

S4D Activity SDG 5: “Make & Accept Rules”



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

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

S4D COMPETENCES ²	
LIFE COMPETENCES/SKILLS	SPORTING COMPETENCES
Self-competence: Critical thinking	Motor competences: coordination Technical competences: ball-control, dribbling, shooting Tactical competences: Act in a creative way
Learning Objectives Life Competences	Learning Objectives Sporting Competences
<i>After the training session children/youth are able to:</i> ... analyse barriers for girls and young women to participate in sport activities. ... question norms, practices and opinions with regard to stereotypes concerning gender and sexual orientation. ... apply alternative behaviors in the area of gender and sexual orientation.	<i>After the training session children/youth are able to:</i> ... act in a creative way and choose various solutions (“game creativity”). ... adapt quickly to new situations. ... play a known game with new rules.



Description
<ul style="list-style-type: none"> • Set up a football field. • Divide players into two equally balanced teams. • Tell the participants that they have to come up with their own rules for the game. Help them by facilitating the discussion. • Do not start the game before the participants agree on the rules they have discussed. All participants have to accept the rules. • If all players accept the rules, start the game and let participants play, but without a referee. • Observe how they handle the fouls and any bad behavior. • Intervene if you notice a player or team trying to “cheat”.

¹ Reference: [YDF Manual for Gender Awareness](#) , p. 61

² 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](#).

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Variations

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

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/methods on how a reflection can be facilitated 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. The following are suggested questions to help guide the reflection part of the described S4D Activity:

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

Step 1: REFLECT - Ask the participants about their experiences during the S4D Activity:³

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

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

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

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

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

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

To deepen the participants understanding of the topic and its relevance in their daily life, give them one or two tasks (“homework”) to do before the next training session. The participants can also come up with their own action steps.

Examples:

1. Try to come up with your own rules the next time you play a game with your peers. Make sure that everyone is included in the game and has equal and fair opportunities to win the game.
 - How was your experience?
 - Could you come up with your own rules? Did everyone accept the rules?
 - Did you feel like everyone had the same chance to win the game?

³ All questions listed are examples and can be replaced.