Social Inclusion through Sport in the Balkan Region

Empowering Girls and Young Women through Sport and Physical Activity

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Unit 1
ACTIVATION

ACTIVITY	DESCRIPTION	ENVISAGED LEARNING / POINTS FOR DISCUSSION
Find your Twin	Participants are supposed to find their „secret twin" which is the person with whom they have the most in common	Although someone might be a stranger or seems to be different than you on first sight, you may be surprised, how much you´ve got in common with the other person (so don´t judge before you know each other).
Living Statistics	Players position themselves on a scale from 1-10 in relation to a few key questions	Instructor and participants get a brief overview of how the group is composed
Celebrate like girls / like boys	Participants play a game of small field soccer or other team sport. While playing they are supposed to communicate and celebrate <u>like</u> women, <u>like</u> men, <u>like</u> themselves.	We all do have an idea of what is considered as typical male or typical female behaviour in sport. There is a difference between typical male and typical female behaviour. We all, and younger persons in particular, tend to adapt our own behaviour to what is expected. When we just behave like "ourselves" it feels less stressful and our behaviour is probably more moderate or more in between socially constructed sterotypes.
Run away	Participants play a catching game in which gender stereotypical statements determine who catches and who runs away	We all do have very strong gender related assumptions or stereotypes which immediately trigger our decision as something being male or female.

For full game descriptions see attachments

Unit 2
INTRODUCTION INTO THE TOPIC

SHORT round of presentations

Tell us your name, where you are from and why you are here in just 15 sec ;-)

Expectations

What are YOUR expectations for this seminar?

Networking
Role of parents
Motivation of girls to do sports
No more gender stereotypes
Inclusiveness of sport & play
finance activities
early attraction of girls to do sports
healthy sports participation
create safe spaces
older & younger participants
→ life-long-sports participation
challenges of girls & women to participate in the Balkan region
effects of sports on kids etc.

Objectives

- Raise our awareness for the specific challenges of women and girls, both in sport and in society

- Improve our understanding of why it is important and beneficial for society as a whole to empower women and girls

- Improve our understanding of how exactly sport and play can be used to empower girls

- Get to know sport based methods and activities which can actually be used in the practical work of schools, sports clubs or NGOs

- Exchange our knowledge and experience, in particular between the sport and social sector.

- (Re-) define our own gender related attitudes and our own role and behaviour as a male or female sports coach for girls

Global women rights

Source: Dr Margaret Chan, Director-General, World Health Organization, International Women's Day, March 8, 2010

- Thirty years after the adoption of the **Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)**, many girls and women still do not have equal opportunities to realize rights recognized by law.

- In many countries, women are not entitled to own property or inherit land.

- Social exclusion, honor killings, female genital mutilation, trafficking, restricted mobility and early marriage among others, deny the right to health to women and girls and increase illness and death throughout the life-course.

- We will not see sustainable progress unless we fix failures in health systems and society so that girls and women enjoy equal access to health information and services, education, employment and political positions.

Sustainable Development Goals (SDG)
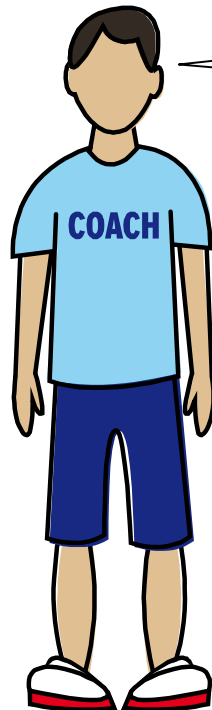
- What are SDGs ?

- What do you know about them?

- How do they relate to sport and play?

SDG – Intro Video

https://www.youtube.com/watch?v=PZbgIVgQyks

Sustainable Development Goals

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

Sport and sustainable development

Sport is … an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and **the contributions it makes to the empowerment of women and of young people**, individuals and communities as well as to health, education and social inclusion objectives (UN 2016)

GIZ 2018

The positive perspective…

- Sport in its most basic form encourages balanced participation and has the capacity to promote gender equality.

- Through sport and physical activity, women and girls can be empowered and benefit from the positive impact that sport has on health and psychosocial conditions.

- Female participation in sport also challenges stereotypes and social roles commonly associated with women.

- Sport can help women and girls demonstrate their talents and achievements to society by emphasizing their skills and abilities.

- This, in turn, improves self-esteem and self-confidence in women participants. Sport also offers opportunities for social interaction and friendship, which can raise awareness of gender roles among male counterparts and convey social and psychological benefits to both individuals and groups (UN 2016).

The critical perspective…

Source: Bobenrieth, Maria (2016): Play It Forward: The Untapped Potential of Sport to Accelerate Global Progress towards Gender Equity

- We are at a point in history where it is possible to find gender-equitable spaces in the world. The Parliament of Rwanda. A classroom in Iceland. Perhaps your local coffee shop.

- Sport, however, is not one of those spaces. It is, arguably, one of the last frontiers of gender equity. It is the place where discrimination against women and male domination are broadly considered reasonable and acceptable […]

- A girl in Mumbai, India, is still most often not welcome to step up to bat at the local cricket ground.

The „positive within the critical" perspective ...

- It is precisely this stark gender imbalance that makes sport a prime lever to accelerate extreme changes in gender equity globally. The strategy of using sport to improve gender outcomes is transgressive and unlikely. History shows us, however, that when we make sporting space equitable, what becomes possible for girls and women expands exponentially..

Source: Bobenrieth, Maria (2016): Play It Forward: The Untapped Potential of Sport to Accelerate Global Progress towards Gender Equity

SOCIETY values, culture, structures, resources, realities…

↓

WOMEN RIGHTS

- misconceptions and misinformation
- gender stereotypes
- traditional and religious values
- structural discrimination (e.g. employment market)
- protection of male power structures
- violence against women/girls

global standard ↔ **„cultural diversity"**

inacceptable realities
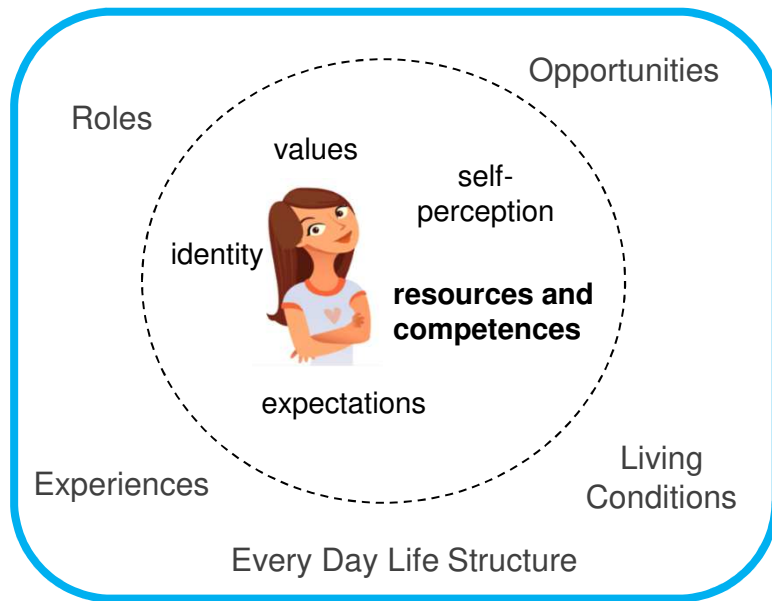
(6) Raising Awareness for Gender Issues

(7) Challenging Gender Stereotypes

PERSON

Roles

Opportunities

values

self-perception

identity

resources and competences

expectations

Experiences

Living Conditions

Every Day Life Structure

Sport and Play

COACH

(3) Promoting Female Leaders and Role Models

(2) Strenghtening Girl´s Individual Resources and Competences

(1) Creating Equal Participation Opportunities in Sport

(4) Creating Save Spaces for Women and Girls

(5) Engaging Boys and Men with Gender issues

FAMILIES, PEERGROUPS, SCHOOLS, SPORTS CLUBS YOUTH ORGANISATIONS…

GROUPS

Terminiology
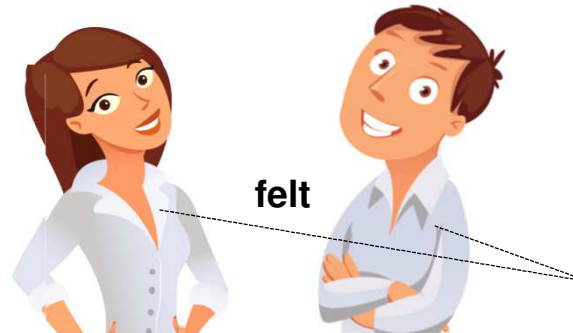
GENDER IDENTY refers to person's innate, deeply felt internal and individual experience of gender, which may or may not correlated within one's physiology or sex at birth.

felt

GENDER refers to the attributes given by society and is learned through socialization processes.

given

learned

SEX refers to a biological pattern of being **born** female or male
(! traditional binary division does not represent all realities)

Terminiology

GENDER EQUALITY Equality between men and women…does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they were born male or female.

GENDER EQUITY Gender equity means fairness of treatment for men and women according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations, and opportunities

1	**PROGRAM**
1	ACTIVATION
2	INTRODUCTION INTO THE TOPIC
3	GENDER STEREOTYPES
4	PHYSICAL ACTIVITY AND GIRLS´HEALTH
5	LIFE SKILLS DEVELOPMENT THROUGH SPORT
6	ULTIMATE FRISBEE – INTRODUCTION AND METHODOLOGY
7	PRACTICAL PROBLEMS-CREATIVE SOLUTIONS
8	VULNERABILITY, VIOLENCE AND TRAUMA
9	SPORTS PROGRAM DEVELOPMENT FOR GIRLS
10	SPORT AND PLAY TO ENCOURAGE NON-VIOLENT BEHAVIOUR
11	INCLUSIVE PLAY
12	CREATING SAVE SPACES
13	ULTIMATE FRISBEE TOURNAMENT
14	FEMALE ROLE MODELS
15	DEVELOPING GIRL´S LEADERSHIP
16	COACHING TO EMPOWER GIRLS
17	EVALUATION, FEEDBACK, CERTIFICATES

Unit 3
GENDER STEREOTYPES

GENDER STEREOTYPES

GENDER STEREOTYPES

→ Prejudices and stereotypes

→ Discrimination

→ Gender

→ Identifying my own stereotypes

→ Consequences of gender stereotypes – Roleplay

→ How do gender stereotypes appear in sports?

→ Sports chances to tackle gender stereotypes

GENDER STEREOTYPES

Outcome:

- awareness

- input to think about – enlarged perspectives

- some theoretical basics

- personal relationship to the topic

- self-awareness

- understanding the practical consequences – how do gender stereotypes appear in sport and how sport can be used to tackle gender stereotypes?

Prejudices

- are assessments that are often not based on own experiences

- filter our experiences

- might just be a form of differentiation

- are often (wrongly) equated with assessment or stereotype

- are created in our mind

Stereotypes

- mean that something is typical for….

- address social groups or single persons as members of these groups

- are prejudicing in a simplifying, unfair and emotional manner

- attribute or deny specific characteristics and behaviours to a specific group of persons

- are more than just prejudices, because they generalize a prejudice

- are harder to disperse than prejudice

- are hiding the true personality and qualities of a person

- are often negative, but there are also positive examples

Discrimination

➔ unequal treatment in comparable situations

➔ or equal treatment despite different conditions or requirements

Forms of Discrimination:

- social discrimination

- individual discrimination

- structural discrimination

- institutional discrimination

- symbolic discrimination

- linguistic discrimination
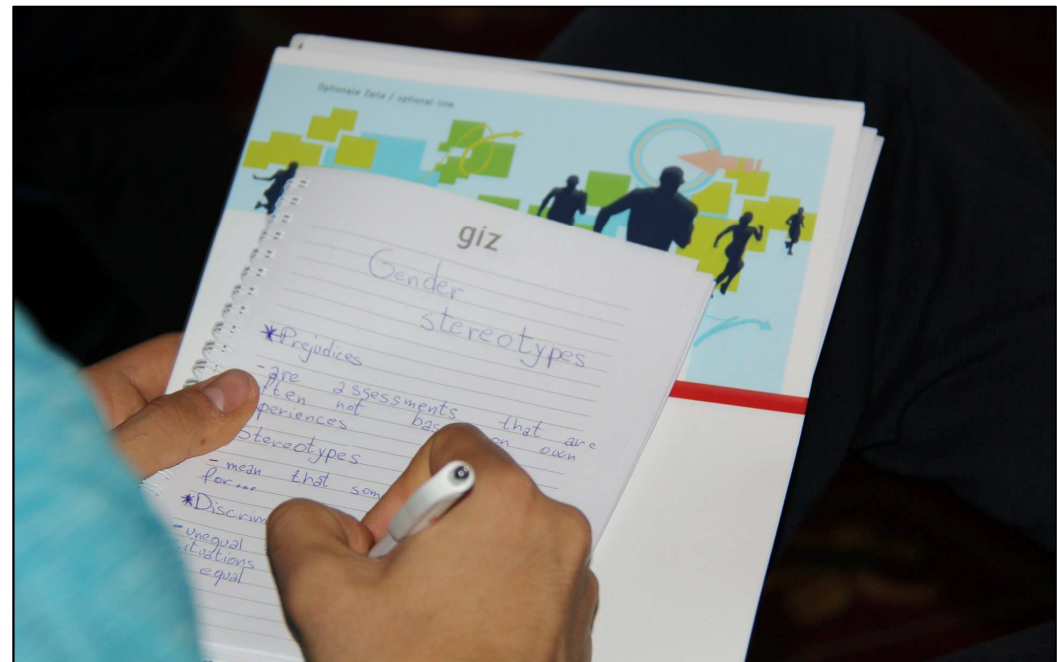
4 layers of diversity
model created by Gardenswartz and Rowe

