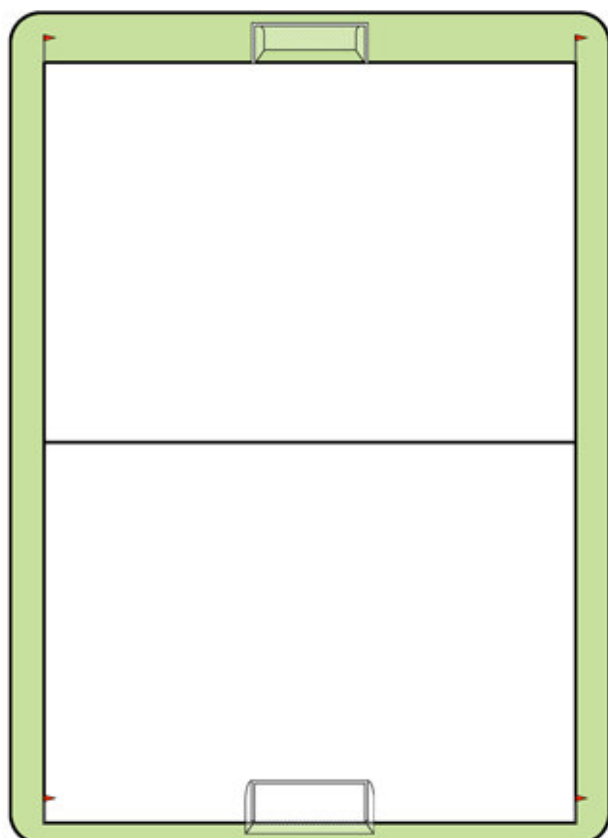
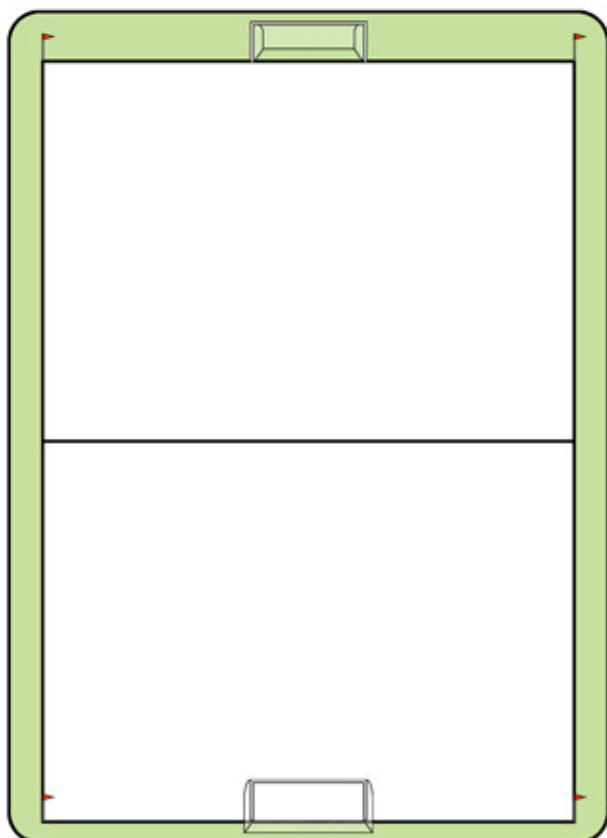
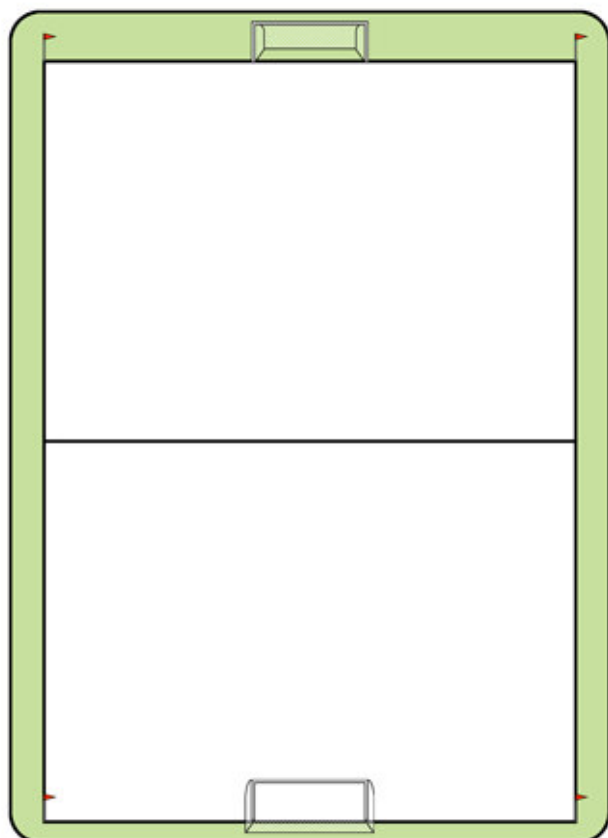
Pitch - Full x 4
With lines and goals



