Structuring Sessions to deliver Gender Awareness Education

YDF coaches should consider the following points when planning a training session:

- Clarity / Framework
- Decide on the focal point
- Build-up of training session
- Select game and exercise format
- Decide on organisation of training
- Plan training and break time

What focal points should YDF coaches decide on if they are delivering a football session that aims to develop football skills and deliver a message around Gender Awareness?

- The content of the training session should combine both a technical focal point and a Gender Awareness education message.
- One technical focal point is selected per session. Although the session is aiming to deliver a message around Gender Awareness, it should still have a technical focal point. This enables messages around Gender Awareness to be delivered whilst continuing to develop the football skills of the young people being trained.
- There should be a variation of games or activities around the same focal points. This applies to both the technical skill being developed and to the social message being conveyed through the session.
- The technical focal point and the social education message should change on a weekly basis.
- Varied movement exercises should be incorporated into every training session.
- Children best learn the tactical basics during small football games! There is no need for isolated tactical training.
**Transport Gender-specific Issues through Football Sessions**

YDF Coaches will structure training sessions to include a warm-up, main part, conclusion, and cool down. Coaches should consider how they can plan sessions to develop a football skill and deliver a message around Gender Awareness.

Gender Awareness Education messages can be included in every aspect of a training session or can be focused on one aspect i.e. the Warm-Up.

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<td>- Wind up with discussion - football, gender awareness or both.</td>
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In Lesson 7 coaches find sample lesson plans to integrate gender awareness education in regular football sessions.
LESSON 7

Transport Gender-specific Issues through Football Sessions
Football Session 1 - Gender stereotypes, Gender roles - Checklist

WARM UP

- 20 MINUTES
- 1 Ball for every player
- 8 Cones

MAIN PART

- 40 MINUTES
- 1 Ball for every player
- 6 Cones
- Bibs for half the players
- 2 Goals

CONCLUSION

- 30 MINUTES
- 2-3 Balls for every pitch
- 6 Cones for every pitch
- Bibs for half the players
- 2 Goals for every pitch
Transport Gender-specific Issues through Football Sessions
Football Session 1 - Gender stereotypes, Gender roles

WARM UP
20 MINUTES

PHASE 1

“Female or Male?”  - Dribbling
- Players dribble around in the mixed zone, each with their own ball. The coach gives advice on how they dribble.
- The coach then shouts out a statement/location (kitchen, garage, beer is for?, wine is for? etc.) from his statement list. As quickly as possible, the players have to decide which is the ‘correct-answer-zone’ and have to dribble in the zone. 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 (crunches, push-up, 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.

Variation
- At the beginning of the game, every player has 3 points. For every wrong answer, or being last on the correct answer-field, he loses a point. Players with 0 points are out (Juggling-exercises!). All players who still have all 3 points at the end are the winner.

PHASE 2

“Try to catch your partner”  (without ball)
- In a marked off area a couple - one male and one female player (or rather one is declared a female and the other one the male player) - run next to each other.
- The coach gives advice how to move.
- The coach shouts out a statement about gender attitudes (statements like strong, sensitive, weak etc.). If it is a male attitude, the male player will have to run away and the female tries to catch him.

Variations
- The variations should only be introduced when the previous ones are mastered by the group.
- “Try to catch your partner” with ball + dribble exercises between statements.
MAIN PART

40 MINUTES

PHASE 1

5-on-5
- The coach comments the game. He uses stereotypes and bashings (compare the picture on top) while playing.
- When the teams hear the coaches bashings or stereotypes, they have to stop the game and build a circle around the coach.
- The coach apologizes and the game starts again.

PHASE 2

Shooting competition
- The player starts to dribble into the slalom-course, when the coach shouts out stereotypes or attitudes.
- Depending on the statement (female or male attitude!), the player has to shoot on the left or right goal (compare the picture placed above) using the optimal foot. (left goal - left foot, right goal - right foot).

Progression
- Start with a shorter distance to the goal for beginners and increase it as they get used to it.
- Create a single competition: a right decision one point + goal another point ⇒ how many times in the end of the game?
CONCLUSION

30 MINUTES

GAME

5-on-5 game with a special task
- 2 teams - each with a goal + goalkeeper.
- Before the game starts both teams have to decide how to cheer when shooting a goal: “Cheer like girls” or “Cheer like boys”.

COOLING DOWN

PHASE 1

Balance exercises
- Standing on one foot, the other one is in the air in front of you.
- Try to stand still and not to lose balance. Control yourself!
- While standing on one foot, swing the other foot up and down and from the left to the right.

