

S4D Training Session SDG 5: “Gender Roles and Stereotypes”



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This **example S4D training** session displays how you can use sport to strengthen [competences of children and youth in relation to gender equality \(SDG 5\)](#). [HERE](#) you will find an overview of the professional **competences you require as a coach** to foster those gender-related competences.

Target Group	12+, mixed or separate gender composition
Sport	Basketball 🏀 can be adapted to any other ball game, e.g. football, netball, volleyball, etc.
Duration of the session	60 min
Learning Objectives / Life Competences targeted throughout the session	<ul style="list-style-type: none">• Self-competence - Change of perspective and empathy: Children and youth are able to identify their own attitudes, stereotypes and actions concerning gender and sexual orientation as well as put themselves in the position of others.• Critical ability: Children and youth are able to analyse and deconstruct (their own) gender stereotypes.• Critical thinking: Children and youth are able to question norms, practices and opinions with regard to stereotypes concerning gender and sexual orientation.
Sporting Competences targeted throughout the session ¹	<ul style="list-style-type: none">• Motor competences: coordination• Technical competences: moving body parts precisely; dribbling; ball-handling and -control; shooting; throwing;• Tactical competences: making clever choices; game creativity; comprehend the behavior of team members;

Theoretical background information²

Gender refers to the roles, behaviors, activities, and attributes given by society, at a given time, and considers what is appropriate for men and women. These attributes, opportunities and relationships are socially constructed and are taught through socialisation processes. They are context/time-specific and changeable. Gender determines what is expected, allowed and valued of women or men in a given context. Traditionally, **sex** refers to a biological pattern of being born female or male. Social and human reality (including e.g. transsexuals, transgender people, hermaphrodites or intersex individuals) goes beyond this traditional binary division.

Gender identity refers to a person’s innate, deeply felt internal and individual experience of gender, which may or may not correlate with one’s physiology or sex at birth.

¹ Please have a look into the S4D Activities, there you will find formulated learning objectives for the sporting competences.

² Useful sources for further information: [S4D Resource Toolkit Topic Collection – Sport for Gender Equality](#); [United Nations Human Rights: Gender stereotyping](#); [UN Women: Concepts and Definitions](#)

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Gender roles have been shaped over time by our ideas about how men and women should live and work together. These normative and consensual beliefs about the attributes of women and men can pose difficulties for both genders when changes and explorations of new gender roles are not accepted by the social environment.

A **gender stereotype** is a generalised view or preconception about attributes or characteristics, or the roles that are or ought to be possessed by or performed by women and men. A gender stereotype is harmful when it limits women’s and men’s capacity to develop their personal abilities, pursue their professional careers and make choices about their lives.

Practical Session

Have a look into the [S4D Training Session Cycle!](#)

See [Structure of an S4D Training](#) and

Welcome and Introduction (5 min)



- Gather the players in a team circle. [S4D Training Session Cycle](#) to find more
 - Welcome the participants and create a pleasant setting and atmosphere
 - **Have a look back to your last training session:** What happened after the last training session?
 - **Have a look ahead to the upcoming training session:** What will happen in this session?
- you can use the
- o Introduction of learning objectives

information about how to structure a

S4D training session. To plan your own

[Template “Planning and Reviewing training session,”](#)

[Sheet for S4D Training Sessions”.](#)

- o Sensitisation for the topic

Duration	5 min
Material, Equipment	Whistle
Activity & Description	<p>Setting Players move around in a marked field.</p> <p>S4D Activity SDG 5 “Emotional Mirror”</p> <ul style="list-style-type: none"> • Tell players to run around. Announce different warm-up exercises for example high knees, skipping, rotation of arms etc. • After some time, blow your whistle and tell the players to get together in pairs, facing each other.

All S4D Activities provide detailed information and exemplary reflection

questions. It’s up to you if you will have a reflection directly after the activity

and/or at the end of your training

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- Give commands to change emotions (e.g. from sad to happy, from angry to friendly, from bored to excited).
- Person A in each pair starts to express this emotional change through body language (facial expression, movements, gestures) in slow motion. At the same time, person B imitates all movements of person A.
- When the change of emotions is complete, person B continues to turn it around: for example, she/he changes from happy to sad, and person A has to imitate.
- When all pairs are done, tell participants to start running again or announce a warm-up exercise.
- You can give the participants 4-5 different emotion changes during the activity.

Life Competences

Variations

Change of Perspective and Empathy

- Players can also come up with their emotions independently.
- You can also use this activity as a cool-down activity by adapting the exercises or changing from running to walking.

Main Phase

Duration 15 min

Setting Basketball Court (or Netball Court, Football Pitch, etc.)

Material, Equipment 2-3 balls, 3-4 cones

Activity & Description [S4D Activity SDG 5 “Gender Stereotypes”](#)

- Set up 3-4 cones in a line in front of the two basketball hoops.
- Let participants line up behind the cones.
- Communicate with participants which basket is labelled female/male.
- When participants start to dribble into the slalom-course, shout out stereotypes or attitudes.
- Depending on the statement (female or male stereotype/attitude), the player has to shoot towards the left or right basket.