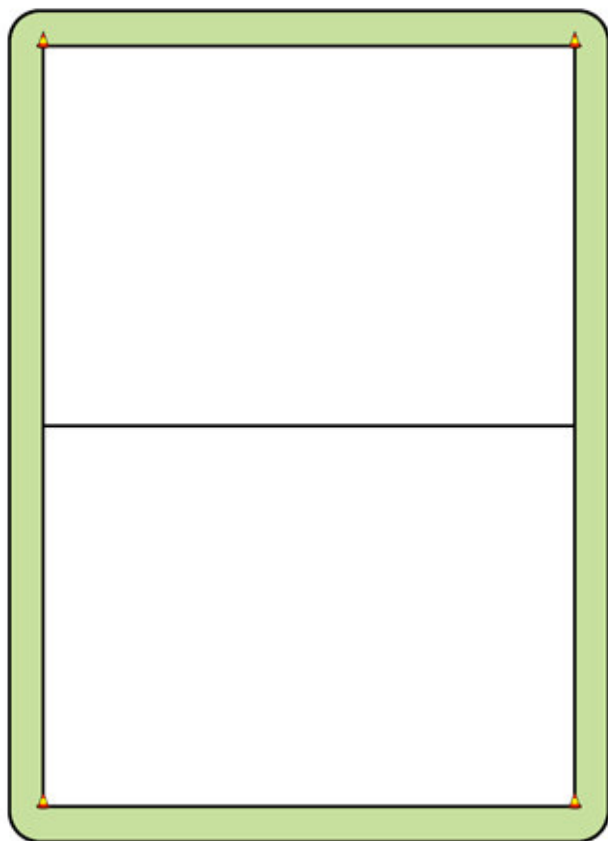
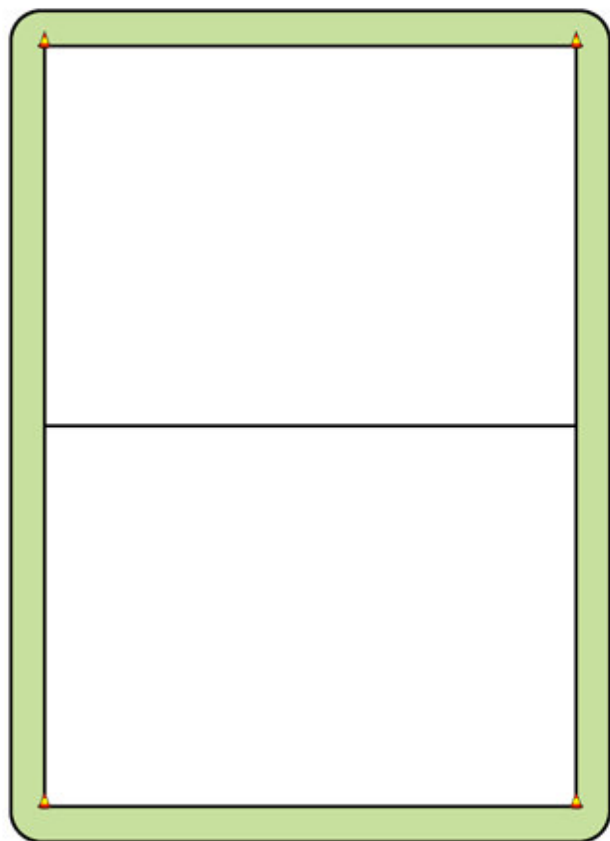
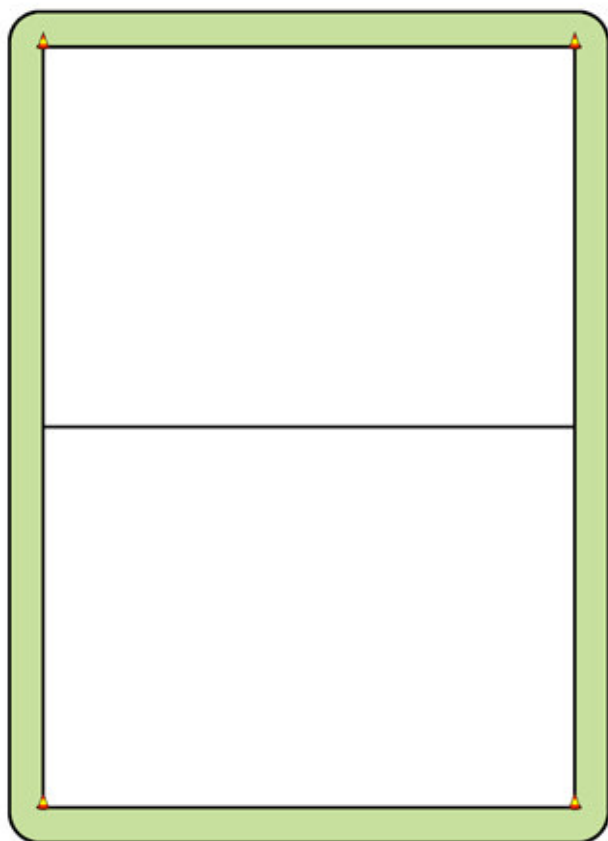
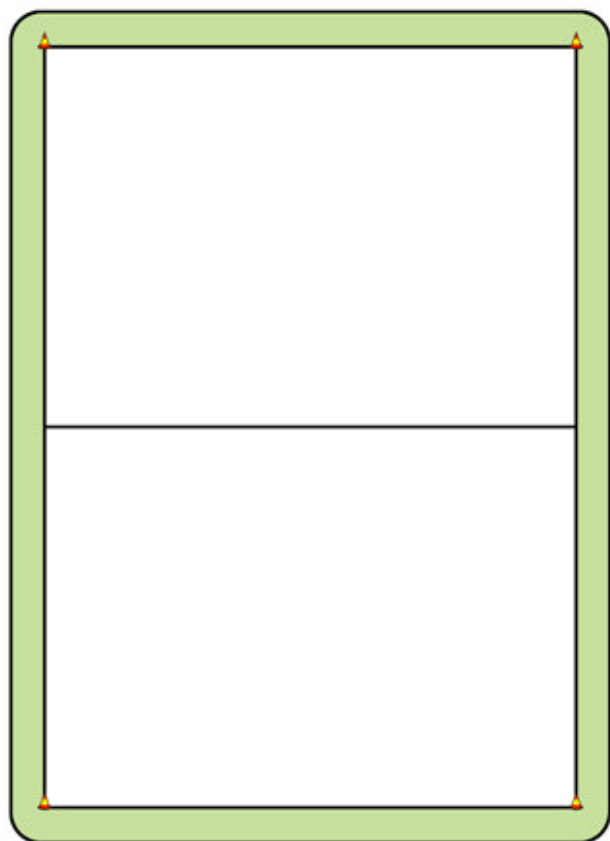
TRAINING SHEETS

Pitch - Full x 4

Without lines, with goals

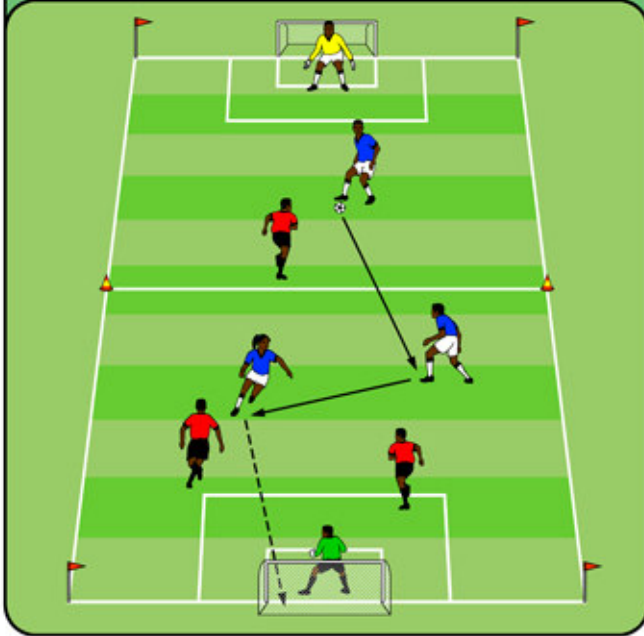


Pitch - Full x 4
Without lines and goals



Tips for small Football-Tournaments

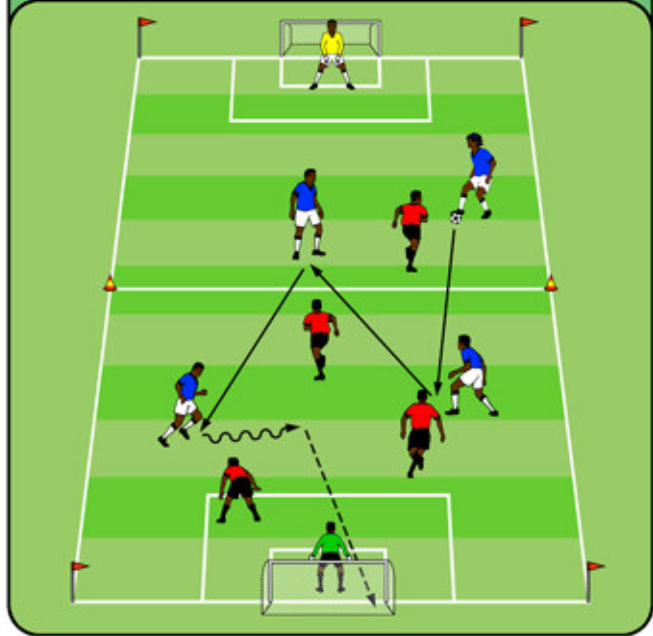
1 3-ON-3 TOURNAMENT 2 GOALS WITH GOALKEEPERS