Only for advanced players
- The same starting-position: Standing on one foot, the other one is in the air in front of you.
- Close your eyes!
- You will see that it is much more difficult, because you don’t have an orientation point.
**Transport Gender-specific Issues through Football Sessions**

**Football Session 1 - Gender stereotypes, Gender roles**

**PHASE 2**

**Whole-body-workout - Bridge**
- The only contact with the floor is with your toes / feet and your forearm.
- The whole body should be in a line, as you can see on the picture.
- Therefore: Use your abdominals and your gluteus maximus tight to hold the position.
- Hold this position for 30 sec.

**Whole-body-workout - Side Bridge**
- Lie down on your side with your forearm flat against the floor and at a 90 degree angle from your torso.
- Use your abdominals and obliques to raise your body diagonally off the floor. Only your forearm and the side of your foot should be touching the floor. Hold this position.
- Don’t lower your hips.
- Hold this static position for 30 sec. then change sides.

**Balance exercise - with ball**
- While standing on one foot, try to dribble the ball around your standing foot (change direction!).
- Don’t forget to change the foot!

Boys tend to be stronger than girls.
Transport Gender-specific Issues through Football Sessions

Football Session 2 - Dealing with Gender-specific behaviour - Checklist

**WARM UP**
- 25 minutes
- 1 Ball for every player
- 16 Cones in 4 different colours
- Bibs for 1/3 of the players

**MAIN PART**
- 40 minutes
- 1/2 Pitch
- 1 Ball for every player
- 10 Cones
- 2 Goals

**CONCLUSION**
- 35 minutes
- 2-3 Balls for every pitch
- 5 Cones for every pitch
- Bibs for half the players
- 2 Goals for every pitch
LESSON 7

Transport Gender-specific Issues through Football Sessions
Football Session 2 - Dealing with Gender-specific behaviour

WARM UP

25 MINUTES

PHASE 1

Around the World
- A big field and four smaller fields in the corners are set up. The smaller marked zones (four different colours!) symbolizes four different nations.
- Each player has a ball.
- The players dribble around in the middle of the field. The coach gives advice on how they should dribble.
- On command: SOUTH AFRICA!

- As quickly as possible, the players dribble to the „correct field“. After every player has reached the field, they dribble back in the big zone.

Variation
The variations should only be introduced when the previous ones are mastered by the group.
- Instead of working with nation-commands, work with colours.
- Switch between nations and colours. Every field is named with a nation + colour.
- Increase the exercise in changing field-colours. The players have to orientate again.

PHASE 2

Playing with the right brain
- Divide the group into three teams according to:
  1. Color of the bibs - pass the ball on the ground to the player with same color of bib.
  2. Color of socks - catch and throw the ball to the player with same color of socks.
  3. Hair style - chip pass the ball or pass the ball with the foot out of your hands to the player with the same hair style.

- Each player ends up in three different teams. The variations should only be introduced when the previous ones are mastered by the group.
Transport Gender-specific Issues through Football Sessions

Football Session 2 - Dealing with Gender-specific behaviour

MAIN PART

40 MINUTES

PHASE 1

Create a sense of competition to make sure the different behaviours come out or are expressed.

- 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/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.

Mixed Team

- Create small groups of 5 (Girls team and boys team)
- Dribbling exercise around the cones and goal with a keeper or without
- Observe the reaction of the players (specific focus on boys and girls) especially after missing a goal.

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 of 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).
Transport Gender-specific Issues through Football Sessions

Football Session 2 - Dealing with Gender-specific behaviour

**PHASE 2a - 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.

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**PHASE 2b - 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.

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Consider combining these two exercises.
Also, take your time to reflect the behaviours.
TRANSPORT GENDER-SPECIFIC ISSUES THROUGH FOOTBALL SESSIONS

FOOTBALL SESSION 2 - Dealing with Gender-specific behaviour

CONCLUSION

35 MINUTES

GAME - HAPPINESS / PRIDE

Teamspirit and self-determination are encouraged in a game such as this one.

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.

Pointers
- Let the players play without rules and regulations.

COOLING DOWN

Stretching and Reflection

Three stretching exercises + reflecting of the training session:
How did you feel? Why did you react in that special way?