Gender

- refers to the behaviours, activities and attributes given or constructed by society

- is learned through role models

- is based on the assumption that we all fit into a binary classification system

- expects us to become the man or women we are supposed to be through socialisation

- **sex** refers to the biological pattern of being born female or male

- **doing-gender** means human behaviour that symbolizes sex-related expectations (how to speak, how to dress)
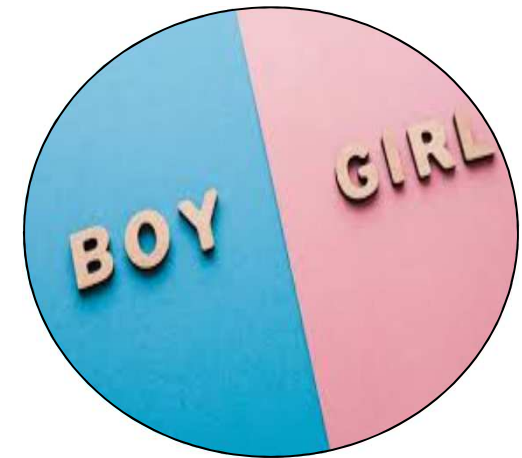
Girl's toys
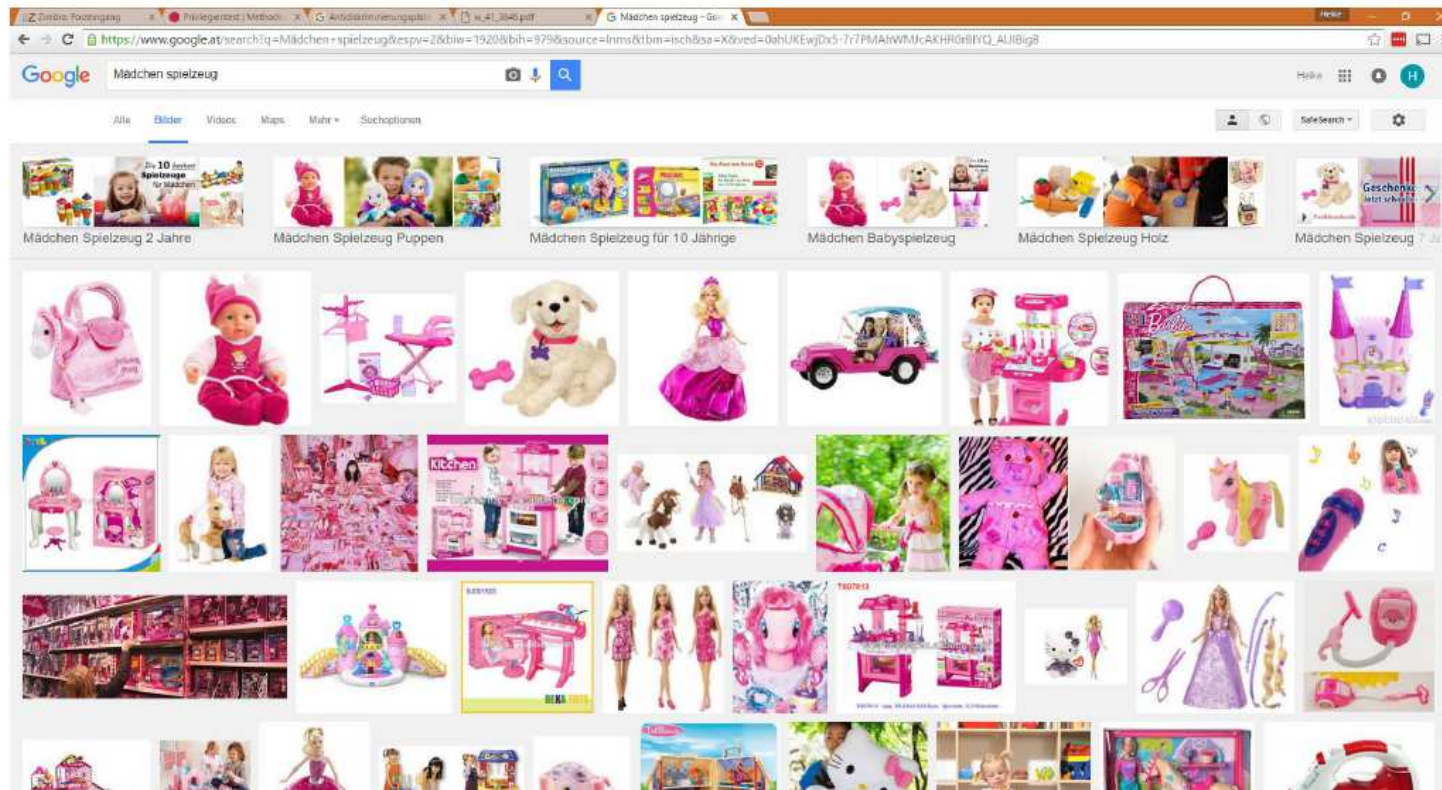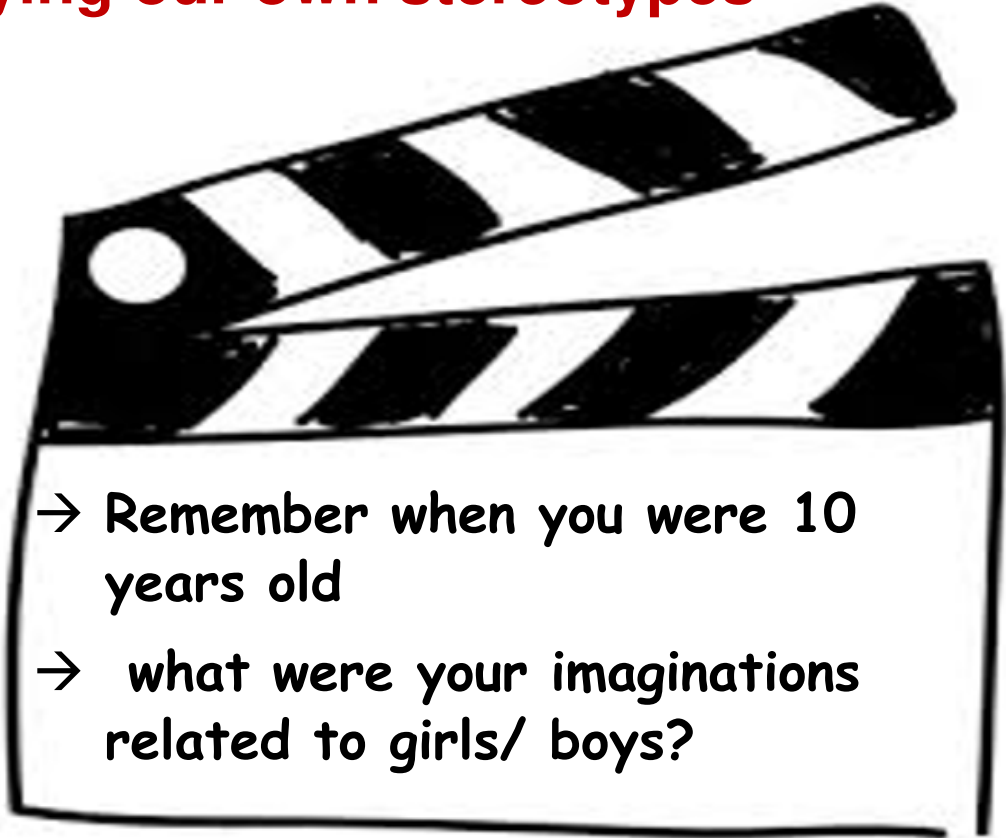
Boys toys
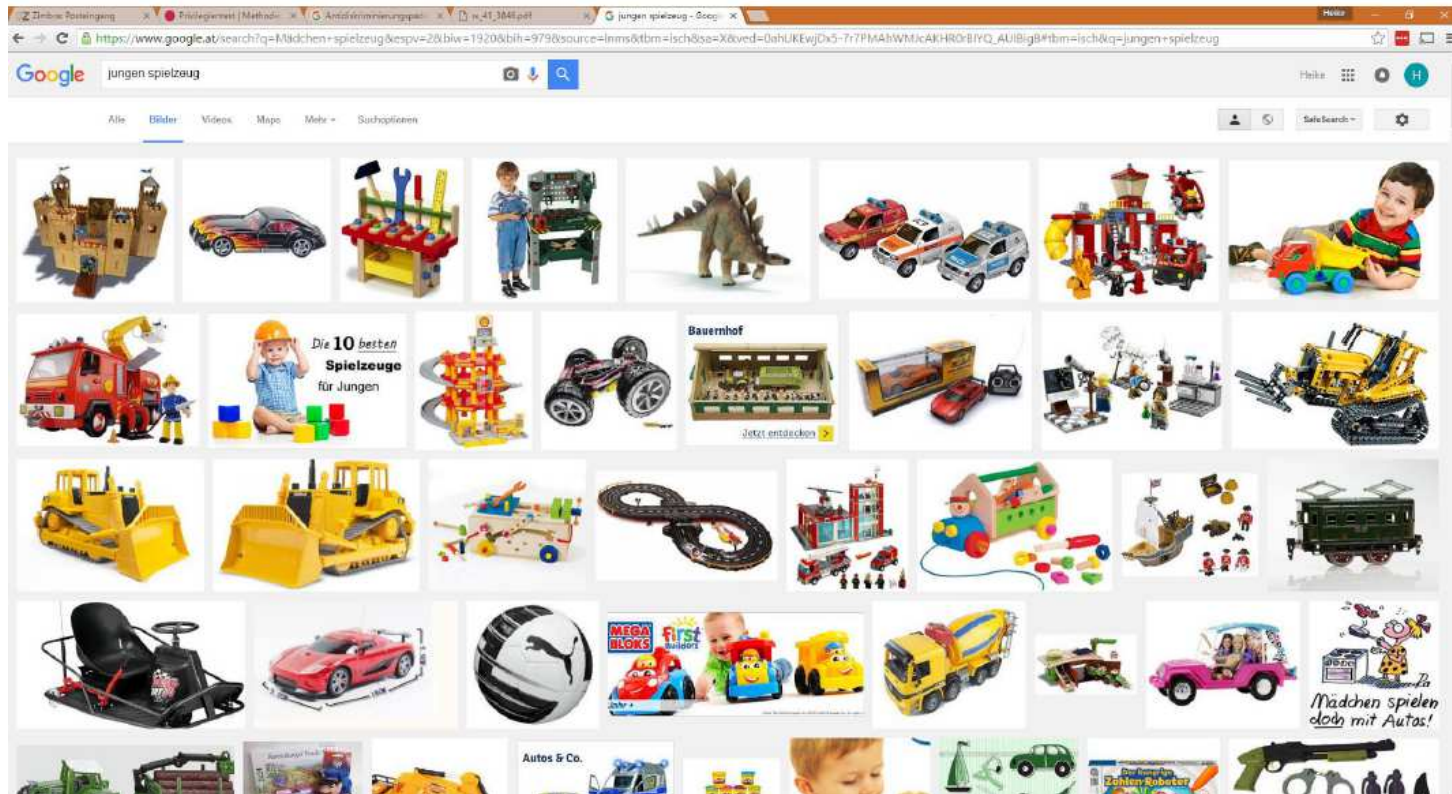
Identifying our own stereotypes

→ **Remember when you were 10 years old**

→ **what were your imaginations related to girls/ boys?**

GENDER COMPETENCE

DESIRE
- ✓ willingness
- ✓ attitude

KNOWLEDGE
- ✓ about gender, stereotypes, dicrimination

ABILITY/ SKILL
- ✓ life skills
- ✓ communication competences

Implemented by

GENDER COMPETENCE AS A SPORTS COACH

- ☐ Do I know how gender roles are constructed and how I contribute to the their construction?

- ☐ Am I aware of my own stereotypes, prejudices, values and norms and do I reflect them?

- ☐ How can I reduce my own discriminative behaviours?

- ☐ How can I develop an appreciative attitude within the team and ensure that the concept of diversity is actually lived in my team?

- ☐ Am I open to reflect my own gender related behaviour and attitudes as part of supervision meetings or discussion with colleagues?

- ☐ How transparent do we work in our organisation when it comes to decision making, participation and communication?

- ☐ Do we have a code of conduct in our team or our organisation?

How do gender stereotypes appear in sports?
What are the consequences of gender stereotypes?