Organisation and Game

- **Training Squad:**
18 field players
4 goalkeepers
- **Group 1:**
A against B
B against C
A against C
- **Group 2:**
D against E
E against F
D against F
- **Division:**
6 Teams with
3 players each
- **2 Pitches:**
25 x 15 m
- **Tournament schedule:**
Divide the 6 teams
into 2 groups. One
pairing per group
plays on a pitch.
- **After this preliminary round -**
Games for place:
Play for 5th place:
3rd Group 1 vs.
3rd Group 2
Play for 3rd place:
2nd Group 1 vs.
2nd Group 2
Final:
1st Group 1 vs.
1st Group 2

2 4-ON-4 TOURNAMENT 2 GOALS WITH GOALKEEPERS



Organisation and Game

- **Training Squad:**
16 field players
4 goalkeepers
- **Division:**
4 teams with
4 players each
- **2 Pitches:**
35 x 25 m
- **Tournament schedule:**
The 4 teams play a
preliminary round -
"team against team"
- and then the finals.
- **Preliminary round:**
A against B Pitch 1
C against D Pitch 2
A against C Pitch 1
B against D Pitch 2
A against D Pitch 1
B against C Pitch 2
- **Finale Games:**
Play for 3rd place:
3rd of preliminary round
against 4th of
preliminary round.
Finale:
1st of preliminary round
against 2nd of
preliminary round.

Organisational Guidelines:

- Small teams with a maximum of 5 players each.
- Small pitches - clearly marked!
- If possible, hand out bibs!
- Use all the available goals and additional posts!
- Keep replacement balls available at the goals!

TOURNAMENT SHEETS

Division of Teams

Number of Players	Number of Pitches	Remarks (possible with substitute player)
20	2 pitches @ 5 : 5	(substitute player)
21	1 pitch 3 : 3 1 pitch 4 : 4 1 pitch 4 : 3	(substitute player)
22	2 pitches @ 4 : 4 1 pitch 3 : 3	
23	2 pitches @ 4 : 4 1 pitch 4 : 3	(substitute player)
24	3 pitches @ 4 : 4	
25	2 pitches @ 4 : 4 1 pitch 5 : 4	(substitute player)
26	2 pitches @ 4 : 4 1 pitch 5 : 5	(substitute player)
27	1 pitch 4 : 4 1 pitch 5 : 5 1 pitch 5 : 4	(substitute player) (substitute player)
28	1 pitch 4 : 4 2 pitches @ 5 : 5	(substitute player)
29	1 pitch 4 : 5 2 pitches @ 5 : 5	(substitute player) (substitute player)
30	3 pitches @ 5 : 5	(substitute player)
31	3 pitches @ 4 : 4 1 pitch 4 : 3	(substitute player)
32	4 pitches @ 4 : 4	
33	3 pitches @ 4 : 4 1 pitch 5 : 4	(substitute player)
34	3 pitches @ 4 : 4 1 pitch 5 : 5	(substitute player)
35	2 pitches @ 4 : 4 1 pitch 5 : 5 1 pitch 5 : 4	(substitute player) (substitute player)
36	2 pitches @ 4 : 4 2 pitches @ 5 : 5	(substitute player)
37	1 pitch 4 : 4 1 pitch 5 : 4 2 pitches @ 5 : 5	(substitute player) (substitute player)
38	4 pitches @ 4 : 4 1 pitch 3 : 3	