Stretching of the quadriceps muscles
- Get into the position as shown in the picture!
- Move your foot towards your body / gluteus maximus until the stretching is noticeable in the front thigh muscles.
Transport Gender-specific Issues through Football Sessions

Football Session 2 - Dealing with Gender-specific behaviour

Stretching of the back thigh muscles

Stand on the slightly angled supporting leg and stretch the other leg to the front, resting on the heel. Pull up the tip of the foot and slowly push the pelvis to the back until the stretching is noticeable in the back thigh muscles. The back remains straight.

Stretching of the adductors

Get into the position as shown in the picture!

Afterwards

Easy jogging for about 10 min

To be focused and having to decide quickly during the whole training session is very exhausting for the players. Jogging afterwards can make you feel better and let you ease your mind.

or

Football Tennis for 10 min

2-on-2 (5m no-go-zone +10 x 10m fields)
To calm down, have fun and train your creativity.
LESSON 7

Transport Gender-specific Issues through Football Sessions
Football Session 3 - Dealing with Gender-specific Physical Characteristics - Checklist

WARM UP
- 25 MINUTES
- 1 Ball for every player
- 10 Cones
- Bibs for half the players

MAIN PART
- 45 MINUTES
- 1/2 Pitch
- 1 Ball for every player
- 5 Cones
- Bibs for half the players
- 1 Goal

CONCLUSION
- 20 MINUTES
- 25m per Pitch
- 2-3 Balls for every pitch
- 5 Cones for every pitch
- Bibs for half the players
- 2 Goals for every pitch
**Warm Up**

25 Minutes

**Phase 1**

A

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   /
 /  
/    
/     
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B

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   |
 /  |
/    |
/     |
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“Criss-Cross”

- Half the players line up on the one line, the other half lines up on the opposite line (A).
- Each player has a ball.
- On command all of them run to the opposite side, taking care not to hit any of the other players.

**Variations**

- All players line up along the lines of all four sides of the pitch (B).
- Each player has a ball.
- On command all of them dribble to the opposite side.
- In this exercise the players have to be very alert not to collide with any of their team-mates. They are coming from all sides: front, the right and the left side.
- Give them different exercises with the ball while dribble from side to side:
  - Swinging between both feet etc.
- Every line / side is given a number (1 - 4). On command: (1 + 2 or 1 + 2 + 4) these two teams dribble to the other side. You can start a competition: which “team” / side reaches the other side first (first one ⇒ one point).
- + two commands: first one; number and second one: direction (1 + 3 and after a second left or right).
- Right means left and left means right (the opposite!)
  - You really have to be focused!
- Instead of giving them a number, give them a name of famous female / male players!
**Transport Gender-specific Issues through Football Sessions**

**Football Session 3 - Dealing with Gender-specific Physical Characteristics**

**PHASE 2**

*Passing the gate / border*
- Half the players line up in one field, the other half lines up in the opposite field.
- Each player has a ball.
- On command all players run to the opposite side, taking care not to hit any of the other players.
- “Ladies first!”
- Initially the exercise will be easy, e.g. dribbling only with the stronger foot. Then the difficulty will be increased, e.g. dribbling with the weaker foot or swinging between both feet.
- You have to orientate not to hit anyone!

**Variations**
- Start a competition! TEAM MESSI vs. TEAM MARTA.
- Which team gets to the other first. The last player reaching the field counts.
- Every player gets a number (1 - 6 in both fields):
  ▲ On command (one number, two numbers, three numbers etc.) the players with the called number try to reach the field on the other side, the team how reaches the field first wins.
MAIN PART
25 MINUTES

PHASE 1

“Control and Speed”
- Divide into 2 teams.
- Set up cones for players to dribble in between.
- 1 player from each team dribbles through the cones as quick as they can and pass to the next player after the last cone.

Tip

This exercise works in teams with players being older than 12 years.
In U12 teams individual differences are greater than gender differences.

Observe the different tempes between male and female players. Explain the difference using other sports as well, i.e. The fastest male in the world is faster than the fastest female in the world.

Make players aware of the differences between individuals of the same sex even in boys only teams.
**PHASE 2**

**Shooting-Contest**
- The players start from the starting-cone and dribble towards the goal.
- Boys have to shoot from their shooting-zone (16m) and girls from a lower distance (12m). You have to adapt the distance on the training-level of your group.
- Always train your weaker foot as well.
- Start a contest: girls against boys!

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**PHASE 3**

**Speed-Contest**
- Boys have to start from a higher goal-distance.
- When the coach passes the ball in front of the goal, both players can start to run for the ball. The one who reaches the ball first can shoot on goal.