Please build a female and a male group
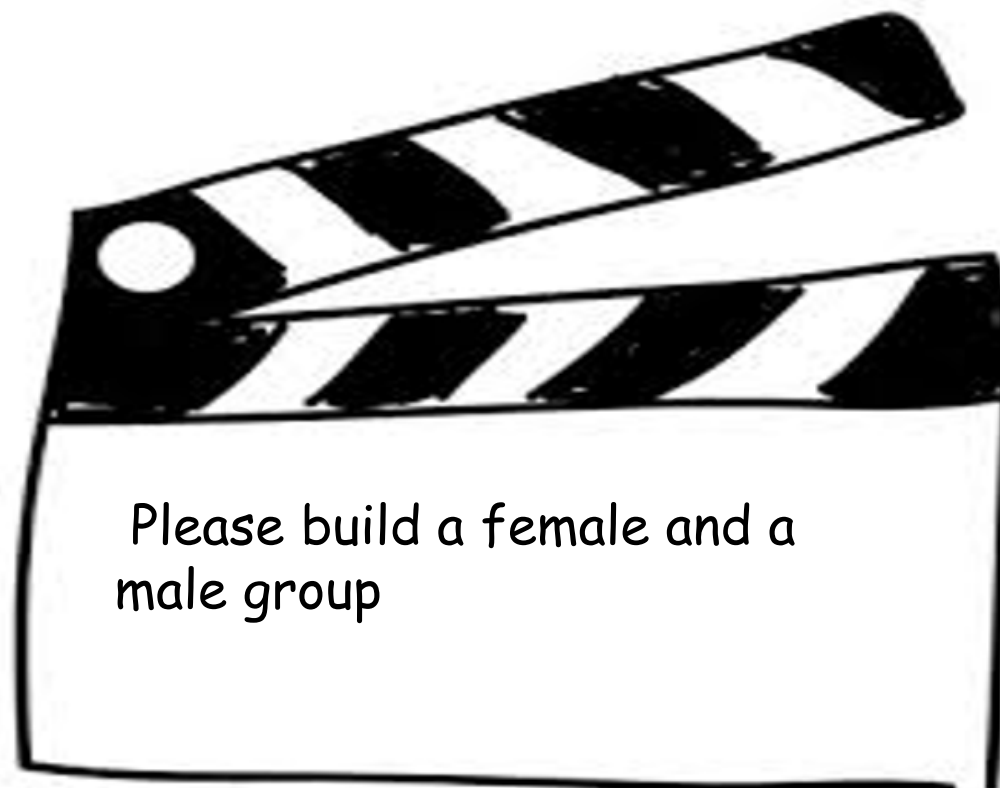
Sport´s potential to tackle gender stereotypes – self-assessment and discussion

THANK YOU ☺

Unit 4
PHYSICAL ACTIVITY AND GIRLS´HEALTH

Overview

WHO concept of health

Relevance of Sport and PA for girl's/women's health

PA guidelines

PA activity participation – are there gender differences?

Causes for lack of female participation in the region

Definition of health - relevance of physical activity (PA)

Health is a state of complete **physical, mental and social well-being** and not merely the absence of disease or infirmity

http://www.who.int/about/mission/en/

All forms of physical activity can **provide health benefits** if undertaken regularly and of sufficient duration and intensity

WHO. Global recommendations on physical activity for health. Geneva: World Health Organization; 2010 (http://www.who.int/dietphysicalactivity/ factsheet_recommendations/en/)

General concepts

- What is PA?

  - Any form of body movement produced by skeletal muscles which results in energy expenditure.

- What is sedentary lifestyle?

  - A type of lifestyle with little or no physical activity.
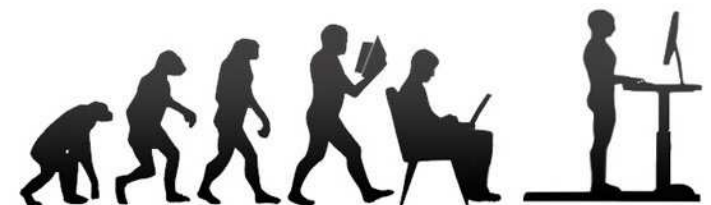
When start doing PA?

- Development of health- and skill-related components of physical fitness early in life are of critical importance for sustainable physical fitness and health outcomes later on.

Brooke et al.. Physical activity maintenance in the transition to adolescence: a longitudinal study of the roles of sport and lifestyle activities in British youth. PLoS One. 2014

PA guidelines
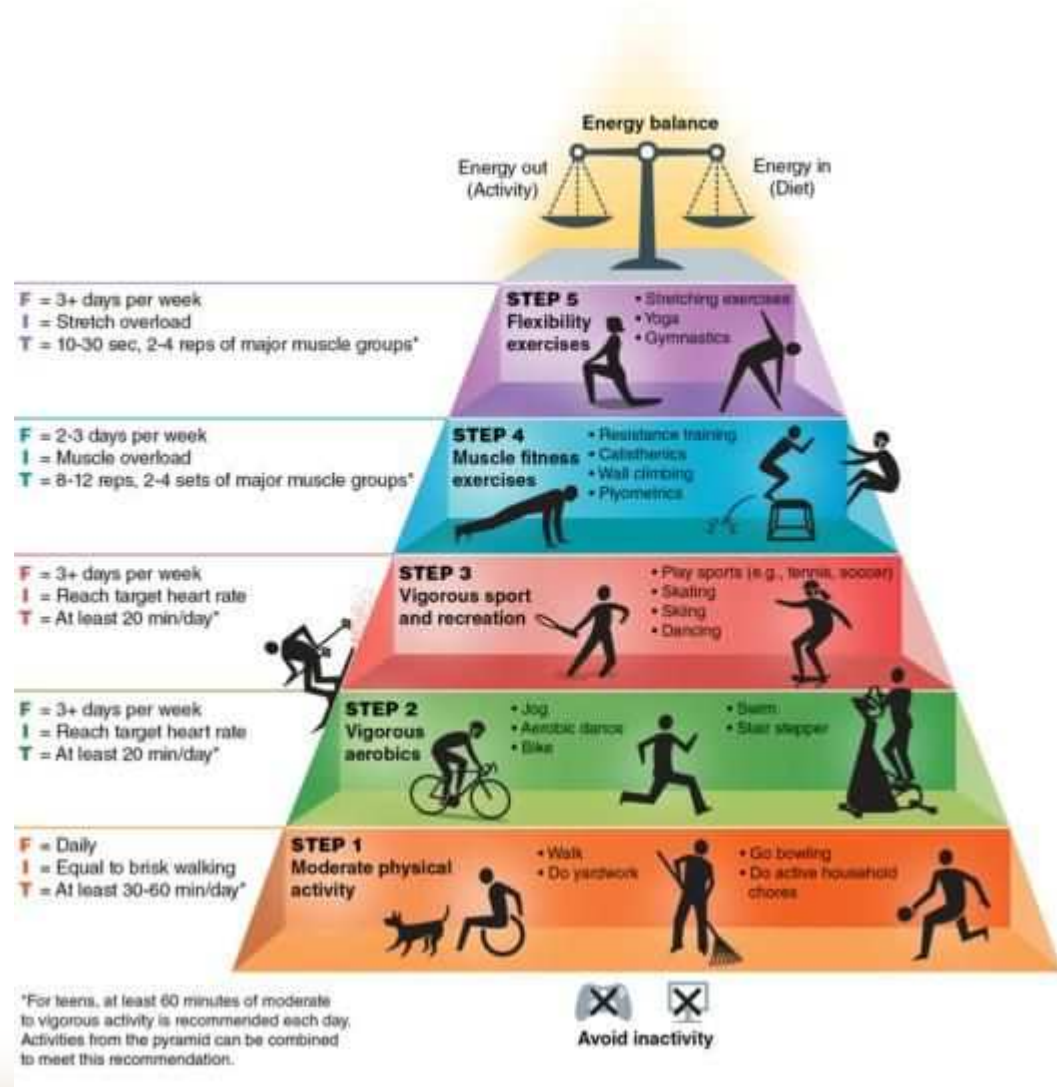
Wrapped PA guidelines

- Children:

  - At least 60 minutes/day

  - For weight loss purposes, at least 90 minutes/day

  - 3 times/week resistance training

  - Moderate to vigorous intensity

- Adults:

  - 75 minutes of vigorous or 150 of moderate intensity PA/week

  - 2-3 times/week resistance training

WHO. Global recommendations on physical activity for health. Geneva: World Health Organization; 2010 (http://www.who.int/dietphysicalactivity/ factsheet_recommendations/en/)

Remarks regardless age or gender

- More is better and provides additional health benefits

- Something is better than nothing

- Start small and increase gradually

PA levels and age-groups
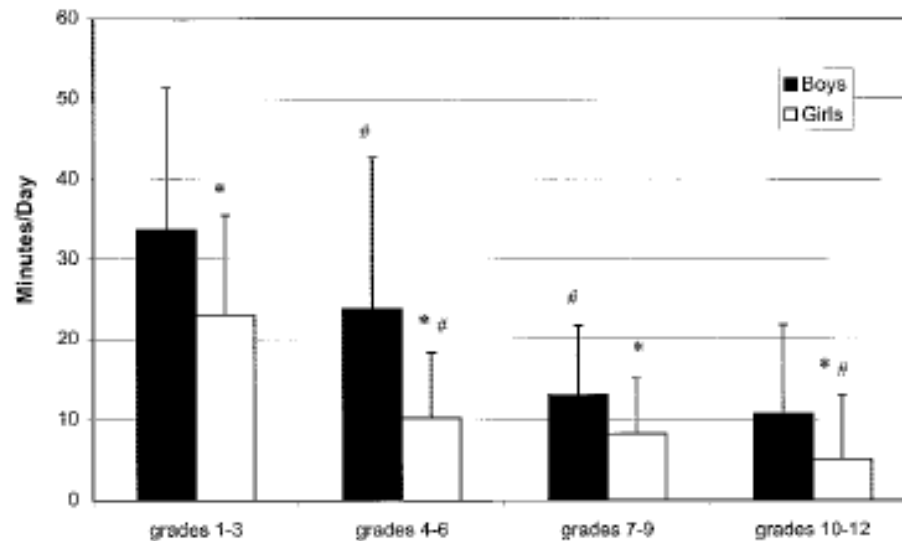
FIGURE 2—Nontransformed means ± SD for daily VPA by gender and grade level; * significant gender difference within grade group, $P < 0.05$; # denotes significantly different from previous grade group within gender, $P < 0.05$.

Stewart et al (2002). Age and gender differences in objectively measured physical activity in youth. *Medicine & Science in Sport and Execise.*

Socio-economic influence on PA participation

FIGURE 1. Levels of physical inactivity in 2001 and 2016 by World Bank Income Group
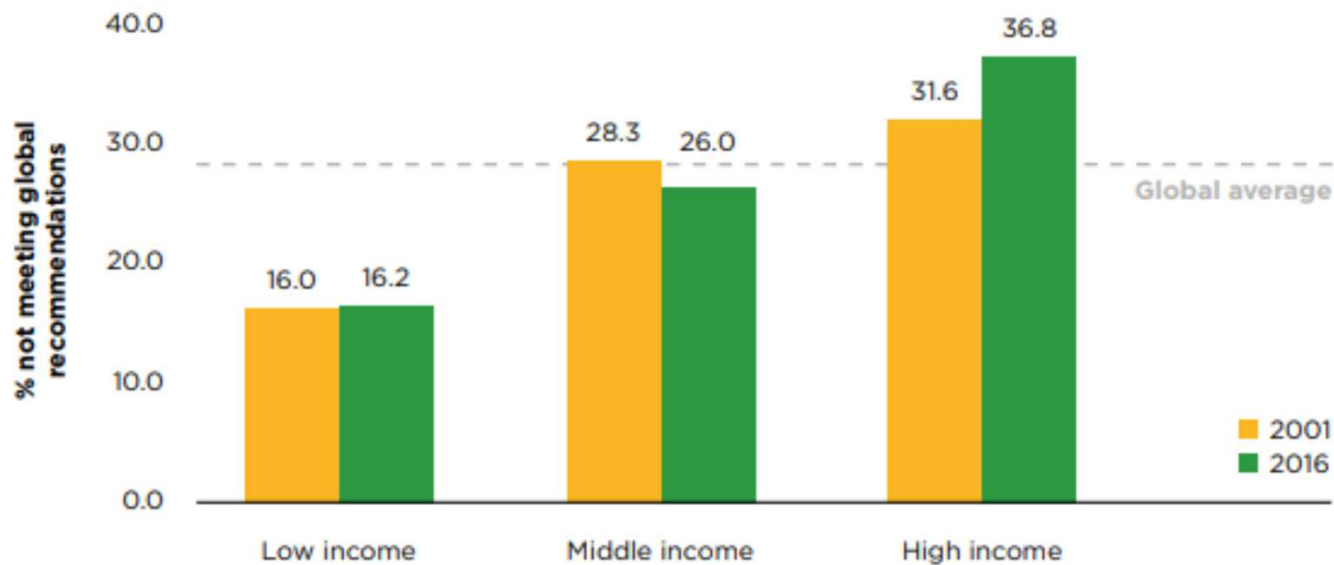
Source: Guthold et al., Lancet Global Health, 2016 (6).