Division of Teams

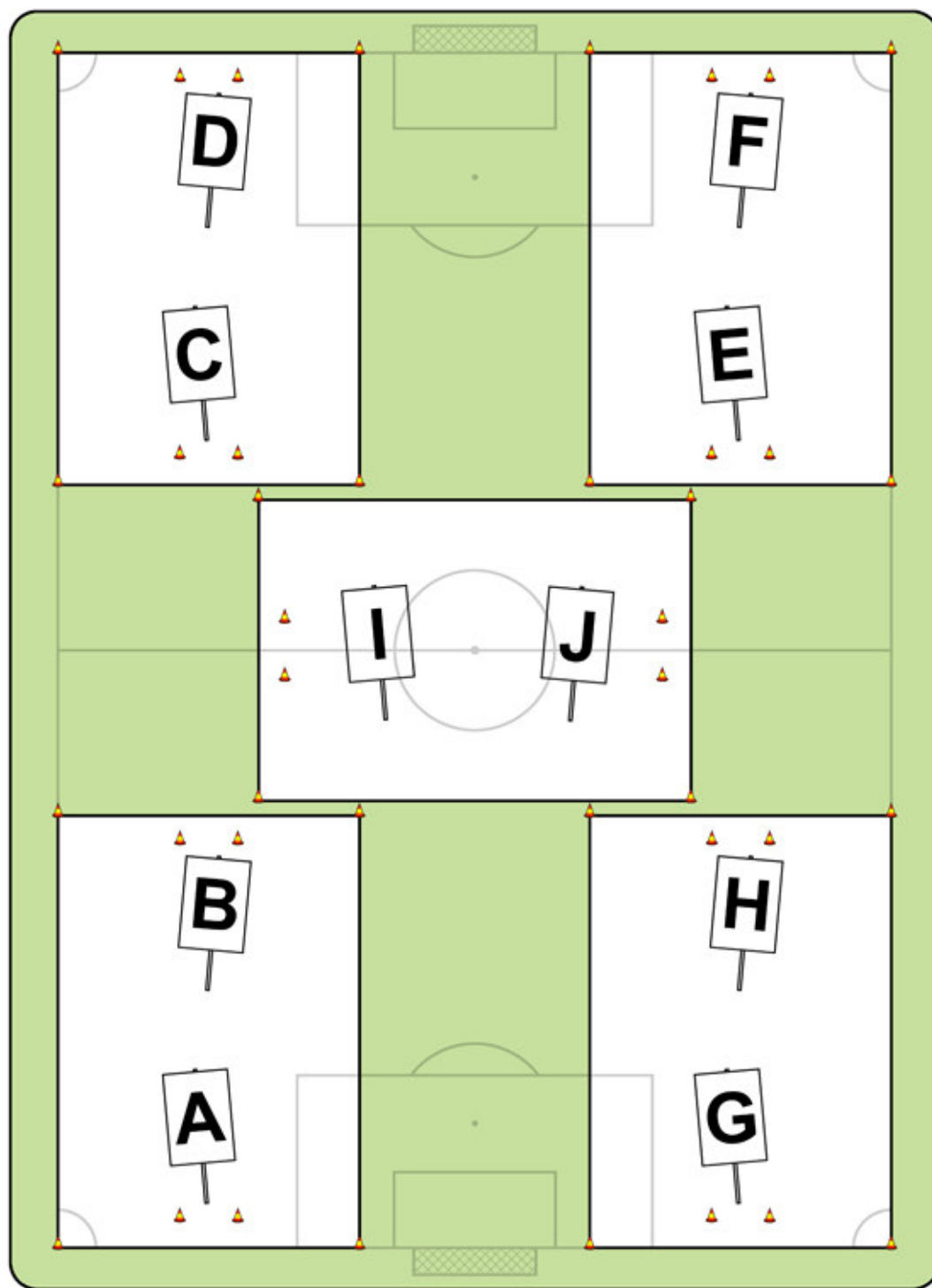
Continued

Number of Players	Number of Pitches	Remarks (possible with substitute player)
39	4 pitches @ 4 : 4 1 pitch 4 : 3	(substitute player)
40	5 pitches @ 4 : 4	
41	4 pitches @ 4 : 4 1 pitch 5 : 4	(substitute player)
42	4 pitches @ 4 : 4 1 pitch 5 : 5	(substitute players)
43	3 pitches @ 4 : 4 1 pitch 5 : 5 1 pitch 5 : 4	(substitute players) (substitute player)
44	2 pitches @ 4 : 4 1 pitch 5 : 4	(substitute player)
45	2 pitches @ 4 : 4 2 pitches @ 5 : 5 1 pitch 5 : 4	(substitute players) (substitute player)
46	2 pitches @ 4 : 4 3 pitches @ 5 : 5	(substitute players)
47	1 pitch 4 : 4 1 pitch 5 : 4 3 pitches @ 5 : 5	(substitute player) (substitute players)
48	4 pitches @ 5 : 5 1 pitch 4 : 4	(substitute players)
49	4 pitches @ 5 : 5 1 pitch 5 : 4	(substitute players) (substitute player)
50	5 pitches @ 5 : 5	(substitute players)

If there are more than 50 players, a second football field must be made available. Should there be 70 players, 40 players could play on the first field and 30 players could play on the second field. A possibility would also be to divide them into 35 players per field.

Playing Schedule

Pitch Allocation



Field divisions for the "4-on-4" play form.

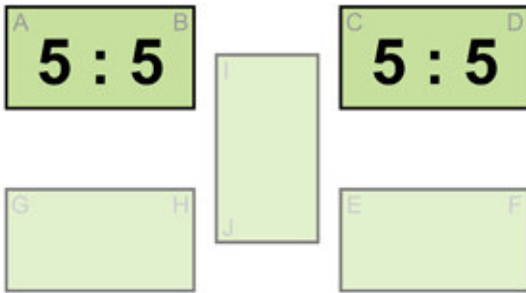
- Arrange four outer pitches of approx. 20m x 40m on the touch lines/goal lines.
- Mark off a further pitch in the centre of the field.
- Use cones to outline the various pitches.
- Place the team names (A, B, C, etc...) well visible **next** to the pitches.
- Place the necessary number of bibs next to the pitch indicators.



Playing Schedule

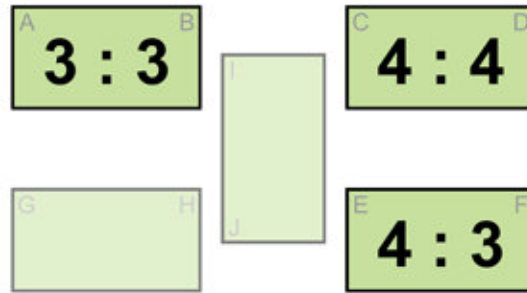
Pitch Allocation

Organisation for 20 Players



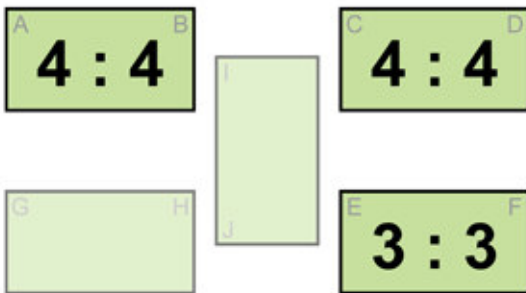
2 Pitches 5 : 5 = 5 x A : 5 x B
5 x C : 5 x D

Organisation for 21 Players



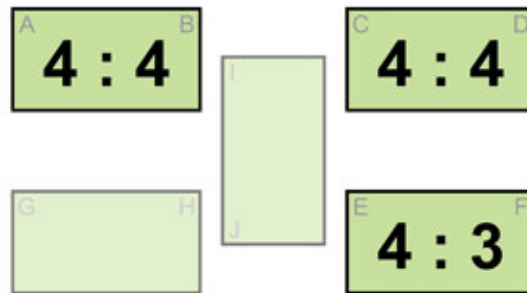
1 Pitch 3 : 3 = 3 x A : 3 x B
1 Pitch 4 : 4 = 4 x C : 4 x D
1 Pitch 4 : 3 = 4 x E : 3 x F

Organisation for 22 Players



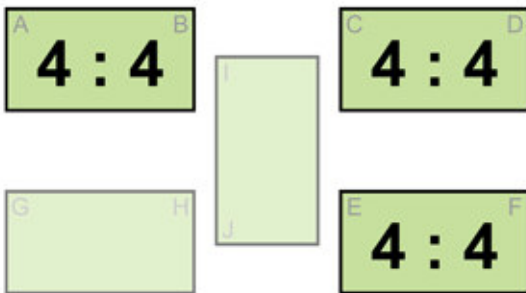
2 Pitches 4 : 4 = 4 x A : 4 x B
4 x C : 4 x D
1 Pitch 3 : 3 = 3 x E : 3 x F

Organisation for 23 Players



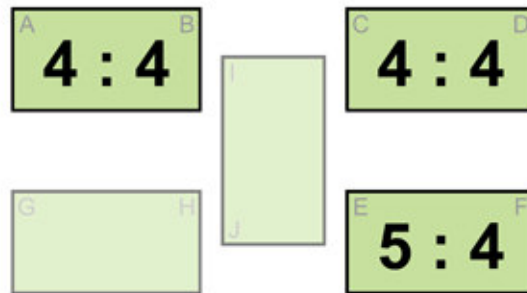
2 Pitches 4 : 4 = 4 x A : 4 x B
4 x C : 4 x D
1 Pitch 4 : 3 = 4 x E : 3 x F

