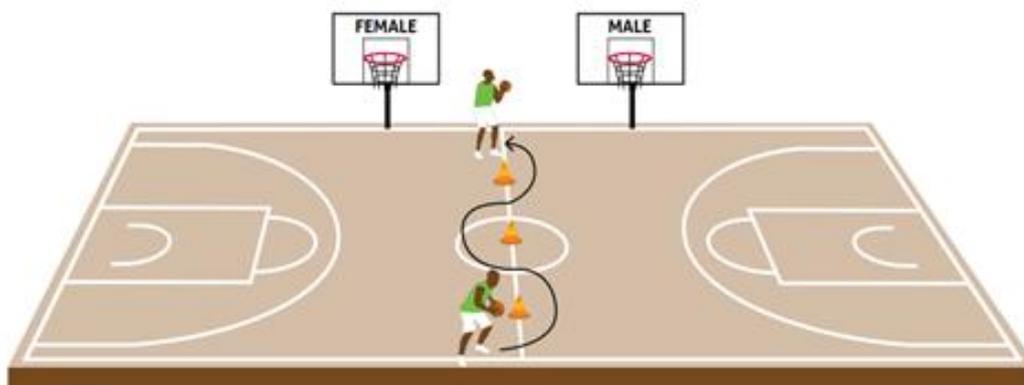


# S4D Activity SDG 5: “Gender Stereotypes”

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

Category S4D Activity <sup>1</sup>	Phase	Duration	Target Group	Setting	Equipment/Materials
Shooting Competition/ Ball game	Main Part	15 min.	11-15 years	Basketball court	2-3 balls, 3-4 cones, 2 baskets

S4D COMPETENCES <sup>2</sup>	
<b>LIFE COMPETENCES/SKILLS</b>	<b>SPORTING COMPETENCES</b>
Self-competence: <b>Critical ability</b>	<b>Motor competences:</b> coordination <b>Technical competences:</b> dribbling, ball-handling, shooting <b>Tactical competences:</b> Make clever choices
<b>Learning Objectives Life Competences</b>	<b>Learning Objectives Sporting Competences</b>
<i>After the training session children/youth are able to:</i> ... analyze and de-construct their own gender stereotypes ... reflect on their own gender identities and gender roles ... decide on their own gender identities and gender roles	<i>After the training session children/youth are able to:</i> ... dribble and handle a ball more precisely with both hands (coordination). ... shoot a ball more precisely into the hoop. ... make clever choices below the hoop.



Description			
<ul style="list-style-type: none"> <li>Set up 3-4 cones in a line in front of the two baskets.</li> <li>Let participants line up behind the cones.</li> <li>Communicate with participants which basket is labelled female/male.</li> <li>When participants start to dribble into the slalom-course, shout out stereotypes or attitudes.</li> </ul> <p><i>Possible stereotypes or attitudes:</i></p>			
➤ Household duties	➤ Strong	➤ Caring	➤ Make-up
➤ Not allowed to cry	➤ Aggressive	➤ Beautiful	➤ Leaders
➤ Always emotional	➤ Polite	➤ Raising children	➤ Income
➤ Sensitive	➤ Blue	➤ Football	➤ Good in school
➤ Pink	➤ Professional careers	➤ Dancing	➤ Fearless

<sup>1</sup> Reference: [Manual Basketball4Life](#), p. 114

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

# S4D Activity SDG 5: “Gender Stereotypes”



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

## Variations

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

## The Reflection in 4 Steps

Coaches can decide if the reflection takes part after the activity or at the end of the session. There are many ways of conducting a reflection. [HERE](#) you'll find a guideline including examples of ways on how a reflection can be done and how participants can be organized. However, the coach can also use her/his own variations depending on the number of participants and space available. To facilitate a reflection for the S4D activity described, you can take the following steps:

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

**Step 1: REFLECT** - Ask the participants about their experiences during the S4D activity:<sup>3</sup>

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

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

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

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

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

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

To deepen the participants understanding of the topic and its relevance in their daily life, give them one or two tasks (“homework”) to do before the next training session.

## Examples:

1. Try to identify situations where you are treated differently because of your gender.
  - Do you agree with this treatment?
  - If not, try to ask the responsible person why you are treated differently.
  - If possible, communicate that you do not agree with that.
2. Try to identify 5 situations where you are thinking twice before doing something because of your gender.
  - 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.

<sup>3</sup> All questions listed are examples and can be replaced.