Training of Trainers |

Gender differences in PA participation
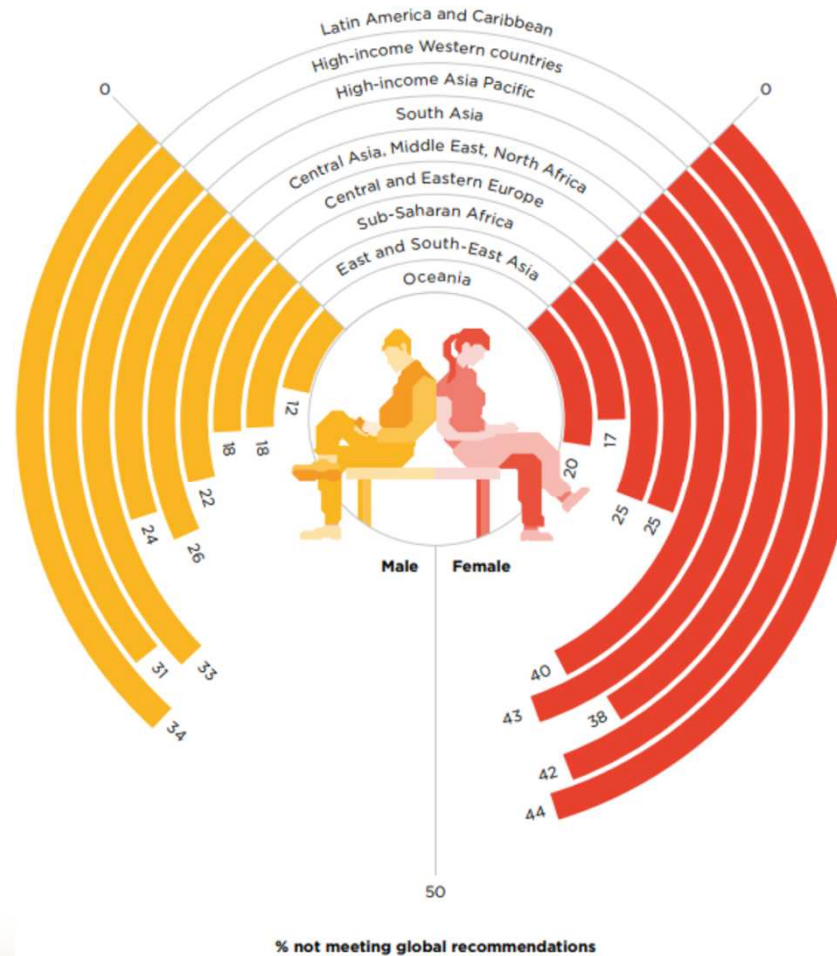
Worldwide, females are less active than males –especially in moderate to vigorous PA levels

Causes of physical inactivity

Girls and women are **less active** than others because they have **less access** to appropriate places and programmes to support them

- Sport clubs

- Time

- Income

- Perceived social norms

- Parental and school support

- Perceived risks

- Religion

- Body image (appearance)

Causes for female lack of participation

Gender differences in physical activity in older children and adolescents: the central role of organized sport

Runar Vilhjalmsson*, Gudrun Kristjansdottir

Faculty of Nursing, University of Iceland, Eiriksgotu 34, Eirbergi, IS-101 Reykjavik, Iceland

Abstract

Previous studies have generally had limited success in accounting for gender differences in leisure time physical activity. Based on a representative national survey of 3270 Icelandic 6th, 8th and 10th grade students, the study found that girls' lower enrollment in organized sport clubs fully accounts for gender differences in frequency of overall physical activity, and largely accounts for gender differences in frequency of strenuous activity, and weekly hours of overall and strenuous activity (enrollment hypothesis). Furthermore, girls' higher sport club withdrawal rate accounted for a small but significant part of the gender difference in weekly hours of overall activity and frequency of strenuous activity (withdrawal hypothesis). No evidence was found to suggest that different activity levels of boys and girls enrolled in the clubs affected gender differences in levels of overall or strenuous physical activity (activity differential hypothesis). Other independent variables, i.e., perceived importance of sport achievement, sport and exercise related instruction, physical education experiences, and social modeling, did not significantly affect observed gender differences beyond the sport club variables. The meaning of the results, and their implications for gender disparities, health promotion, and future research are discussed. © 2002 Elsevier Science Ltd. All rights reserved.

PA & women's health

Regular PA can improve women's health and help prevent many of the diseases and conditions that are major causes of death and disability for women around the world.

- Cardiovascular diseases account for one-third of deaths among women around the world and half of all deaths in women over 50 years old in developing countries

- Diabetes affects more than 70 million women in the world and its prevalence is projected to double by 2025.

- Osteoporosis is a disease in which bones become fragile and more likely to break and is most prevalent in post-menopausal women.

- Breast cancer is the mostly commonly diagnosed cancer in women.

PA & women's mental health

Regular PA can improve women's health and help prevent many of the diseases and conditions that are major causes of death and disability for women around the world.

- Reduced stress levels

- Reduced depression levels (worldwide almost double the levels reported in men)

- Reduced anxiety levels

- Self-esteem

- Self-confidence

- Social integration

Appropriate PA for women

- Although in principle women should be encouraged to increase their participation in physical activity, it is important not to overlook the fact that often in rural and in low income urban areas women may be already physically exhausted by other forms of day-long "occupational" physical activities

- Women in these areas may need a better balanced set of support actions such as adequate nutrition, income generation initiatives, advice on physical activities most relevant to their specific conditions and adapted leisure pursuits.

Contribution of PA involvement on other SDGs

- Empowerment among women and girls (SDG

- Healthy weight (SDG 2)

- Air quality (SDG 11)

- Fossil fuel consumption (SDG 12)

- Life skills (SDG 8)

- Academic achievement (SDG 4)

- Inequalities (SDG 10) etc.

Unit 5
LIFE SKILLS DEVELOPMENT THROUGH SPORT

What are Life Skills?

"Life skills" are defined as **psycho-social abilities** for adaptive and positive behaviour that enable individuals **to deal effectively with the demands and challenges of everyday life**. They are loosely grouped into three broad categories of skills: **cognitive skills** for analyzing and using information, **personal skills** for developing personal agency and managing oneself, and **inter-personal skills** for communicating and interacting effectively with others" (Source: UNICEF)

I can analyze and use information…
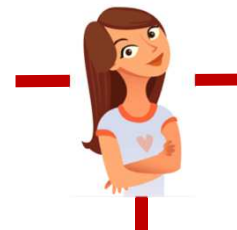
I can act independently and manage myself…

I can communicate and act with other people…

What are Life Skills?

Can you name some life skills young people need to learn?
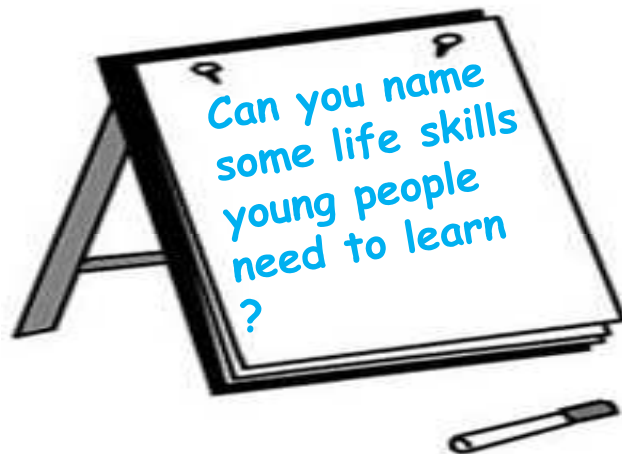
Strategic Thinking, Planning, Problem Solving and Decision Making, Effective Communication, Friendship, Solidarity and Sense of Belonging, Mutual Respect, Tolerance, Fair Play and Conflict Resolution, Reliability, Trust and Responsibility, Teamwork, Cooperation and Collaboration, Self-Awareness, Self-Confidence and Self-Efficacy,Goal, Orientation, Perseverance and Determination, Focus and Concentration and Diligence, Emotional Stability, Coping with Stress and Pressure…

Sport as a „learning environment"….

Why do you think, SPORT can be a great learning environment?

- Funnier than theory
- Social field
- Crosses social class
- Diverse groups
- Same starting possition
- Attractive for all ages
- I can test my competences
- Motivate + Inspire
- Physical Activity makes us learn better

Sport as a „learning environment"….

Sport it is meaningful and enjoyable for many people

➔ If we like something and if something is important to us we we usually achieve better learning results

Sport requires similar skills and competences as „real life"

➔ We can transfer the things we learn in sport to other areas in life. If we´ve learned for example that hard work leads to success in sport, we´ll be confident, that hard work in school will also lead to success

Sports are usually easy to learn but hard to master

➔ In sport we quickly can see our improvements and celebrate small victories but no matter how long we play it stays challenging and we know we can further develop

Sport is a protected space, a world of its own.

➔ After all it´s „just" sport and play. We are allowed to make mistakes without severe consequences and learn from our strenghts and weaknesses.

4 Stages of Learning a Skill

We don´t know, that we are missing a skill

We know, that we are missing a skill and we become motivated to learn it

We´ve learned a skill, but we still need to focus and concentrate on iit when we try to apply it

We´ve learned a skill and trained it for so long, that we just apply it without thinking whenever we need it

1 — **unconscious incompetence**

2 — **conscious incompetence**

3 — **conscious competence**

4 — **unconscious competence**

Guided Reflection
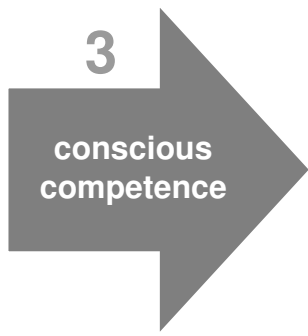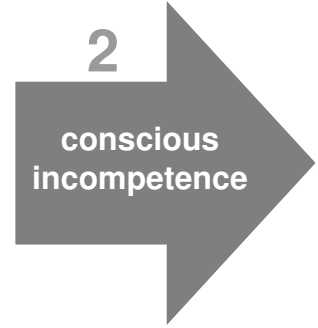
structured and targeted, but artificial and simplified learning processes

LIFE SKILL Activities can help us to become aware of a specific skill or skills need and teach us the basics.
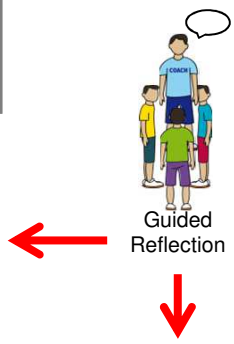
unstructured and unpredictable, but complex and „realistic" learning processes

REGULAR SPORTS PARTICIPATION can then help us to apply that skill in more complex situations, train it over and over again until it is firmly anchored in our subconscious

Planning for Life Skills Activities – Case Study

- You work with a group of girls (a basketball-team, a youth center group or school class);

- Some girls always dominate the communication and discussions in the group;

- Recently two of them have also started to talk the other girls into some risky / unsocial behaviours (i.e. daring games, steeling small things at a local shop, smoking);

- Some girls on the other hand are very quite and never speak up in the group;

- The more reasonable girls don´t oppose wrong or risky group behaviour. The don´t feel comfortable with it but follow the "leaders" anyway.

Planning for Life Skills Activities – Case Study

(1) Which Life Skills would you try to develop with that group?

e.g. communication skills (listening to others, speaking up in a group); critical thinking; independent decision making; …

(2) Which process would you follow?

make „negative" behaviour visible ➔ reflect with the group ➔ show better alternatives ➔ train „positive" behaviour…

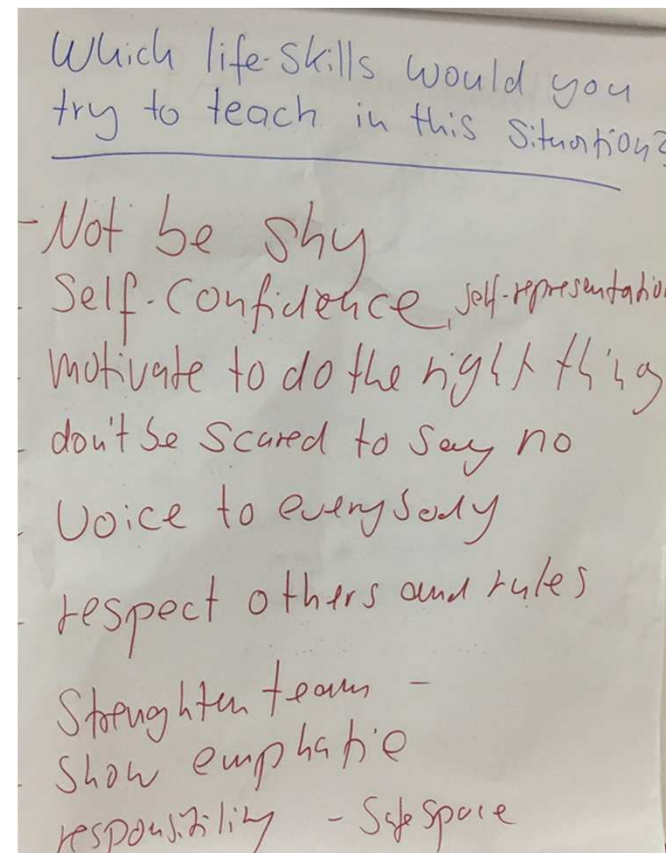| ACTIVITY	DESCRIPTON	ENVISAGED LEARNING / POINTS FOR DISCUSSION
String together	Let the group discuss a topic ➔ Only one person speaks at the same time ➔ If somebody speaks, they catch a role of string ➔ when another person takes over, they last speaker holds on to the string and passes the role to the next speaker and so on.	Make dominant conversation visible, ask participants if they are aware they dominate the discussion, if they think its ok, do the same with does that do not participate.
Mirror	Build pairs of two ➔ Ask one player to move, make faces, gestures etc. and the other to mirror the other person as exact as possible ➔ Than change roles. Ask one person to give a speech to the group about something ➔ Ask another person to be the mirror. Encourage participants to play the "mirror" if someone from the group is communicating to aggressive, too uninspiring etc.	Make body language and individual behaviour visible to the sender of a message. Make the receivers aware of how they are influenced by non-verbal communication and help them to step back and analyse another person´s way of communication. Provide a methodology to influence a groups internal way of communication.
Who´s that?	Ask participants to freely run across the field. ➔ After a few seconds shout "Go to sleep". ➔ All players close their eyes and crouch down on the ground. ➔ Put a blanket over one of the players. ➔ And ask all others to wake up again. ➔ Who´s the first player to say who´s under the blanket?	Be mindful and attentive. Pay attention to the people around you. Don´t just focus on you and your friends in the group.
Count to 10	Ask up to 10 Players to stand in a circle facing each other. ➔ Tell them to count to ten as a group. ➔Only one person may speak at the same time. ➔They may only say numbers. ➔No one may say two numbers in a row. ➔All players are expected to communicate. ➔They may not just go around the circle one after the other. ➔ If two speak at the same time the need to start with 1 again. ➔ Can they go further then 10?	Observe others before you communicate. Be patient when you communicate. Only if everyone is involved it´s a real conversation. Dare to speak...