Organisation for 24 Players



3 Pitches 4 : 4 = 4 x A : 4 x B
4 x C : 4 x D
4 x E : 4 x F

Organisation for 25 Players



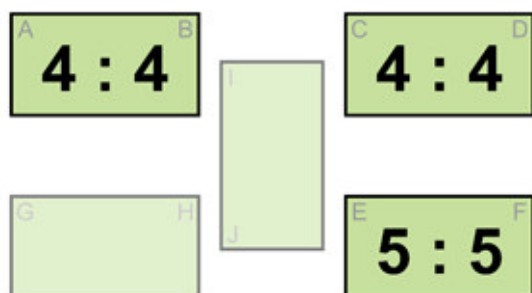
2 Pitches 4 : 4 = 4 x A : 4 x B
4 x C : 4 x D
1 Pitch 5 : 4 = 5 x E : 4 x F

TOURNAMENT SHEETS

Playing Schedule

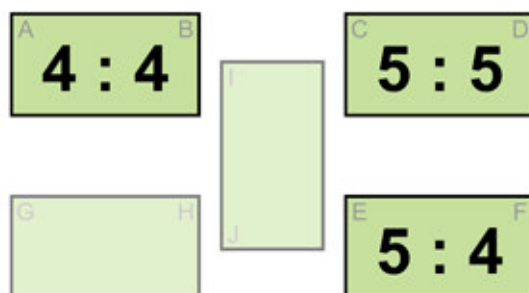
Pitch Allocation

Organisation for 26 Players



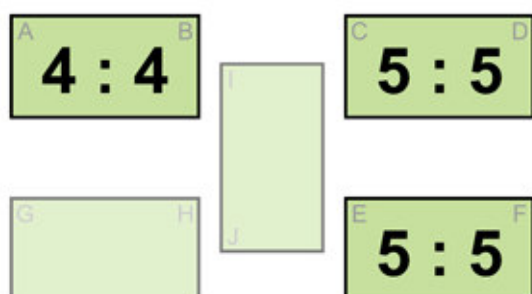
$$\begin{array}{l}
 2 \text{ Pitches } \quad 4 : 4 = 4 \times A : 4 \times B \\
 \quad \quad \quad \quad \quad \quad 4 \times C : 4 \times D \\
 1 \text{ Pitch } \quad 5 : 5 = 5 \times E : 5 \times F
 \end{array}$$

Organisation for 27 Players



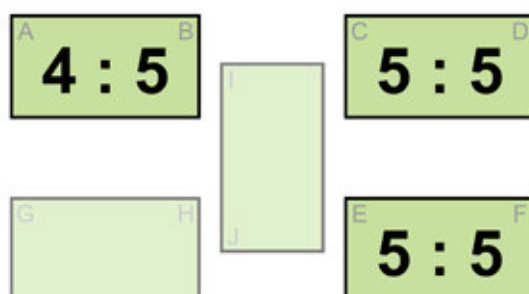
$$\begin{array}{l}
 1 \text{ Pitch } \quad 4 : 4 = 4 \times A : 4 \times B \\
 1 \text{ Pitch } \quad 5 : 5 = 5 \times C : 5 \times D \\
 1 \text{ Pitch } \quad 5 : 4 = 5 \times E : 4 \times F
 \end{array}$$

Organisation for 28 Players



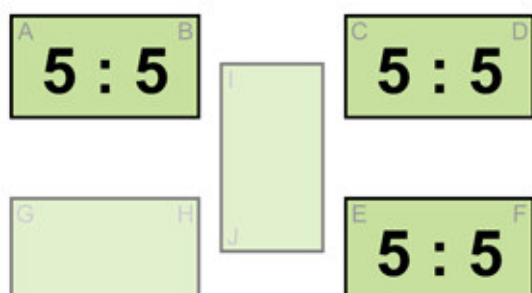
$$\begin{array}{l}
 1 \text{ Pitch } \quad 4 : 4 = 4 \times A : 4 \times B \\
 2 \text{ Pitches } \quad 5 : 5 = 5 \times C : 5 \times D \\
 \quad \quad \quad \quad \quad \quad 5 \times E : 5 \times F
 \end{array}$$

Organisation for 29 Players



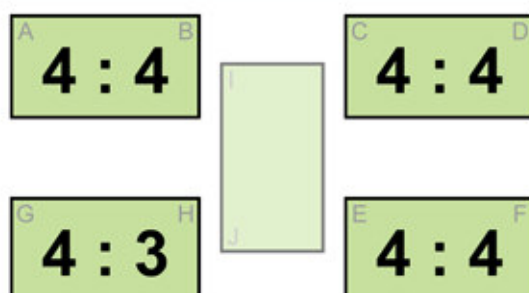
$$\begin{array}{l}
 1 \text{ Pitch } \quad 4 : 5 = 4 \times A : 5 \times B \\
 2 \text{ Pitches } \quad 5 : 5 = 5 \times C : 5 \times D \\
 \quad \quad \quad \quad \quad \quad 5 \times E : 5 \times F
 \end{array}$$

Organisation for 30 Players



$$\begin{array}{l}
 3 \text{ Pitches } \quad 5 : 5 = 5 \times A : 5 \times B \\
 \quad \quad \quad \quad \quad \quad 5 \times C : 5 \times D \\
 \quad \quad \quad \quad \quad \quad 5 \times E : 5 \times F
 \end{array}$$

Organisation for 31 Players



$$\begin{array}{l}
 3 \text{ Pitches } \quad 4 : 4 = 4 \times A : 4 \times B \\
 \quad \quad \quad \quad \quad \quad 4 \times C : 4 \times D \\
 \quad \quad \quad \quad \quad \quad 4 \times E : 4 \times F \\
 1 \text{ Pitch } \quad 4 : 3 = 4 \times G : 3 \times H
 \end{array}$$



Playing Schedule

Pitch Allocation

Organisation for 32 Players



$$\begin{array}{l}
 4 \text{ Pitches } \quad 4 : 4 = 4 \times A : 4 \times B \\
 \quad \quad \quad \quad \quad \quad 4 \times C : 4 \times D \\
 \quad \quad \quad \quad \quad \quad 4 \times E : 4 \times F \\
 \quad \quad \quad \quad \quad \quad 4 \times G : 4 \times H
 \end{array}$$

Organisation for 33 Players



$$\begin{array}{l}
 3 \text{ Pitches } \quad 4 : 4 = 4 \times A : 4 \times B \\
 \quad \quad \quad \quad \quad \quad 4 \times C : 4 \times D \\
 \quad \quad \quad \quad \quad \quad 4 \times E : 4 \times F \\
 1 \text{ Pitch } \quad 5 : 4 = 5 \times G : 4 \times H
 \end{array}$$

