YDF Manual for Gender Awareness

Guidelines for Teaching Football and Life Skills
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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  Football Exercises

Lesson 3 - Understanding and Dealing with Gender Specific Behaviour
  Football Exercises

Lesson 4 - Gender Specific Physical Characteristics and Related Health Issues
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References and Recommended Books and Papers
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

- Pitch Line
- Ball Movement
  - Pass
- Hypothetical Line
  - Shot
  - Shot at target
- Distance Indicators
  - Ball Movement
  - Dribble
- Player Movement
- Coach
- Team 1
- Team 2
- Team 3
- Team 4
- Return way 1
- Return way 2
"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 materials 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 work sheets 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.
<table>
<thead>
<tr>
<th>Name of Lesson</th>
<th>Learning Aim</th>
<th>Time</th>
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<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td>The coach understands the roles and responsibilities of a YDF coach. The coach understands:</td>
<td>1 hr 45 min to 2 hrs</td>
</tr>
<tr>
<td>The Roles and Responsibilities of the YDF Coach to Raise Awareness about Gender</td>
<td>- Football is a sport for both girls and boys / women and men.</td>
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<td></td>
<td>- 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.</td>
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<td></td>
<td>- Many female players face challenges when playing football and there are barriers for girls' and young women's participation in football programmes.</td>
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<td>- The coach has the responsibility to</td>
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<td></td>
<td>▲ Ensure equal opportunities for female and male players.</td>
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<td></td>
<td>▲ Allow for equal participation of girls and boys in football programmes.</td>
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<td></td>
<td>▲ Use the potential of football to empower girls and boys.</td>
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<tr>
<td><strong>Lesson 2</strong></td>
<td>The coach understands:</td>
<td>3 hrs 5 min</td>
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<tr>
<td>Stereotypes around Gender and Football</td>
<td>- Social and cultural constructs (ideologies, religion, myths etc) determine the way we understand gender roles in society.</td>
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<td></td>
<td>- Traditional and modern society may contradict each other in their understandings of gender roles as well as ideas of what is feminine and masculine.</td>
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<td></td>
<td>- Stereotypes of football as a male sport, as well as ideas of what is feminine / masculine act as barriers to girls participation in football.</td>
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<td></td>
<td>- Language can be &quot;gendered&quot; and might be a barrier to girls' and young women's participation in football.</td>
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<td></td>
<td>- 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.</td>
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<td></td>
<td>- 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.</td>
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<tr>
<td>Name of Lesson</td>
<td>Learning Aim</td>
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<tr>
<td><strong>Lesson 3</strong></td>
<td>The coach understands:</td>
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</table>
| 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.  
- 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. | 1 hr 15 min |
| **Lesson 4**  | The coach shall be able to:  |
| Gender Specific Physical Characteristics and Related Health Issues | - Identify and understand gender differences in the human body and how they impact on male and female players' participation in football:  
  ▲ 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:  
  ▲ 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. | 1 hr 30 min |
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<tr>
<th>Name of Lesson</th>
<th>Learning Aim</th>
<th>Time</th>
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<tr>
<td><strong>Lesson 5</strong></td>
<td>The coach shall understand that he/she has the responsibility to:</td>
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<td></td>
<td>▶ Be aware of and respect women’s and children’s rights as human rights.</td>
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<td></td>
<td>▶ To teach players to respect women’s and children’s rights.</td>
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<td></td>
<td>▶ To teach players about the responsibilities that are linked to their rights.</td>
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<td>▶ The coach shall be able to connect women’s and children’s rights to his/her own life and his/her own behaviour.</td>
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<td>▶ The coach is able to identify children whose rights have been violated and is able to refer them to an appropriate support structure.</td>
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<td></td>
<td>▶ The coach is able to use football to raise awareness for women’s and children’s rights.</td>
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<td></td>
<td>▶ The coach is able to use football to teach players that rights come with responsibilities.</td>
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<td></td>
<td>▶ Coaches know how to deal with situations where other coaches violate women’s and children’s rights.</td>
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<tr>
<td><strong>Lesson 6</strong></td>
<td>Coaches shall understand the different opportunities to design and implement football programmes so they allow the empowerment of both girls and boys through football.</td>
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<td></td>
<td><strong>Opportunities at Individual Player Level</strong></td>
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<tr>
<td></td>
<td>▶ A code of conduct for players, teams and leagues.</td>
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<td></td>
<td>▶ Addressing barriers to female players’ participation in football.</td>
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<td>▶ Encouraging female players to take leadership positions in football.</td>
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<td>▶ Encouraging transfer of skills to other life Situations.</td>
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<td><strong>Opportunities at League Level</strong></td>
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<td></td>
<td>▶ A code of conduct for the league</td>
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## Overview of Lessons - Basic Training Level