Life Competences

Variations

Critical ability

- Ask the participants to come up with own female/male stereotypes.
- Start with a shorter distance to the basket for beginners and increase distance as they get used to it.

Please play this activity only with reflection!

Without reflection, the activity could reinforce gender stereotypes and negative

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- Create a competition: deciding for the correct basket scores one point and a successful shot through the basket another point.
- The game can also be played with any other ball and aim, e.g. Football, Netball etc.

Duration	20 min
Setting	Basketball Court (or Netball Court, Football Pitch, etc.)
Material, Equipment	1-2 balls, 2 baskets, 10 cones, 8-10 bibs
Activity & Description	<p>S4D Activity SDG 5 “Make & Accept Rules” •</p> <p>Set up a basketball pitch.</p> <ul style="list-style-type: none"> • Divide players into two equal teams. • Tell the participants that they have to come up with their own rules for the game. Help them by facilitating the discussion. • Do not start the game before the participants agreed on the rules they have discussed. All participants have to accept the rules. • If all players accept the rules, start the game and let participants play normally but without a referee. • Observe how they handle the fouls and unlawful behavior and intervene if you notice a player or team trying to “cheat”.
Life Competences	Critical thinking
Variations	<ul style="list-style-type: none"> • The rules can be transferred to any other game, e.g. Football, Netball, etc. • Add simple rules to encourage team work and fair play, e.g. if one team scores, all players from both teams celebrate. • Mixed teams: If you observe that female players are not integrated into the team and have no ball contact, make both teams aware of this issue and support them to find rules that encourage the integration of all: e.g. double score for shots by female players; at least 2 passes to female players before shooting a goal. Make sure that all players feel equally respected during the game.

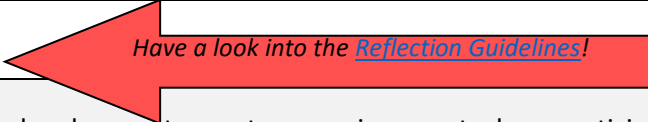
Cool Down

Duration	5 min
Setting	Players move around in a marked field
Material, Equipment -	Activity & Description Appreciation Cool-Down
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exercise they should say something what they like about the other person or what the other person is good at. After the stretch, players start to move around till they hear the whistle again.



Make sure that every participant gets the chance to share or say something if they

STEP 1: Reflect Ask the participants about their experiences during the different S4D Activities

Reflection (10 min)

- Gather participants in a circle and make sure to create an environment where participants feel comfortable to take part in the reflection and an open discussion
- Ask whether the session was good and which part of the session was most interesting/ fun.
- Give a short **recap of the session** and ask the participants what they have learned or what sticks to their minds after the session.
- You can **ask more specifically** about what they have learned about gender stereotypes/gender roles and the risks of those. - activity of the session did you like/not like? Why?

Which

STEP 2: Connect Make a connection to daily-life situations

- Where did you feel/uncomfortable and why?
- What was easy or difficult for you?
- Did you feel that everyone was equally integrated throughout all the activities? In your opinion, where have been differences (e.g. doing the emotional mirror with a boy or a girl; rules etc.)?
- How did you feel about the stereotypes or attitudes? Do you agree or disagree? *All questions are examples;*

feel free to ask other - In which

Tell participants to walk or moderately run around. Blow the whistle and tell participants to get together in pairs. Tell them to come up with their own stretching exercise.

- What kind of stereotypes are you facing in your daily life (at school, home, with your friends)? situations are you treated differently because of your gender? *questions if you want to!*
- In which situations do you behave differently because of your gender (even if you don't want to)?
- Have you been in a situation before where boys/girls had special or different rules? If yes, which ones?
- In which situations did you feel it was easy/difficult to share emotions because of your gender? What do you think about boys/girls sharing emotions in general?
- What do you think about having different or special rules for boys/girls in your daily life?

girls sharing

During doing the stretching

- Are these rules connected to stereotypes?

STEP 3: Apply
Ask them about specific

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Action could be done regarding sharing emotions; regarding different/special rules; regarding overcoming gender stereotypes?

<p>- In your opinion, what should and</p> <p>STEP 4: Action Agree with the participants on a specific action/task to fulfill until the next training</p>	<p>For example:</p> <p>you are treated differently because of your gender.</p> <ul style="list-style-type: none"> - Do you agree with this treatment? <i>different S4D</i> - If not, try to ask the responsible person why you are treated differently. <i>Activities, there you will find more</i> <p>If possible, communicate that you do not agree with that treatment.</p>
<p>session - How can you create a safe space in which girls and boys feel comfortable to share their emotions? What do you think is important for that and</p>	<p>Try to identify 5 situations where you are thinking twice before doing something because of your gender.</p> <ul style="list-style-type: none"> - Ask yourself what is holding you back and what the reason could be. - Try to challenge yourself and overcome this barrier, but only if you feel comfortable with that.

Have a look into the

how can your behaviour or attitude contribute?

- Can you come up with a rule that would help overcome stereotypes? In what parts of your life can you implement this rule?

Try to identify situations in your daily life where