Organisation for 34 Players



$$\begin{array}{l}
 3 \text{ Pitches } \quad 4 : 4 = 4 \times A : 4 \times B \\
 \quad \quad \quad \quad \quad \quad 4 \times C : 4 \times D \\
 \quad \quad \quad \quad \quad \quad 4 \times E : 4 \times F \\
 1 \text{ Pitch } \quad 5 : 5 = 5 \times G : 5 \times H
 \end{array}$$

Organisation for 35 Players



$$\begin{array}{l}
 2 \text{ Pitches } \quad 4 : 4 = 4 \times A : 4 \times B \\
 \quad \quad \quad \quad \quad \quad 4 \times C : 4 \times D \\
 1 \text{ Pitch } \quad 5 : 5 = 5 \times E : 5 \times F \\
 1 \text{ Pitch } \quad 5 : 4 = 5 \times G : 4 \times H
 \end{array}$$

Organisation for 36 Players



$$\begin{array}{l}
 2 \text{ Pitches } \quad 4 : 4 = 4 \times A : 4 \times B \\
 \quad \quad \quad \quad \quad \quad 4 \times C : 4 \times D \\
 2 \text{ Pitches } \quad 5 : 5 = 5 \times E : 5 \times F \\
 \quad \quad \quad \quad \quad \quad 5 \times G : 5 \times H
 \end{array}$$

Organisation for 37 Players



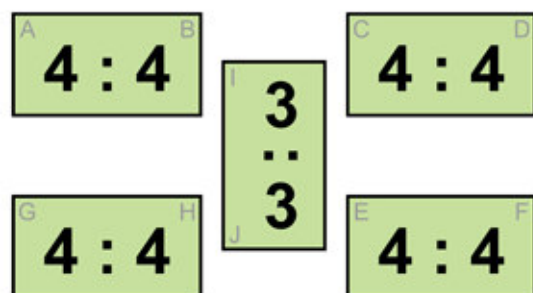
$$\begin{array}{l}
 1 \text{ Pitch } \quad 4 : 4 = 4 \times A : 4 \times B \\
 1 \text{ Pitch } \quad 5 : 4 = 5 \times C : 4 \times D \\
 2 \text{ Pitches } \quad 5 : 5 = 5 \times E : 5 \times F \\
 \quad \quad \quad \quad \quad \quad 5 \times G : 5 \times H
 \end{array}$$