Unit 6
ULTIMATE FRISBEE – INTRODUCTION AND METHODOLOGY

Idea of the Game

Ultimate frisbee is an end zone game. It is played on a rectangular pitch, with end zones marked at each end.

The attacking team passes the frisbee between them to get closer to the opposition end zone.

Once in possession of the frisbee, participants cannot move, which means that their teammates must move to create passing options for them.

Points are scored by catching the frisbee in the opposition's end zone.

The defending team attempts to stop this from happening by intercepting the attacking team's passes.

QUICK GUIDE

Scoring
- Players score by catching the frisbee in the opposition's endzone

Defending
- The defending players try to stop the attacking team by intercepting their passes

Attacking
- The attacking team passes the frisbee between them to get closer to the opposition's endzone

Pitch
- Rectangular shaped pitch with endzones on both sides

Teams
- Two teams of equal numbers
- Can be played by boys and girls of any ages

Rules of the Game (basic)

Complete Ultimate Frisbee rules can be found here:

http://wfdf.org/sports/ultimate

- 7 vs 7 (+ substitutes)
- no physical contact
- no running with disc, pivoting only
- max. 3 steps after catching the disc
- game starts with both teams in their field and the defensive team throwing the disc into the offense team´s field
- a goal can be scored by catching the disc in the other team´s endzone
- disc possession does not change if
  - (a) the offense player catches the disc
  - (b) the defensive player touches the disc before it hits the ground
- disc possession changes when
  - (a) a pass falls to the ground
  - (b) the offense player can´t catch the disc and touches last before it hits the ground
  - (c) the defensive player catches he disc
  - (d) the disc is out of bounds
- game is resumes after the defensive player has checked the disc
- only one defending player can block an attacking player
- if the defending player counts to 10 before the disc is played, possession changes

Ultimate Frisbee

Pros and Cons of Frisbee as a Teamsport to empower women and girls in the region

PROs

- Not yet earmarked as typical male or female (i.e. doesn´t challenge gender stereotypes)
- Non-Contact Teamsport
- Can be played as a mixed-gender game
- Almost all participant start as beginners
- Only minimal infrastructure requirements
- Will become an Olympic Sport
- Self-regulated (Spirit of the Game)

CONs

- Not yet earmarked as typical male or female (i.e. doesn´t challenge gender stereotypes)
- No competition structure
- No role models
- No sports tradition in the region
- Lack of experienced coaches

Unit 7
PRACTICAL PROBLEMS-
CREATIVE SOLUTIONS

Methodology
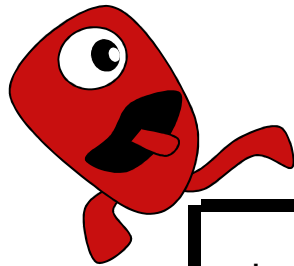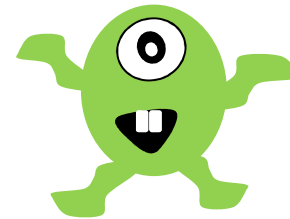
In our **3rd step**, we´ll come back to our list of problems, but look at it with a solution oriented mind ➔ *"Sports Program Development for Girls"*

In a **2nd step**, we´ll try to refocus our thinking on alternative and creative solutions ➔ *"Forum Theater Activity"*.

In our **1st step**: We´ll take a problem centered approach ➔ *"A day in Keida´s Life"*

A typical day in Keida´s life

- In Groups of 3-4 describe a "normal" day for a girl from your organisation´s target group

- Make sure that day includes 1-2 hours of physical activity

- When does she get up, what does she have to do, where does she need to go, when and how does she come home, when does she go to bed etc…

don´t take more than 5-10 min for this exercise

A typical day in Keida´s life
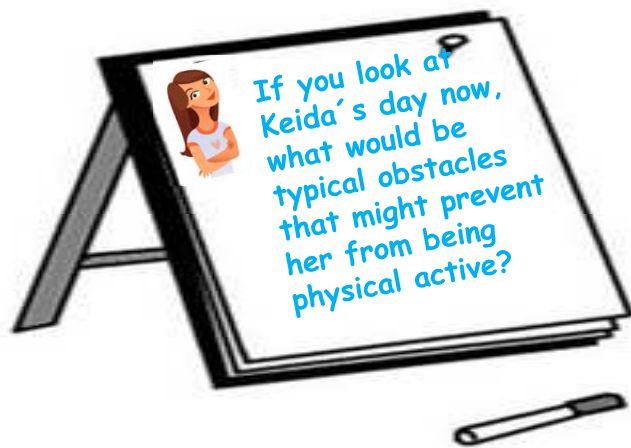
FORUM THEATRE

- is a specific method of analysing a conflict-situation by presenting it as a short theatre piece

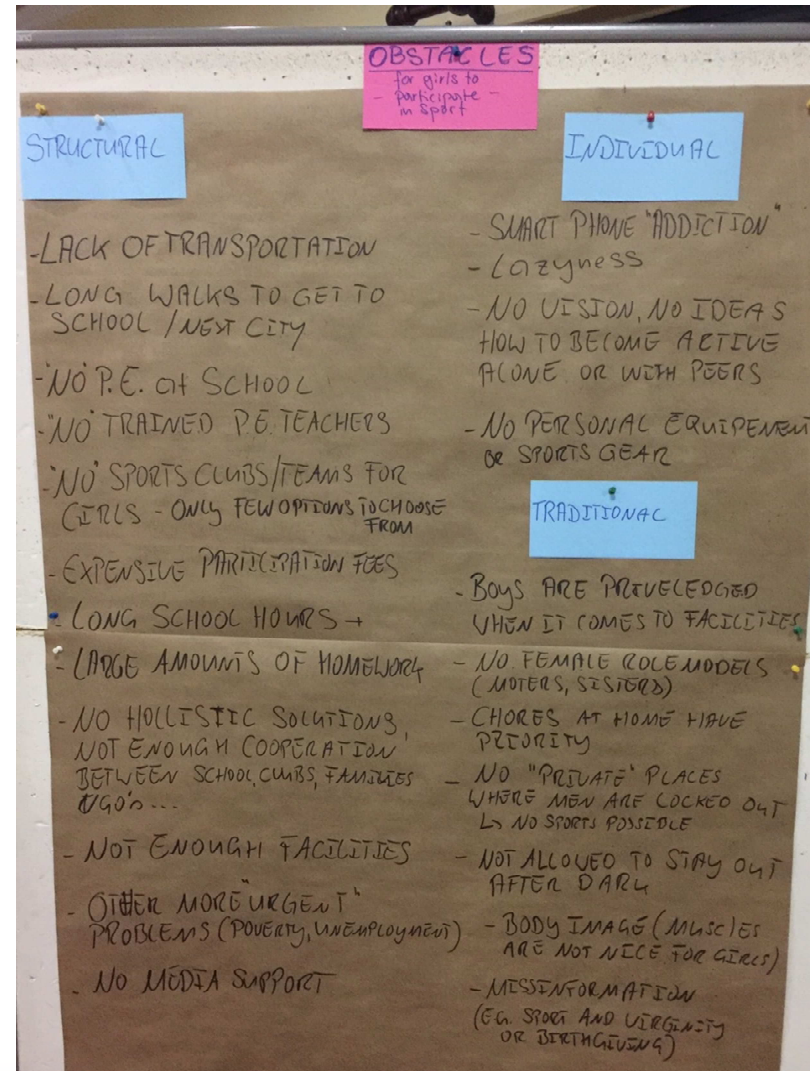- however, no single or definite result or solution is presented

- the actors present their version of the conflict, before the other participants take over from their, improvise with the story to suggest and explore different solutions

- usually actors don't speak, just act

- the audience supports the actors with their competences and is always involved as co-directors or co-actors

- the audience can get involved by giving instructions to the actors or they can even go a step further and become part of the action by replacing one of the actors in the scene

FORUM THEATRE

- We will have 3 rounds

- We need 6 actors

- 1st round: demonstrate the story

- 2nd round: Anyone from the audience can say „STOP" to express own ideas, alternative action or solutions.

- When the audience calls for a stop – the actors freeze as a picture

- 3rd round: best practice example

FORUM THEATRE

- 6 actors: 10 minutes to cast the roles and set the story you want to tell

- If needed the actors can get some adivices how to fill their roles

Timeline:

- 1st run: 5 min. to act – short advice

- 2nd run: 10 min.

- 3rd run: 7 min.

FORUM THEATRE...

- usually is a good method to demonstrate "action-reaction mechanisms" in social situations.

- The method shows how minor changes and creative approaches can lead to a large impact in a social situation

- allows social learning while acting

- presents problems and makes solutions visible

- if you can't change a situation change your own attitude towards it

- is holistic

- is based on the assumption that as you can't change another person, you should consider to change your own (typical) behaviours in order to trigger another reaction.

Implemented by

Unit 8
VULNERABILITY, VIOLENCE AND TRAUMA

VULNERABILITY, VIOLENCE AND TRAUMA

Sessions content:

- Violence

- Trauma and traumatic experiences

- Trauma formation

- Trauma sequelae

- Identifying own small-t-traumata

- rehabilitation and mitigation of traumatic experiences

- reducing vulnerability through sports

VIOLENCE

WHO:

"violence is the intentional use of physical force

or power, threatened or actual, against oneself, another person, or

against a group or community, which either results in or has a high

likelihood of resulting in injury, death, psychological harm, mal-

development, or deprivation ..."

Violence appears in many different forms:

- physical violence

- psychic violence (social violence, stalking)

- sexual violence

- economic violence

- mobbing

- traditional based violence

Violence appears in many different forms:

- physical harm to persons

- damaging goods

- abuse of power of authority

- humilation

- enforcement of own interests and self-assertion

- the forms and extent of violent behaviour derive from the genetic disposition and socialization of the violent person as well as from the environmental conditions that can either activate or inhibit the potential for violence.

- in society violence is normed and therefor, depending on the situation it can be expected, tolerated, rejected or outlawed

- the higher a person´s social status and level of education, the more subtle the forms of violent behaviour usually tend to become

- Victims´ and perpetrators´ feelings of shame and guilt also increase with higher education levels

VULNERABILITY, VIOLENCE AND TRAUMA

- **Domestic abuse** concerns mostly women of every age, every culture and every education level, and society background as well as their children.

- **Aggression** is an innate quality of strength and energy that aims to defend one's life and physical and mental integrity and protect one's own interests. This property must be directed in positive ways.

- **Violence,** by comparison, is a learned behavior. It is aggression that is lived out in a specific, negative and destructive form

- Being a direct victim of violence or wittnessing the act of force causes huge **traumata.**

Violence against women and girls

Planning Seminar on

Violence angainst women and girls

The main cause for women becoming a victim of personal or structural violence is their degradation and the consecutive deprivation of rights

- The victims of violence are often emotionally paralyzed and forced to go over their capacities to suffer

- They often don´t act or speak up because
  - they are afraid that no one believes them
  - they are afraid of being made responsible for the act of violence
  - they are afraid of triggering even more violence

- Women often try to find "alternative" explanations to reinterpret experienced violence: *"he wasn't always like that", "he has stress", "I wanted the situation to become like it was earlier",* "he was drunk"

Violence angainst women and girls

- Women often don't talk about violence experiences because of traditional role-modelsor because they are ashamed

- In such critical situations you should not ask, why she didn't do anything or try to get help – the guilt must stay where it belongs – with the offender

- **Being a victim is a reality, but it is also a role that can be left behind.**

WHAT IS A TRAUMATIC EVENT?