**Variations**
- Variate in the starting position:
  - from standing position
  - from squatting position
  - lying face down
  - lying face up etc.

When you have strong female players in your team, group them with the boys so they can develop their skills according to their performance level.
CONCLUSION

20 MINUTES

GAME

5-on-5 + 1 female impartial player
- 2 teams - each with a goal + goalkeeper
- The female player plays in the team which has the ball.

Generally, a 30mx40m pitch is used. This time, however, a smaller pitch will be made chosen to strengthen the female players.

Often the female player have a better technique but they can’t compete with the boys because of their lower strength and athelctics.

COOLING DOWN

Gender-specific and appropriate whole-body-workout

Boys are stronger than girls. That’s why you have to challenge boys in another way than girls. Therefore, here are three progressions of specific muscles-workouts.

Strengthening the chest - Push-Ups - First level
- Take the starting-position as shown on the photo (Knee down and support yourself on slightly bent arms). Place your hands on the floor and straighten your arms. Lean only on your hands legs.
- Bond your arms and lower your body (upper part) until your head is a couple of inches from the floor.
- Then straighten your arms until you are in the starting position.
- Try to use the full range of movement - not only half way!
- Don’t do it too fast!
Transport Gender-specific Issues through Football Sessions
Football Session 3 - Dealing with Gender-specific Physical Characteristics

**Strengthening the chest - Push-Ups - Second level**
- Take the same starting-position as in the first exercise, but move your legs up/off the floor.
- Then, start to move your chest down to the floor again.

**Strengthening the chest - Push-Ups - Third level**
- Take the push-up starting-position: Place your hands on the floor and straighten your arms. Lean only on your hands and toes, while keeping your body in a straight line.
- Bend your arms and lower your body until your head is a couple of inches from the floor.
- Then straighten your arms until you are in the starting position.
- Girls: 10 repetitions.
- Boys: 15 repetitions.
- Team-Competition: GIRLS against BOYS - as many as you can do + add the repetitions

**Strengthening the whole body and abdominals - Bridge**

A - **Static position**

B - **Dynamic position**
- The picture shows the starting-position.
- Then try to walk with your legs alternately.
- The toes have to leave the ground!
Transport Gender-specific Issues through Football Sessions

Football Session 3 - Understanding the physical characteristics of boys and girls better

**Strongening the whole body and abdominals - Bridge - First level**
- Lie down on your side with your forearm flat against the floor and at a 90 degree angle from your torso. Your upper foot also has floor contact and is supporting a stable position (less difficult).
- Use your abdominals and obliques to raise your body diagonally off the floor. Only your forearm and the sides of your foot should be touching. Hold this position.

**Strongening the whole body and abdominals - Bridge - Second level**
- Lie down on your side with your forearm flat against the floor and at a 90 degree angle from your torso.
- Use your abdominals and obliques to raise your body diagonally off the floor. Only your forearm and the side of your foot should be touching. Hold this position.

**Strongening the whole body and abdominals - Bridge - Third level**

**Advanced exercise**
- Lie down on your side with your forearm flat against the floor and at a 90 degree angle from your torso.
- Use your abdominals and obliques to raise your body diagonally off the floor. Only your forearm and the side of your foot should be touching. Then move your upper foot in the air.
- Hold this position.
LESSON 7

Transport Gender-specific Issues through Football Sessions
Football Session 4 - The Right to Play - Checklist

WARM UP

25 MINUTES

1 Ball for every player
4 Cones
Bibs for half the players
1 Rubbish Bin

MAIN PART

45 MINUTES

1/2 Pitch
1 Ball for every player
8 Cones
Bibs for half the players
1 Goal

CONCLUSION

20 MINUTES

2-3 Balls for every pitch
5 Cones for every pitch
Bibs for half the players
2 Goals for every pitch
WARM UP
20 MINUTES

PHASE 1 - BRING A FRIEND!

Players understand that each right comes with a responsibility and duty.

"Dribbling"
- Divide the players into 2 teams (newcomers and regulars)
- The regulars each get a ball and dribble inside a grid
- Newcomers chase after them and try to catch / touch them
- Players must count how many times they touched someone

Variations
- Follow your partner and imitate all of his movements:
- Every player gets a ball, the regular have to dribble with the weaker foot, the newcomers are able to use both feet.
- The regulars have to do other activities with the ball.

Pointers
- Create a safe zone for those dribbling the ball, 2x2 metres square in the middle of the grid.

PHASE 2

All players have to collect the training material, especially between the different exercises it is there responsibility.