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<tr>
<th>Name of Lesson</th>
<th>Learning Aim</th>
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<td></td>
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<td>1 hr to 2 hrs</td>
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<tr>
<td><strong>Lesson 7</strong></td>
<td>Coaches have an understanding of how to build the topics of Lesson 1-5 intro training units.</td>
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<tr>
<td><strong>Training Unit Samples</strong></td>
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<tr>
<td><strong>Lesson 8</strong></td>
<td>Coaches have an understanding of how to respond to some specific problems around gender in their teams and leagues.</td>
<td>1 hr to 2 hrs</td>
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<tr>
<td><strong>Case Study Box</strong></td>
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<td><strong>Lesson 9</strong></td>
<td>Coaches have an understanding of how they will implement learned lessons in their day to day practice.</td>
<td>2 hrs</td>
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<tr>
<td><strong>Planning for Implementation</strong></td>
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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.
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.
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 prices 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 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)
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. 51 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.


For more information on global rankings of international women’s football teams see: http://www.fifa.com/worldfootball/ranking/laftranking/gender=ffullranking.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.

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.

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

36 Asian countries have women’s teams, e.g. Afghanistan, Bahrain, Bangladesh, Bhutan, China, Democratic Republic of Korea, Hong Kong, India, Indonesia, Iran, Iraq, Japan, Jordan, Korea Republic, Kyrgyzstan, Laos, Lebanon, Malaysia, Maldives, Myanmar, Nepal, Pakistan, Palestine, Philippines, Qatar, Russia, Singapore, Sri Lanka, Syria, Thailand, United Arab Emirates, Uzbekistan, Vietnam.
Roles and Responsibilities of the YDF Coach to Raise Awareness about Gender

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.

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.

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 Penu, 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), Homera Sawa (Japan), Genovava Anonman (Equatorial Guinea), Magan Rapinoe (USA), Alex Scott (England), Janine Van Wyk, Alexandra Popp (Germany), Louisa Necib (France), Hannah Ljunberg (Sweden), Renate Lingor (Canada).
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 Worksheet 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.
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.

- awareness
- communication
- empathy
- empowerment
- respect
- responsibility
- tolerance

Types of Equipment useful for these Exercises

- Pitch
- Footballs
- Cones
- Differently coloured/ marked Cones
- Goals
- Markers
- Whistle
- Watch / Stopwatch
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”).

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

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

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

TEAM-TALK

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?

Tips
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).

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

“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
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 my 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
- 
- 
- 
- 
- 
-
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.
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.
LESSON 3

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

- Pitch
- Footballs
- Cones
- Differently coloured/mark Cones
- Goals
- Markers
- Whistle
- Watch/Stopwatch
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 expectations 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 gender roles 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 then 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 6 (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 or 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
Exercise 4

“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 behavior 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

3 - Understanding and Dealing with Gender Specific Behaviour
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
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.

Ensure that the other players don’t pick on the player who failed to score.

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.

Consider combining these two exercises.

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 goalkeeper.

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

**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 behavior

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.

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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.