OUT OF A 100% POPULATION, 70% SUFFER FROM PTSD AFTER A TRAUMATIC EVENT

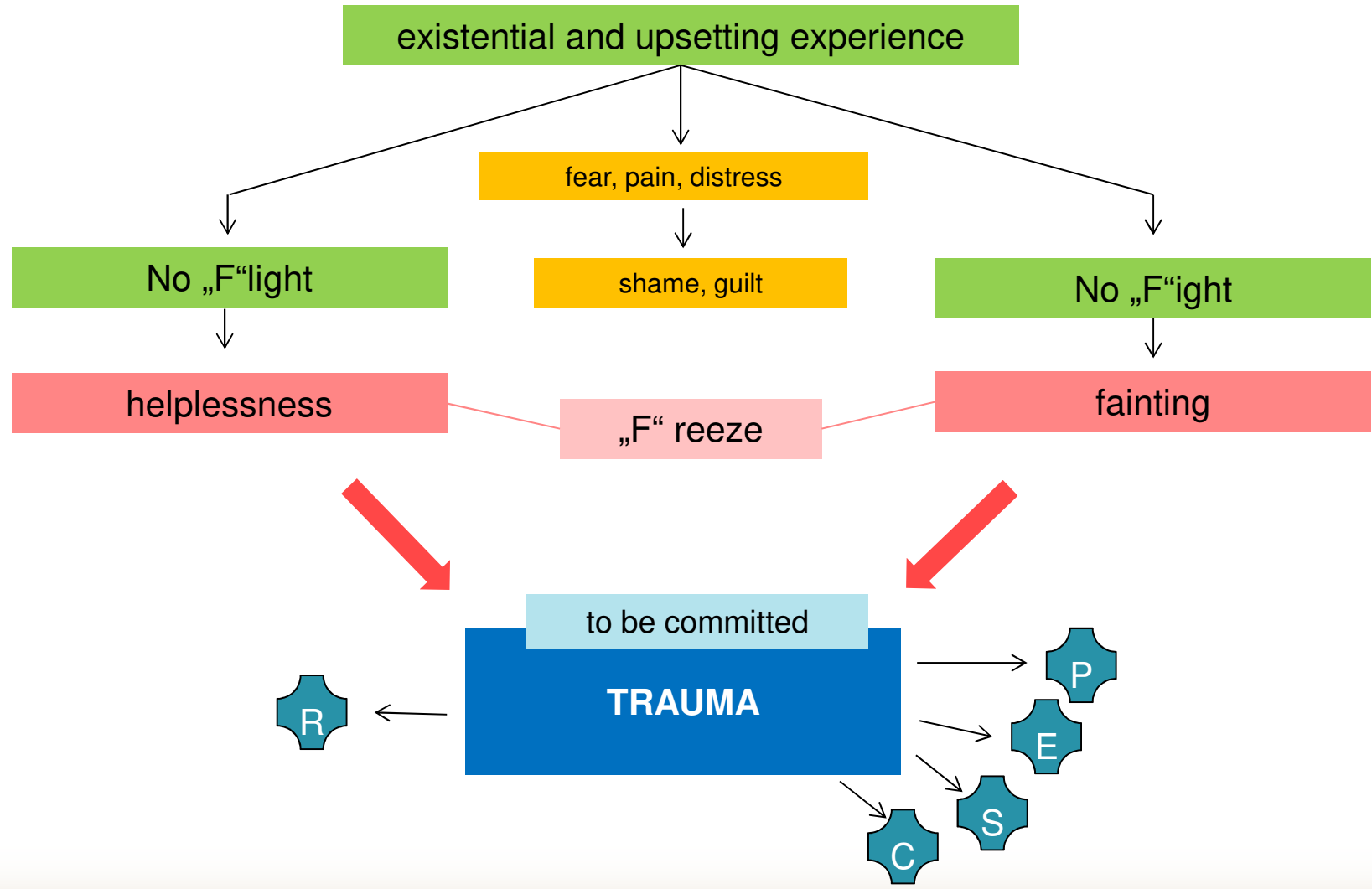WITNESSING DEATH OR INJURY — PHYSICAL ASSAULT — COMBAT — SEXUAL ASSAULT — ACCIDENTS — NATURAL DISASTER — CHILD SEXUAL ABUSE

existential and upsetting experience

fear, pain, distress

shame, guilt

No „F"light

No „F"ight

helplessness

„F" reeze

fainting

to be committed

TRAUMA

R

P

E

S

C

Trauma sequelae

- irritability

- sudden, dramatic mood changes

- anxiety and nervousness

- anger

- denial

- depression

- flashbacks or repeated memories of the event

- difficulty concentrating

- altered sleeping or insomnia

- changes in appetite

- intense fear that the traumatic event will recur, particularly around anniversaries of the event (or when going back to the scene of the original event)

- withdrawal and isolation from day-to-day activities

- physical symptoms of stress, such as headaches and nausea

- worsening of an existing medical condition
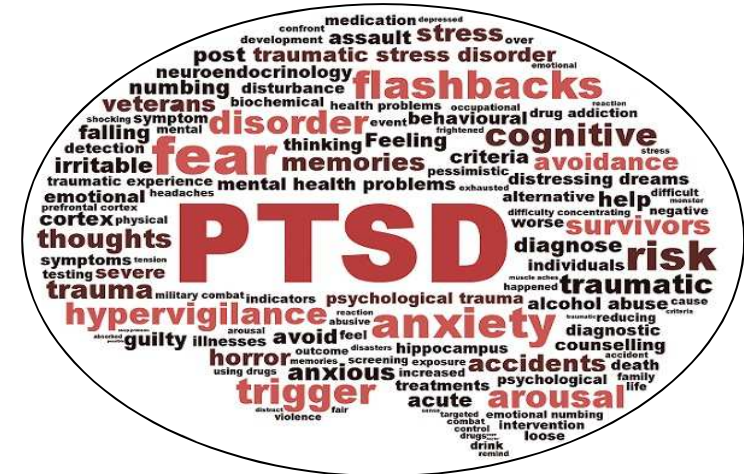
Trauma sequelae

- 70% suffer from a PTSD after a traumatic experience!

- PTSD "effects on their social, cognitive and emotional development

- Can grow into personal disorders, chronical disease, learning disorders, complex trauma disorders (depersonalisation, derealisation, flash-backs, fear, constraints, depression, personality disorders…"

- **The more**, **the longer** and **the closer** the traumatic experience**, the more severe** are the consequences.

Trauma sequelae

The mind replays, what the heart can't delete.

HealthyPlace.com

→ „It is NOT in my past, it is there EVERYDAY!
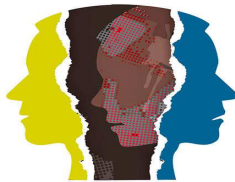
The body constantly activates survival strategies (fight or flight) which are NOW no longer adequate but were when the traumatic experience took place.

Why do some persons develop symptoms and others don't ?

Less symptoms…

- the shorter the traumatic influence

- the more vital the organic and psychical constitution

- the better the individual living conditions

- The more empathic and attentive friends and family are

Personal + Social Resources = Resilience!

Why do some develop symptoms and others don't

- Resilience is the dynamic skill to manage stress and strains as well as traumata in a way which maintains your psychic integrity!

- Successful coping = resilience

- Resilience is that ineffable quality that allows some people to be knocked down by life and come back stronger than ever.

Mitigation of and rehabilitation from traumatic experiences

To mitigate trauma and rehabilitate from it, we

- need to create a sanctuary for our body and soul!

- we need safety and shelter

- we need violence free zones (safe spaces)

- we must find back into the here and now!

How sport can help girls to increase resilience and reduce vulnerability

Through sports it is possible

- to learn coping with stress (e.g. by participating in competition)

- to adopt new roles and identities (e.g. athlete instead of victim)

- to learn how to win and celebrate

- to learn how to lose, try again and come back!

- to develop resilience by successfully facing obstacles and failure

How sport can help girls to increase resilience and reduce vulnerability

Sport can produce **role models** and **healing pictures** of…

- confidence

- sharing

- responsibility

- safety

- dignity

- self-worth and self-esteem

- silence and peace

… which can be transferred to everyday life!

How sport can help girls to increase resilience and reduce vulnerability

- sport makes girls aware and in control of of their bodies

- sport gets girls out of the home

- sport gathers a captive and motivated audience

- sport builds trust and social support through the team

- sport teaches girls to ask for help

- self-esteem and self-efficacy translates

- girls participation in sports unsettles gender order

- sport encourages boundary settings

- sport builds courage

- sport gives girls a proud place in community

- learn to win, lose and compete

- empower

- challenge gender norms

- self-esteem, courage and self-efficacy

- ability increases

- if an individual girl believes and recognizes her possibilities and rights, she will not only improve her own life

- strong and healthy women athletes through media can be role-models.

What you as a sports coach should and schould not do

What you should do:

- devlop an understanding for typical PTSD syptoms

- enlarge and strenghten personal resources of your athletes

- Help your athletes to find their individual sources of power

- Support athletes in developing resilience

- Help your athtletes to spend quality time by fully engaging in sport and play

- Be aware that sport might trigger traumatic body-memories

What you should **NOT** do:

- Do not try to work on traumatic experiences or traumata

- Do not try to undertake any therapeutic interventios

- Instead: Help an athtlete with pressumable PTSD to find a specialist and get qualified help

Unit 9
SPORT AND PLAY TO ENCOURAGE NON-VIOLENT BEHAVIOUR

Unit 10
SPORTS PROGRAM DEVELOPMENT FOR GIRLS

german cooperation
DEUTSCHE ZUSAMMENARBEIT

Sports Program Development for Girls

What are important characteristics of Sport programs/activities for women/girls?

Front: What is important?

Back: Why is it important? What is a good And simple solution?

Planning Triangle

activities

target group

place + time

people

networking, cooperation, partnerships

local community, local environment

organisational, financial, legal aspects

pedagocic approach

Implemented by
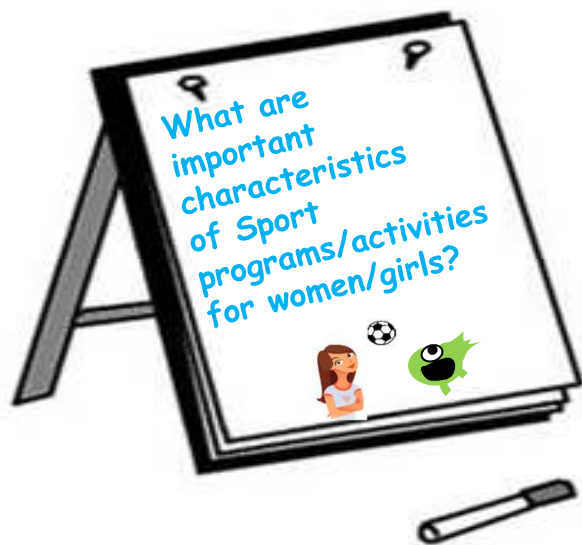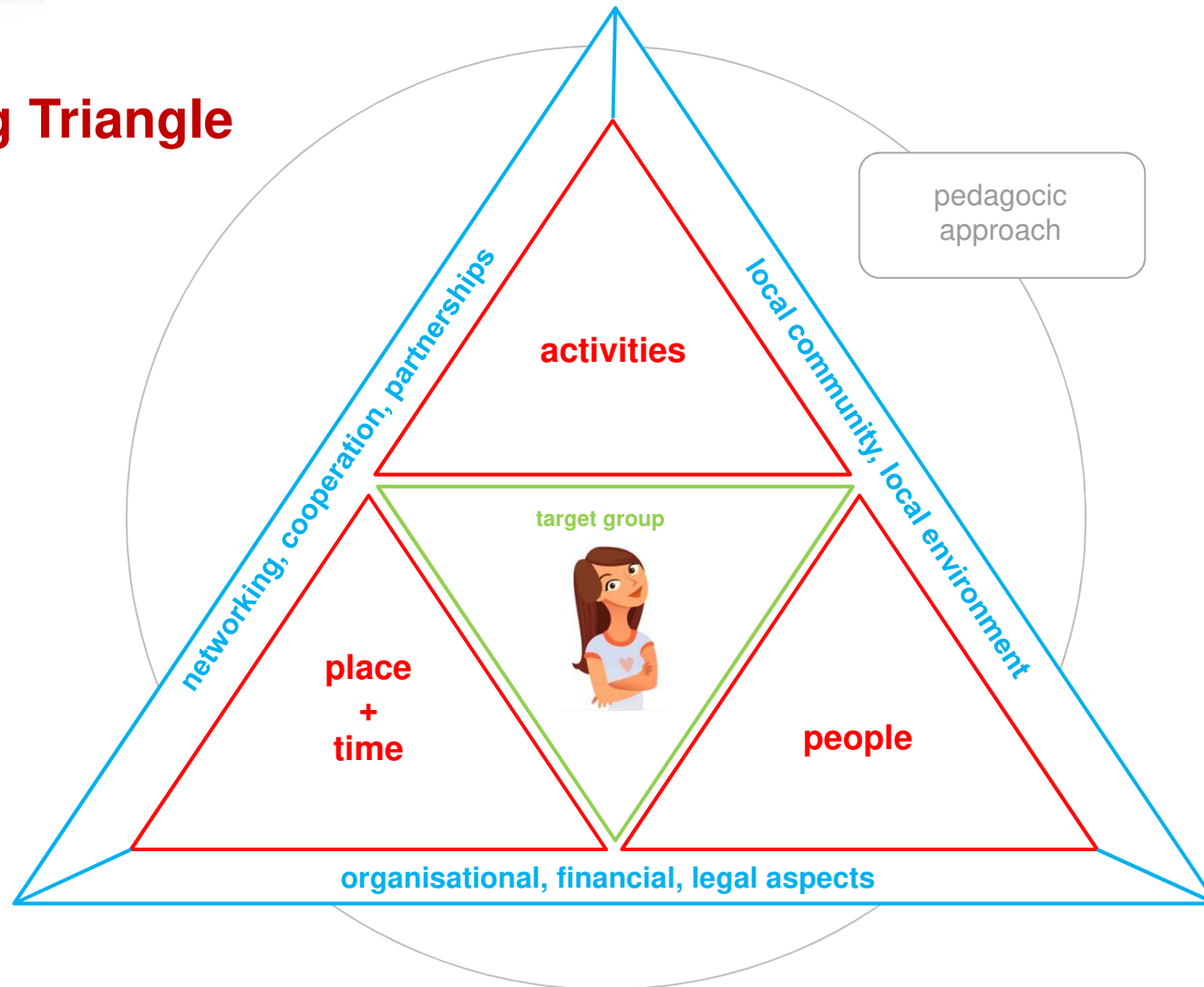
Sports Program Development for Girls

Unit 11
CREATING SAVE SPACES

CREATING SAVE SPACES

Session content:

- What are safe spaces?

- Role play (to illustrate safety, connections and social alliances)

- Importance of save spaces in sport

- Why a code of conduct?

- Developing your own code of conduct example

What are safe spaces?