TOURNAMENT SHEETS

Playing Schedule

Pitch Allocation

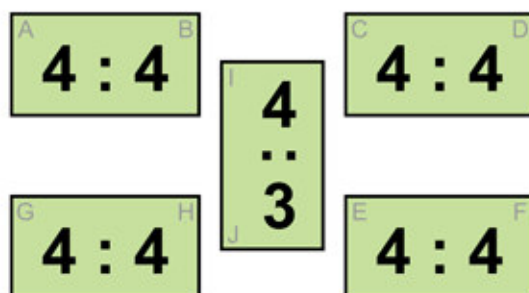
Organisation for 38 Players



4 Pitches 4 : 4 = 4 x A : 4 x B
 4 x C : 4 x D
 4 x E : 4 x F
 4 x G : 4 x H

1 Pitch 3 : 3 = 3 x I : 3 x J

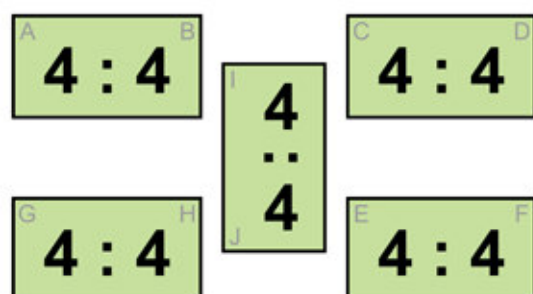
Organisation for 39 Players



4 Pitches 4 : 4 = 4 x A : 4 x B
 4 x C : 4 x D
 4 x E : 4 x F
 4 x G : 4 x H

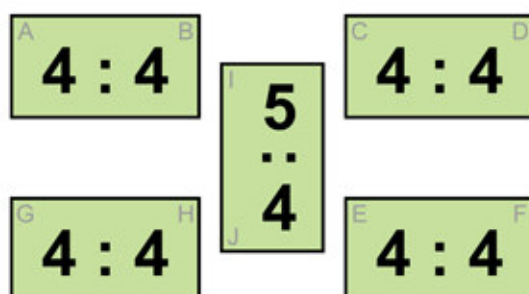
1 Pitch 4 : 3 = 4 x I : 3 x J

Organisation for 40 Players



5 Pitches 4 : 4 = 4 x A : 4 x B
 4 x C : 4 x D
 4 x E : 4 x F
 4 x G : 4 x H
 4 x I : 4 x J

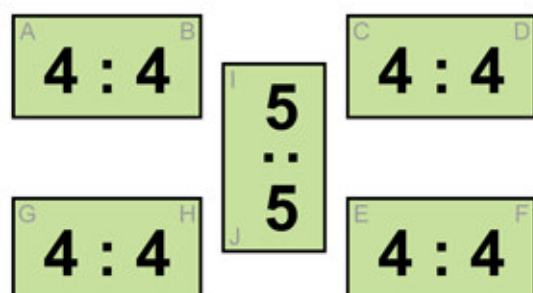
Organisation for 41 Players



4 Pitches 4 : 4 = 4 x A : 4 x B
 4 x C : 4 x D
 4 x E : 4 x F
 4 x G : 4 x H

1 Pitch 5 : 4 = 5 x I : 4 x J

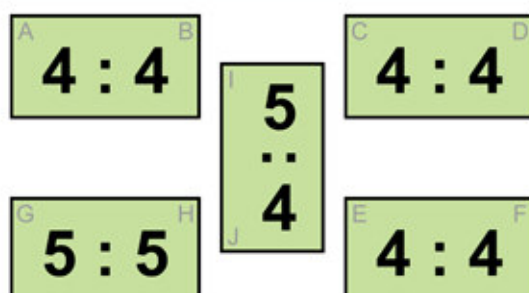
Organisation for 42 Players



4 Pitches 4 : 4 = 4 x A : 4 x B
 4 x C : 4 x D
 4 x E : 4 x F
 4 x G : 4 x H

1 Pitch 5 : 5 = 5 x I : 5 x J

Organisation for 43 Players



3 Pitches 4 : 4 = 4 x A : 4 x B
 4 x C : 4 x D
 4 x E : 4 x F

1 Pitch 5 : 5 = 5 x G : 5 x H

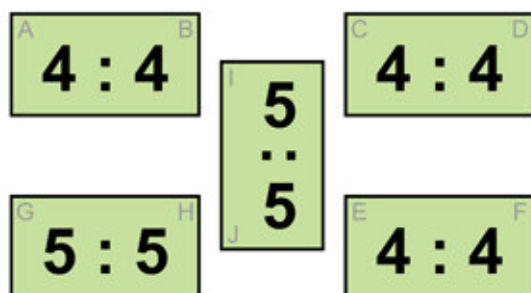
1 Pitch 5 : 4 = 5 x I : 4 x J



Playing Schedule

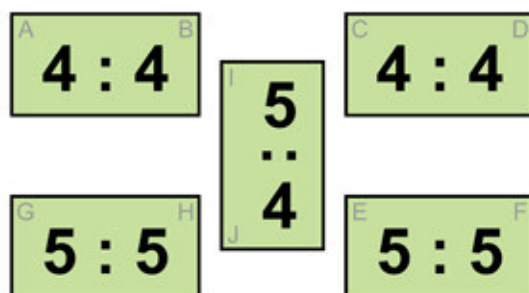
Pitch Allocation

Organisation for 44 Players



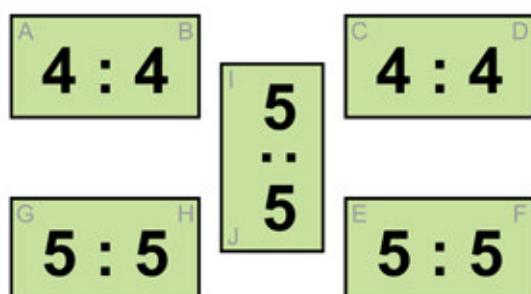
$$\begin{aligned}
 3 \text{ Pitches } \quad 4:4 &= 4 \times A:4 \times B \\
 & \quad \quad \quad 4 \times C:4 \times D \\
 & \quad \quad \quad 4 \times E:4 \times F \\
 2 \text{ Pitches } \quad 5:5 &= 5 \times G:5 \times H \\
 & \quad \quad \quad 5 \times I:5 \times J
 \end{aligned}$$

Organisation for 45 Players



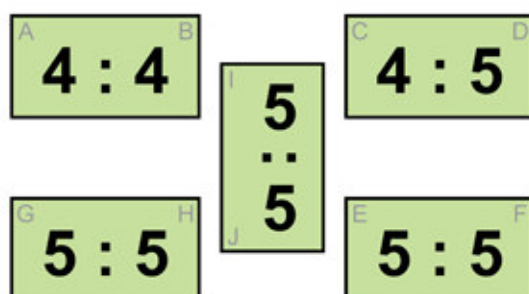
$$\begin{aligned}
 2 \text{ Pitches } \quad 4:4 &= 4 \times A:4 \times B \\
 & \quad \quad \quad 4 \times C:4 \times D \\
 2 \text{ Pitches } \quad 5:5 &= 5 \times E:5 \times F \\
 & \quad \quad \quad 5 \times G:5 \times H \\
 1 \text{ Pitch } \quad 5:4 &= 5 \times I:4 \times J
 \end{aligned}$$

Organisation for 46 Players



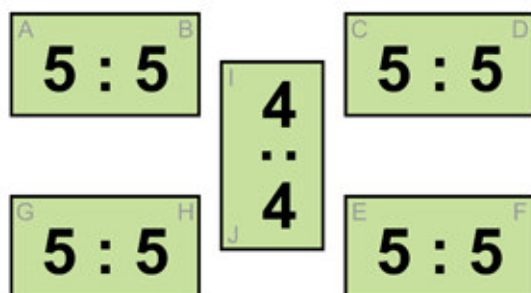
$$\begin{aligned}
 2 \text{ Pitches } \quad 4:4 &= 4 \times A:4 \times B \\
 & \quad \quad \quad 4 \times C:4 \times D \\
 3 \text{ Pitches } \quad 5:5 &= 5 \times E:5 \times F \\
 & \quad \quad \quad 5 \times G:5 \times H \\
 & \quad \quad \quad 5 \times I:5 \times J
 \end{aligned}$$

Organisation for 47 Players



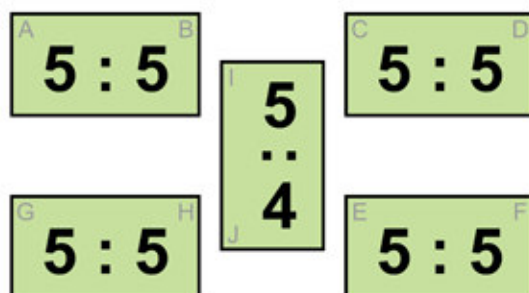
$$\begin{aligned}
 1 \text{ Pitch } \quad 4:4 &= 4 \times A:4 \times B \\
 1 \text{ Pitch } \quad 5:4 &= 5 \times C:4 \times D \\
 3 \text{ Pitches } \quad 5:5 &= 5 \times E:5 \times F \\
 & \quad \quad \quad 5 \times G:5 \times H \\
 & \quad \quad \quad 5 \times I:5 \times J
 \end{aligned}$$

Organisation for 48 Players



$$\begin{aligned}
 4 \text{ Pitches } \quad 5:5 &= 5 \times A:5 \times B \\
 & \quad \quad \quad 5 \times C:5 \times D \\
 & \quad \quad \quad 5 \times E:5 \times F \\
 & \quad \quad \quad 5 \times G:5 \times H \\
 1 \text{ Pitch } \quad 4:4 &= 4 \times I:4 \times J
 \end{aligned}$$

Organisation for 49 Players

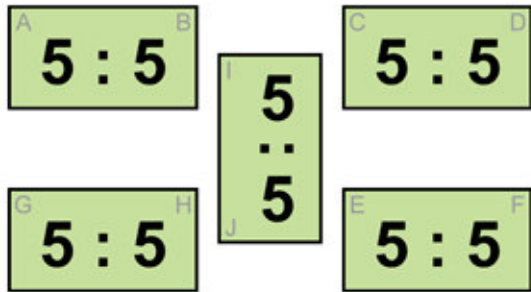
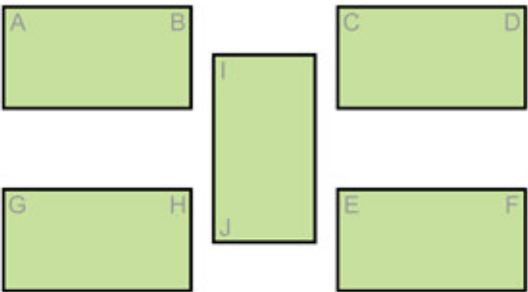
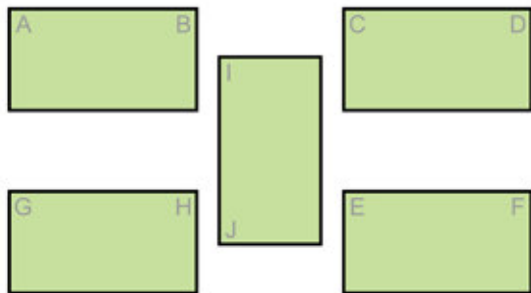
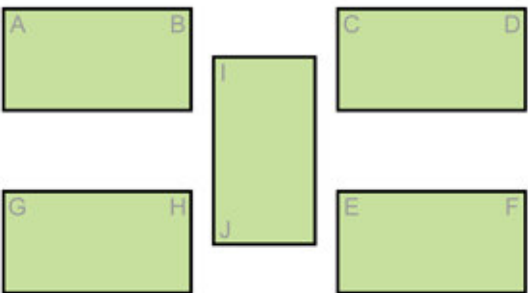
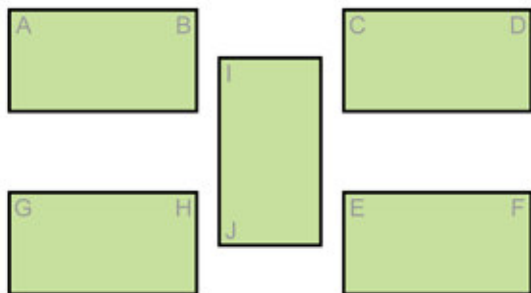
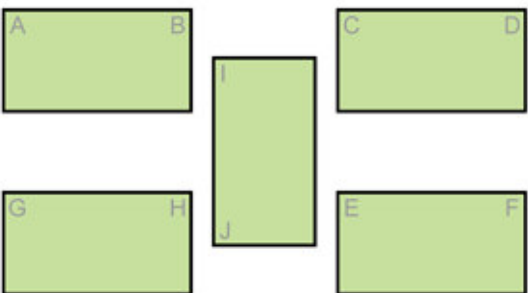