"Clearing the Field"
- The strikers (blue) pass the ball around, trying to get into a good position to shoot the ball onto the target (the rubbish bin in the middle of the pitch)
- The defender (red) tries to prevent the strikers from hitting the rubbish bin.
- After the rubbish bin was struck by the ball, another player will replace the defender and try to prevent the rubbish bin from being hit.

Variations
- The strikers only have one minute to try to score a hit on the rubbish bin.
- The regulars can only hit the bin with the weaker foot or have to score with the first contact.
**MAIN PART**

**45 MINUTES**

**PHASE 1**

**Tip**

Begin with the shorter distance and increase as they get used to it.

**“Passing”**
- Pair the players according to regular and newcomer.
- Let the regular who brought the newcomer show them how to pass.
- Join groups together should there be too little balls.

**Variations**
- Regulars: Use both feet to challenge yourself while passing.
- Pass with one contact back to your partner.
- Newcomers: Try to use both feet. Your partner can show you how to do it.
- Control the ball and pass it back. Next step: only three, two concats.
- Change around players and introduce more passing games, moving from easy to hard.

**PHASE 2**

**Tip**

Shorter shooting distance and bigger distance between the cones for beginners and no keeper in the beginning until they get used to the exercise.

**“Dribbling”**
- Every player gets a ball.
- They must dribble through the cones at their own pace and take a shot at goal at the end.
- Too little balls? Have the goalkeeper pass the ball to the player next in line instead of each player having a ball.

**Variations**
- Regulars: Use both feet while dribbling and shooting from the start.
- Newcomers: Try to dribble around the slalom-course using both feet.
- Consider placing the cones for the newcomers more directly in front of the goal should the newcomers have problems scoring goals at an angle.
CONCLUSION

20 MINUTES

GAME

Standard game with rules decided by the players
- 2 teams (i.e. 5-on-5) - each with a goal + goalkeeper.
- Mixed teams - mix newcomers with advanced players.
- Rules for regulars: only three bell-contacts, play with your weaker foot, goals with the weaker foot, direct goals (one contact - this contact has to be the shot).

Add simple rules to encourage teamwork and fair play, i.e. If one team scores, all players from both teams celebrate.

Tip

Observe how they handle the fouls and unlawful behaviour. Intervene if you notice a player or team trying to "cheat".

COOLING DOWN

Partner stretching exercises

Take care of your team-mate! It is your responsibility to make him/her feel better not to hurt him/her. Make your training partner feel relaxed after a training session!

Stretching the back leg muscles

- While one player is lying on the back, the stretching-partner leaves one leg stretched on the floor (fix the stretched leg with your knee) and the partner lifts the other leg high up.
- Hands of your partner lying on the floor.
- The stretching-partner pushes the leg toward the chest until it is in a painless position. Then hold the position for 15 sec.
Transport Gender-specific Issues through Football Sessions
Football Session 4 - The Right to Play

**Stretching the front leg muscles**
- While lying relaxed on the chest (legs on the floor), your stretching-partner moves one leg towards your gluteus maximus and fixes the other leg with his/her knee on the floor.
- Hold this stretching-position for 15 sec - without pain - in this position.

**Stretch your whole body / Relaxing factor**
- While one player is lying relaxed on the back. The stretching-partner stretches your arms by taking the player's hands behind his/her head and pulling him/her carefully towards his/her position.
- The spine will be stretched in a very relaxing way.

**Trust your partner!**
- Find a partner and lead him/her with closed eyes through a training field (8mx8m) and a lot of cones and other objects (balls) lying around.
- Focus on the responsibility you have when your partner cannot see anything. He/she depends on you!
A female player stops coming to practice.

**LESSON & INSTRUCTION**

- Speak to other players that may know what the reasons for the absence of the player are.
- Call the player or visit the player to find out what the reasons are.
- If the parents do not support her, speak to the parents, find out about their concerns and highlight the benefit of football for their daughters development. Try to accommodate the concerns of parents and discuss solutions, when possible involving the player.
- Encourage the player to address other reasons; offer your support when possible.
- If you think that other players may have similar reasons to stop coming to practice, talk about this in a team talk. Help players to identify possible barriers for participation and how they can be addressed.
- Run football exercises that address possible barriers to the female players’ participation.

**TIME**

- Always ask for reasons, when a player does not turn up for a practice session.
- Follow up when the player does not attend 2 or more times in a row.