- A safe space is an environment in which women and girls feel psychically and emotionally secure

- In a safe space there are no physical dangers, like sexual abuse or preventable athletic injuries

- A safe space is a place were girls feel comfortable and free to open up and express themselves. It´s a place where the feel that they can share their deepest concerns and ask sensitive questions

- In a safe space girls find a non-threatening and non-competitive atmosphere

- It is important´, that a safe space is also accepted by the girl's families and social environment

The 7 pillars of Safety
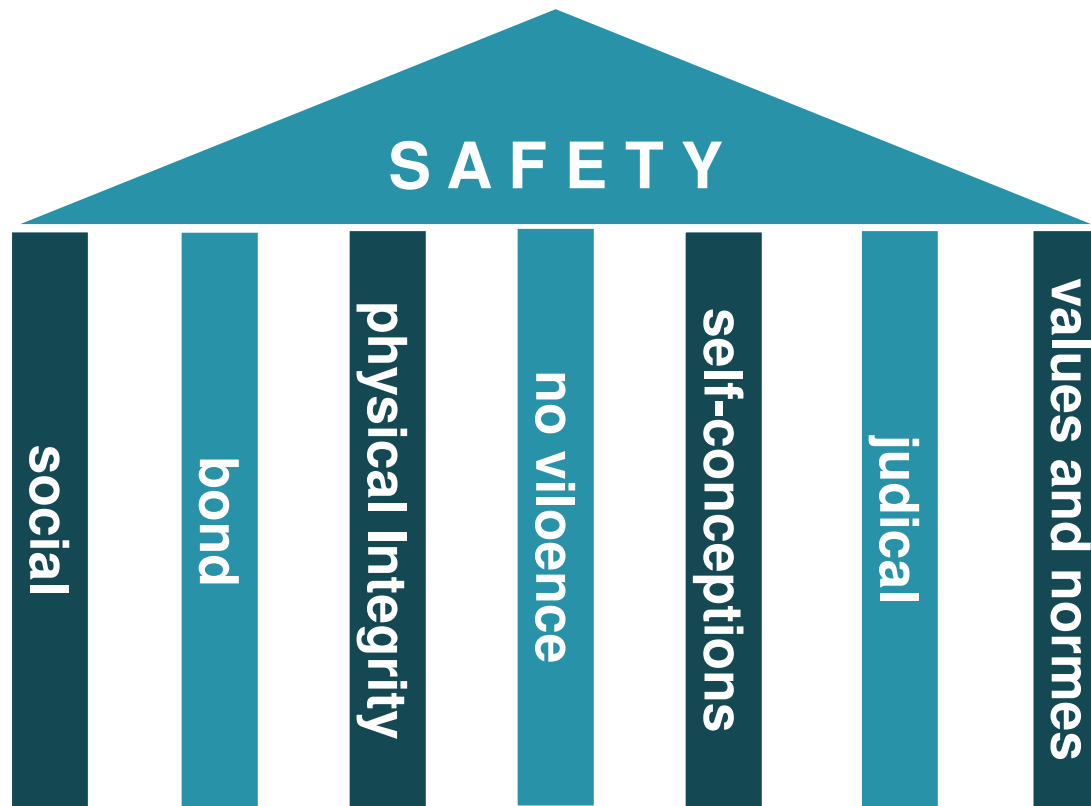
Role Play – system placing

What are safe spaces?

- door closed
- calm coach
- good energy
- constructive / positive communication
- find the good in the bad
- care for each other
- give support
- courage
- empathy
- team-spirit
- same positions to talk together
- respect
- confidence
- don't start a discussion without having everyone in the room
- don't talk about people who are not there

Safe spaces in sport

- Involve female trainers and coaches for emotional and physical safety

- communicate with families and environment and involve them

- choose the right time (e.g. before it gets dark)

- have a child protection policy in place

- create and obey to a code of conduct

- have clear and transparent framework for your activities

- ensure that there is safe transportation to and from the place

- consider teaching the girls basic self-defence skills?

- Consider to prefer indoors over ourdoors?

Safe spaces in sport

- allow and encourage free and open communication

- discuss what it means being inside or outside for the group?

- let the girls co-design their room if possible

- keep the rooms integrity – close doors and windows

- only allow audience when it was discussed with the group

- always have an adult woman in the room if a male coach is teaching

- make sure there are safe locker rooms to change clothes

Code of Conduct

What is it?	A set of rules that is designed to guide our behaviour during day-to-day interaction within a social group or organisation (e.g. a team, a sports club, youth center or a school)
Why do we need it?	It helps us to clarify our mutual expectations, to distinguish between accepted and unaccepted behaviour, to protected those that are vulnerable from being hurt and those that are powerful from hurting others and it can support us in getting the best possible experience out of our engagement as a player, coach or youth leader.
How should it look like?	There is no fixed format, but it should be clear, simple, understandable and meaningful for all that are concerned by it.
Who should develop it?	It can be developed by the organisation (the school, the club, the youth center) or by the individuals that are concerned. Also if it is the organisation that developes the code, all groups should be involved in its development (e.g. students and teachers develop a code for their school together)
What else is important?	Everyone concerned by a code of conduct must be aware of it and actually comitt to it. If a code of conduct exists it must be binding for all and also the consequences of not obeying to it must be clear.

Code of Conduct

Code of Conduct

CODE OF CONDUCT
- COACHES -

* Debriefing and analyzing the last match or the day before.
* Evaluating the needs of different target groups in the teams.
* Improving and solving needs or problems. Set objectives.
* Open to new ideas, advices and critics. inside the group.
* Being always on time and correct
* Good strategy planning/planifi...
* Effective methods
* Never skip the Disipline.
* Team Spirit, Support, Motivation.
* Give equal opportunities.
* Understand and work on weak points. (anticipate)

CODE OF CONDUCT
- YOUTH PLAYERS -

1. Respect the time frame (don't be late)
2. Mutual respect is essential
3. Wear proper gear, please!
4. Please, don't forget to clean after yourselves
5. Take care of the equipment as it's yours

CODE OF CONDUCT
- PLAYER'S PARENTS -

* THE KIDS OF THE OTHER TEAM ARE ALSO KIDS
* THE COACH IS THE COACH - THE PARENTS ARE THE PARENTS
* DON'T FORGET, YOU ARE ROLE MODELS AND YOUR KIDS ARE THE TO BE PARENTS
* PARTICIPATION IS MORE IMPORTANT THAN WINNING
* FAIR PLAY IN AND OFF THE PITCH

CODE OF CONDUCT
- TEAM (Players, Coaches...) -

1. Respect everybody
2. Sport is not just a physical activity, it's a LIFESTYLE
3. Respect the dresscode
4. Strict prohibition of using psychotropic substances
5. If you are on time, you're 10 minutes LATE!
6. YOU are responsible for training space and equipment!

Unit 12
INCLUSIVE PLAY

Inclusive Play (e.g. in mixed gender groups)

- Please describe the situation on the two pictures
- Based on your experience, what is the more typical situation when you play a teamsport with a mixed gender group

The challenge

Playing a competitive and physical teamsport like football, basketball or handball in a heterogeneous sport group (e.g. mixed gender, different ages, different playing experience) some players usually dominate the action (in mixed gender groups it´s not always but very often the boys). The other players are less included, less active and therefore often frustrated with the game etc.

How can we make these games more inclusive for everyone, without taking away the fun for those players that like to be ambitious and competitive?

Potential Solutions

1. We could introduce a personal handicap system

2. We could try to shift the focus of the game a little bit away from just „shooting goals and winning" to other objectives and add a few additional aspects to the game (playing fair, having fun, acting as a team etc.)

Solution 1: Personal Handicap Systems

- Ask players to evaluate if they are rather missing out, participating equally or dominating the game?

- Then let players make a suggestion for a rule that – depending on there self-assessment makes it easier or more difficult for them to play
- For example a player can suggest
  - *"I should only use my left foot"*
  - *" I should not be allowed to score goals, just pass"*
  - *"I should be allowed to stop the ball with my hands"*

The aim is to guide the group towards a concept that is inclusive (all are involved) but still challenging and fun for everyone.

Solution 2 Changing the Focus:

The football3 example

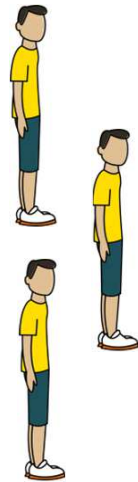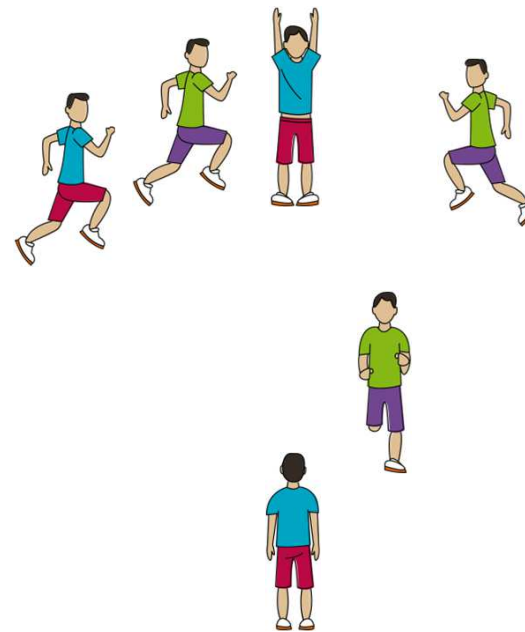(developed by streetfootballworld)

For more information go to::

https://www.streetfootballworld.org/football3/#modal-23

football3 incorporates 'three halves'

The first half: pre-match discussion

Prior to the match, the two teams come together to agree on the rules they want to use. Special rules are selected to tackle relevant social issues, such as increasing female involvement in sports (refer to the football3 website for more rules). The discussion is facilitated by a trained mediator, e.g. a young leader, coach or teacher. The mediator uses a match form to record the rules players have agreed on.

The second half: the football match

football3 matches usually feature smaller teams (e.g. between five and seven players on each team) and are shorter (e.g. between 10 and 20 minutes). They are played on smaller and improvised pitches (e.g. 40 x 20 m or smaller), on the street, at a park or on a football field. Teams are mixed-gender and matches are played without referees. Players take responsibility for their match and comply with the rules they agreed upon. During the match, they agree among themselves on fouls, free kicks and goals scored. The mediator monitors the match and intervenes only if the two teams cannot come to an agreement on their own.

The third half: post-match discussion

Following the match, the teams are brought together by the mediator to reflect on the match and how well they respected the rules. The teams have the opportunity to award their opponents fair play points based on their conduct. The mediator adds the fair play points to the match points resulting from goals scored to determine the final outcome.

Unit 13
ULTIMATE FRISBEE
TOURNAMENT

Team A observes

Team B plays against Team C

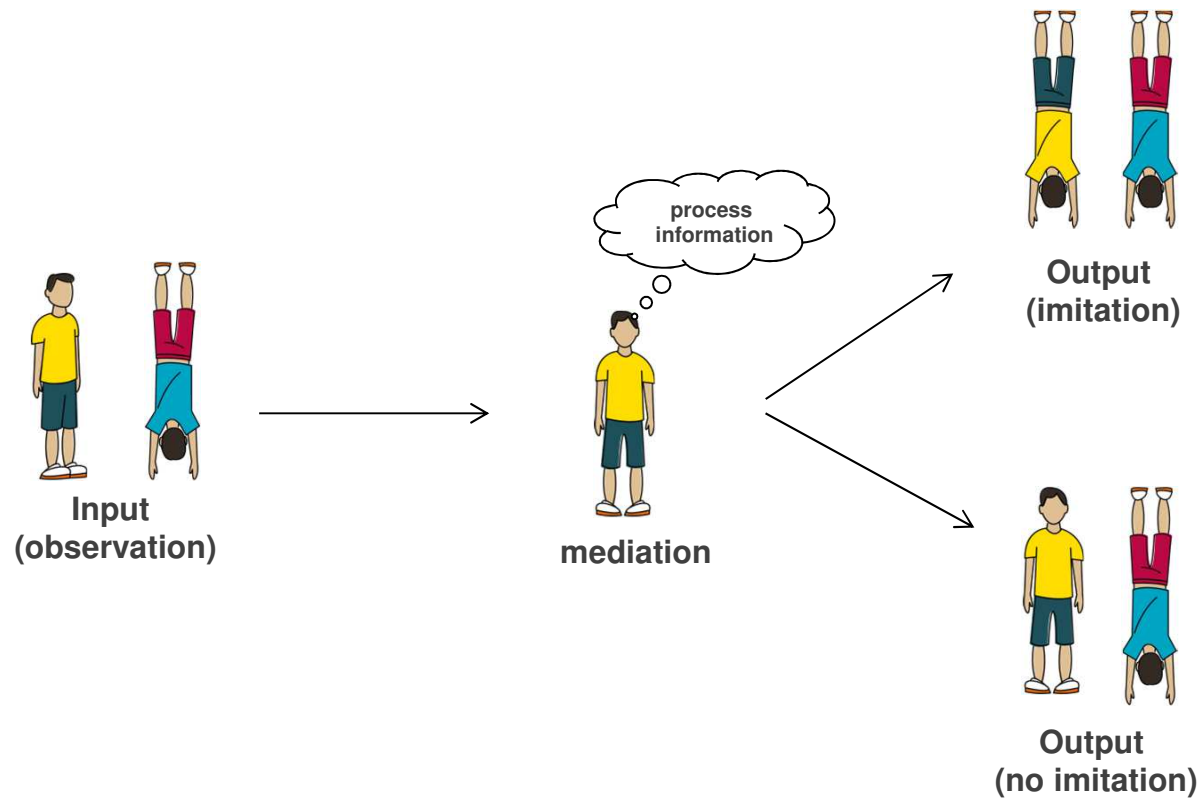## Observation Guidelines

Constructive / appreciative Feedback

Observation

Unit 14
FEMALE ROLE MODELS

Learning from Role Models


**Input
(observation)**

process
information

mediation

**Output
(imitation)**

**Output
(no imitation)**

Learning from Role Models

Great handstand yellow! Bravo!