$$\begin{aligned}
 4 \text{ Pitches } \quad 5:5 &= 5 \times A:5 \times B \\
 & \quad \quad \quad 5 \times C:5 \times D \\
 & \quad \quad \quad 5 \times E:5 \times F \\
 & \quad \quad \quad 5 \times G:5 \times H \\
 1 \text{ Pitch } \quad 5:4 &= 5 \times I:4 \times J
 \end{aligned}$$

TOURNAMENT SHEETS

Playing Schedule

Pitch Allocation

Organisation for 50 Players	Organisation for <input type="text"/> Players
 <p>5 Pitches 5 : 5 = 5 x A : 5 x B 5 x C : 5 x D 5 x E : 5 x F 5 x I : 5 x J</p>	
Organisation for <input type="text"/> Players	Organisation for <input type="text"/> Players
	
Organisation for <input type="text"/> Players	Organisation for <input type="text"/> Players
	

Evaluation

Points per Team alt. their Players

Winner	=	10 Points
Draw	=	5 Points
Loser	=	0 Points
Goal Points	=	1 Point for every goal scored

Example...

1 ST Round		Result	Points
A against B		<u>3</u> : <u>2</u>	A : <u>13</u> B : <u>2</u>
C against D		<u>1</u> : <u>1</u>	C : <u>6</u> D : <u>6</u>
E against F		<u>4</u> : <u>2</u>	E : <u>14</u> F : <u>2</u>

1ST Round

A against B
C against D
E against F
G against H
I against J

Result

_____ : _____
_____ : _____
_____ : _____
_____ : _____
_____ : _____

Points

A : _____ B : _____
C : _____ D : _____
E : _____ F : _____
G : _____ H : _____
I : _____ J : _____

2ND Round

A against B
C against D
E against F
G against H
I against J

Result

_____ : _____
_____ : _____
_____ : _____
_____ : _____
_____ : _____

Points

A : _____ B : _____
C : _____ D : _____
E : _____ F : _____
G : _____ H : _____
I : _____ J : _____

3RD Round

A against B
C against D
E against F
G against H
I against J

Result

_____ : _____
_____ : _____
_____ : _____
_____ : _____
_____ : _____

Points

A : _____ B : _____
C : _____ D : _____
E : _____ F : _____
G : _____ H : _____
I : _____ J : _____

4TH Round

A against B
C against D
E against F
G against H
I against J

Result

_____ : _____
_____ : _____
_____ : _____
_____ : _____
_____ : _____

Points

A : _____ B : _____
C : _____ D : _____
E : _____ F : _____
G : _____ H : _____
I : _____ J : _____

5TH Round

A against B
C against D
E against F
G against H
I against J

Result

_____ : _____
_____ : _____
_____ : _____
_____ : _____
_____ : _____

Points

A : _____ B : _____
C : _____ D : _____
E : _____ F : _____
G : _____ H : _____
I : _____ J : _____

TOURNAMENT SHEETS

Playing Schedule for 40 Players
4-on-4

No.	Name	Round 1		Round 2		Round 3		Round 4		Round 5		Total points	Rank
		Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points		
01		A		A		B		G		C			
02		A		B		C		F		E			
03		A		C		D		E		G			
04		A		D		E		D		I			
05		B		E		F		C		J			
06		B		F		G		J		A			
07		B		G		H		A		H			
08		B		H		I		J		F			
09		C		I		J		I		D			
10		C		J		A		H		B			
11		C		A		C		F		A			
12		C		B		D		G		B			
13		D		C		E		H		C			
14		D		D		F		E		D			
15		D		E		G		D		E			
16		D		F		H		C		F			
17		E		G		I		B		G			
18		E		H		J		A		H			
19		E		I		A		J		I			
20		E		J		B		I		J			



TOURNAMENT SHEETS

Playing Schedule for 40 Players
4-on-4

No.	Name	Round 1		Round 2		Round 3		Round 4		Round 5		Total points	Rank
		Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points		
21		F		A		D		I		C			
22		F		B		E		H		F			
23		F		C		F		G		A			
24		F		D		G		F		I			
25		G		E		H		E					
26		G		F		I		D		J			
27		G		G		J		C		H			
28		G		H		A		B		B			
29		H		I		B		A		G			
30		H		J		C		J		D			
31		H		A		E		B		J			
32		H		B		F		I		D			
33		I		C		G		H		F			
34		I		D		H		G		H			
35		I		E		I		F		B			
36		I		F		J		E		I			
37		J		G		A		D		G			
38		J		H		B		C		E			
39		J		I		C		B		C			
40		J		J		D		A		A			



Street Football Tournament

1 - 4 1 - 3 1 - 2
2 - 3 4 - 2 3 - 4

TIME	PRE-MATCH	MATCH	POST-MATCH
	1 - 4		
	2 - 3	1 - 4	
		2 - 3	1 - 4
			2 - 3
	1 - 3		
	4 - 2	1 - 3	
		4 - 2	1 - 3
			4 - 2
	1 - 2		
	3 - 4	1 - 2	
		3 - 4	1 - 2
			3 - 4

MATCH	RESULT	FAIR PLAY	
1 - 4	:		
2 - 3	:		
1 - 3	:		
4 - 2	:		
1 - 2	:		
3 - 4	:		

	1	2	3	4	TOTAL
1					
2					
3					
4					

POINT ALLOCATION	
3 or more goals	4 points
Win	3 points
Draw	2 points
Loss	1 point

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