1. Attention must be given to the model and the model´s behaviour
2. A cognitive representation of what we observe must be built
3. The reproduction of the potential behaviour must (at least partially) be possible
4. There must be a motivation to immitade the behaviour

Input (observation) → **mediation** → **Output (imitation)**
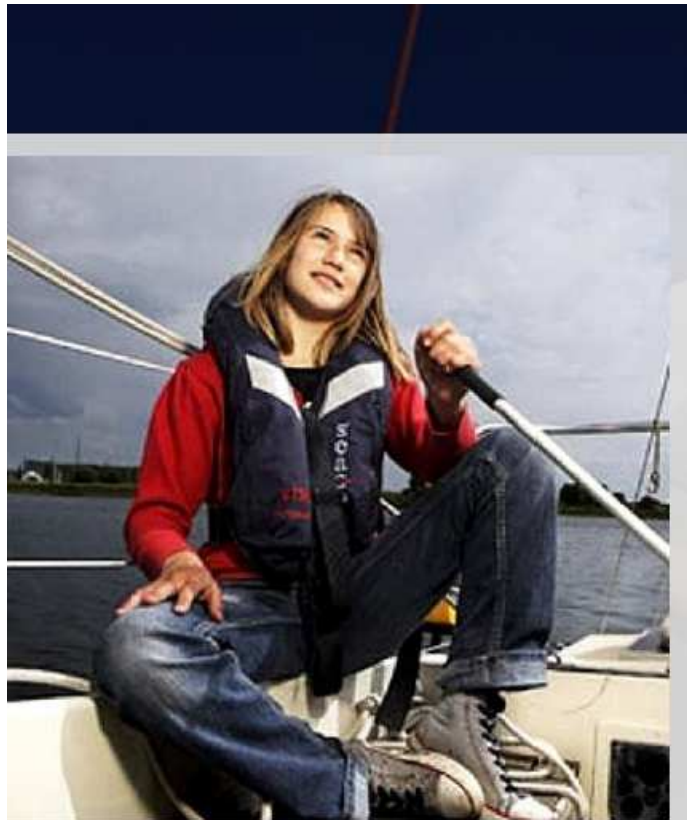
Laura Dekker
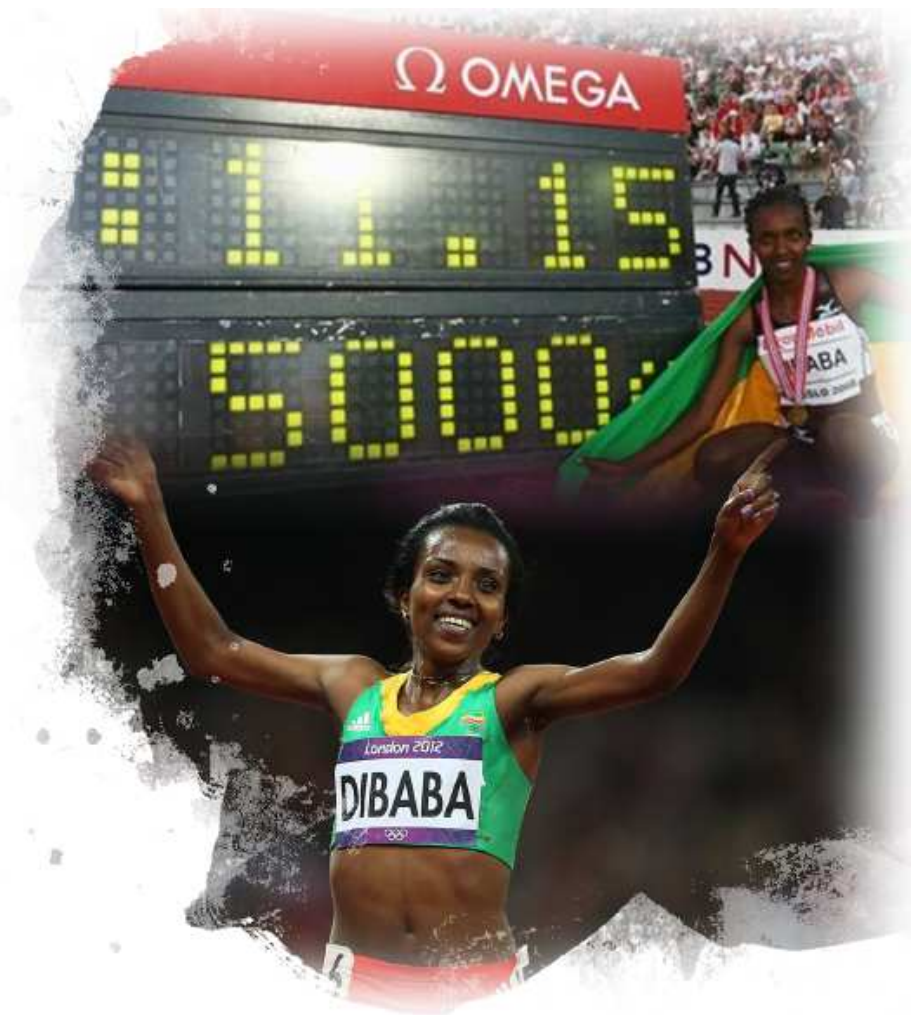*The youngest person ever to sail around the world solo*

- Started her journey at the age of 14 in 2010
- Finished her journey at the age of 16 in 2012

Tirunesh Dibaba
Women's 5000m world record holder

- Broke the 5000m world record with a time of 14:11.15 in Oslo in 2008.

- Won 6 Olympic medals (3 gold and 3 bronze)

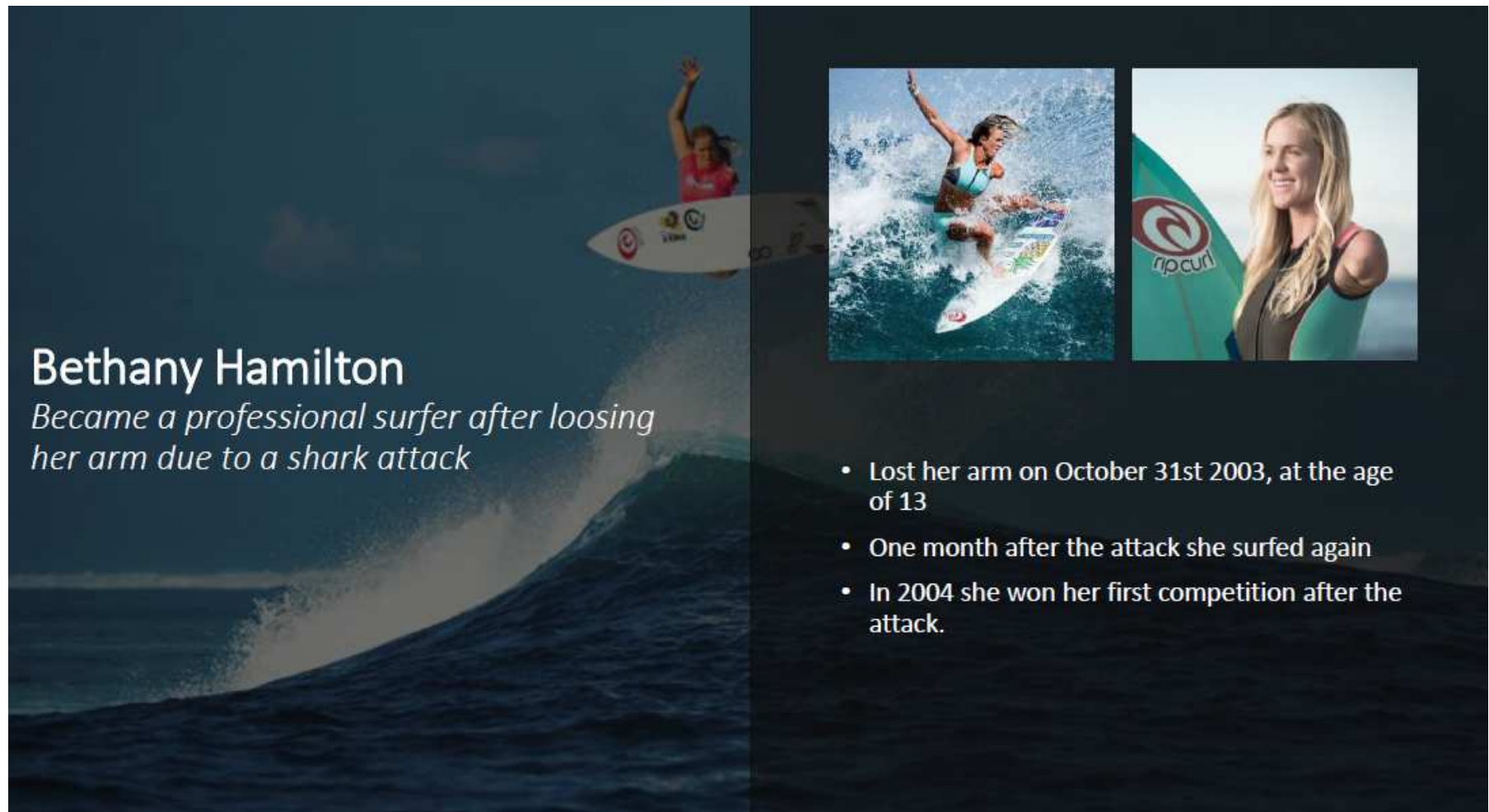- 5 time world champion

- 2017 Chicago Marathon winner

Jamie Chadwick
record breaking racing driver

- The first ever female and youngest winner of the British GT Championship (2015)

- The youngest winner of a 24-hour race (2015)

- The first woman to win a race in Formula 3, one of F1's most prestigious feeder series (2018)

Bethany Hamilton

Became a professional surfer after loosing her arm due to a shark attack

- Lost her arm on October 31st 2003, at the age of 13

- One month after the attack she surfed again

- In 2004 she won her first competition after the attack.

Mikaela Shiffrin
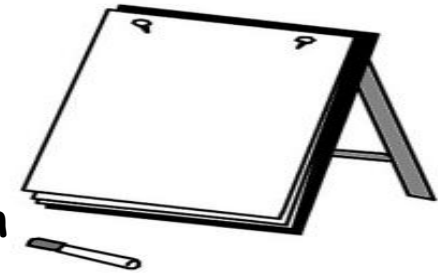*Setting a new standard in alpine skiing*

- Won her first World Cup at the age of 17
- Has won 43 World Cups, 3 world championships and 3 Olympic medals (2 gold) at the age of 23.
- Won a slalom World Cup by a margain of 3.07 seconds, the largest margin in history.

Discussion

Are these women suitable role models for the girls in your sport groups?

What could a girl learn from them?

Who else are important role models for girls? Why?

How can you as a coach support the girls in learning from role models?

Are you as coach also a role model for the girls you are coaching? If yes, how should that influence your own behaviour?

Can a male coach be a role model for girls too?

Unit 15
DEVELOPING GIRL´S LEADERSHIP

What is Leadership?

experience, education, mentorship

learned, practised, and refined

LEADERSHIP

- **skills**
- **behaviours**
- **attitudes**

Leadership reflects the ability of a girl or young woman to exercise her rights and drive change (Source: WomenWin)

How girls leadership developes during adolescence

PREPARE

A girl discovers and develops her skills and talents, and becomes aware of her leadership potential. She accumulates knowledge and information. She finds the confidence to set challenging goals for herself and strives to live by her values. This includes being proud of where she came from as well as where she's going.

PRACTISE

A girl connects and interacts with others, which means she learns to expand and strengthen her leadership potential and skills. Through interaction she learns how to team up, solve conflicts, and have healthy relationships. It's in this stage that her leadership abilities and confidence further develop and solidify.

PLAY

A girl takes action and influences and motivates others by applying her skills. She creates change by doing and giving back to her community. Girls can play at different levels, demonstrating leadership in their own lives, giving back to the community, or making an international impact, or all three.

Source: Women Win Theory of Change

Leadership Competences

I AM SELF-CONFIDENT
- ❑ Identify strengths and celebrate successes
- ❑ Take risks Take risks and step up to challenges
- ❑ Fail forward

I USE VOICE
- ❑ Develop and express own opinions and thoughts
- ❑ Speak in public
- ❑ Communicate to move others (storytelling, using social media, pitching an idea)

I HAVE VISION
- ❑ See the possibility for change
- ❑ Set goals
- ❑ Inspire and motivate others to action

I TAKE ACTION
- ❑ Make decisions
- ❑ Solve problems
- ❑ Create and seize opportunities
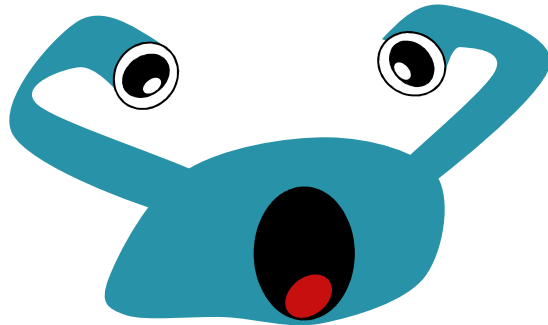
Source: Women Win Theory of Change

Unit 16
COACHING TO EMPOWER GIRLS

Knowing how to use sport as a tool for inclusion
Do I understand how Sport can be used to include and empower girls?

Understanding the target group
Am I aware of the specific needs and specific chalenges of women and girls in my community ?

Self-Awareness
Am I aware of my own genderstereotypes? Do I need to change my own attitudes or behaviour in any way?

Working together
Who could help me in my organisation or my community to provide (better) sport opportunities for girls?

Learning Needs?
Do I feel sufficiantly competent to to train and empower girls through sport? Where do I think I still need to learn more?

Being a role model
Do I know how I can be a role model for the girls I coach? Do I think I am able to live up to that role?

Implemented by

Does anyone want to share some of his/her self-reflection thoughts with the group?

Unit 17
EVALUATION, FEEDBACK, CERTIFICATES