**NOTES FOR THE COACH**

There may be many reasons for a female player stop coming to practice, the lack of support from parents, household chores and the fear of being called a lesbian are some of the main reasons. For more information on barriers to girls and young women’s participation in football see Lesson 6.1.2.
A coach overhears two players talking about a female player. They are calling her a lesbian.

**LESSON & INSTRUCTION**

- Talk to the two players and ask them why they think that the player is a lesbian. Ask players why there would be a problem if the player is lesbian.
- Explain to the players that it’s not right to talk about somebody behind their back.
- Explain to the players that all players need to respect each other regardless their sexual orientation.
- At next possible practice session talk to all players about gender stereotypes, about gay and lesbian people, and why this is or is not a problem for the team. Use questions in Work Sheet 2, cases 1 and 2.
- Run football exercises that teach “respect” and debrief the exercises by talking about the importance of respect in the team.
- Remind players of code of conduct, add “respect of other sexual orientations” to the code of conduct if it is not already there.

**TIME**

- Speak to the players who talked about the female player after the practice session.
- At next possible practice session talk to the team.
- If the players openly call the player a lesbian during the practice session, stop them immediately.

**NOTES FOR THE COACH**

Often female players are called lesbian, just because they cross the boundaries of traditional gender roles. Because football is seen by many as a male sport, people think that girls or women who play football cannot be “real” girls or “real” women. Many players but also the wider public have a problem with gay or lesbian players and they gossip or even openly humiliate or abuse such players. This is a human rights violation. The coach has to stop such violations and needs to address stereotypes about women and men as well as football.

See Lesson 2 for more information about gender stereotypes and how to address them.
LESSON 8

Case Study Box

You coach a mixed team and during a session one day, a father of one of your female players storms onto the field and drags his daughter away whilst cursing at you.

LESSON & INSTRUCTION

- Let the game continue to avoid players hearing what the father is saying.
- Do not respond immediately to the father and let him take his daughter home.
- Speak to other players and also the father to find out what the reasons for the father’s behavior may be and look at both sides of the story:
  - Is father violent, does he violate the rights of his daughter to play? Why?
  - Or is the player not doing her responsibilities?
- If you find out that the father believes that the daughter should not play football for some reason:
  - Visit parents and discuss the concerns of parents.
  - Consider how you can accommodate concerns of parents, and make changes (e.g. times of practice sessions and games so that players can attend to household chores, church service, etc.).
  - Run information sessions with parents.
  - Keep parents constantly informed about your teams activities and achievements - send sms to inform about results of games etc.
- If you find out that it is the player who neglects household chores or school work in order to attend practice:
  - Remind player of his duties and that every right comes with a responsibility.
  - Discuss with player how she can accommodate her chores.
  - Involve other players in the discussion so players can share their ideas and support one another where possible.

TIME

- After practice session when it happened and at next possible practice session.

NOTES FOR THE COACH

If the father believes that football is no sport for girls, check lesson 2 for more ideas about gender stereotypes and why they exist.

- Check Lesson 6.1.2 for more ideas of how to address barriers to girls’ participation in football.
- Check Lesson 6.3.2 for more ideas of how to run information sessions with parents.
You are coaching a group of U14 boys. One day a girl turns up to practice. The boys tease and snigger despite the fact that the girl is a good player. It seems that the boys just don't want to play with the girl.

**LESSON & INSTRUCTION**

- Intervene as soon as possible before the matter gets worse and ask male players to stop the teasing.
- After practice session call your team together and ask male players:
  - How they would feel if it was their sister who would join the team.
  - How they would feel if they were join a new team and the other players would tease them.
  - To apologize to the female player.
  - Speak to players about their team’s vision.
- At next practice session:
  - Run football exercises that help integrate new players.
  - If male players believe that girls cannot play football, challenge them by running specific football exercises that help to challenge this attitude. Explain that all players can improve their technical skills if given a chance to do so. Make players aware about professional women’s football.
  - If male players believe that girls have no right to play, challenge them with football exercises and team discussions.
- In future:
  - Whenever there is a new player joining the team, be a role model, welcome the new player warmly, and do a warm up exercise that helps new players feel welcome.

**TIME**

- Stop teasing immediately.
- Have a team talk after practice sessions.
- Use football exercises in coming practice sessions to address perceptions of male players.
- Run a “warm up” football exercise that helps integrate new players, when ever a new player joins a practice session.

**NOTES FOR THE COACH**

- Check Lesson 2 for football exercises that help players to reflect attitudes towards the other gender in their team.
- Check Lesson 3 for football exercises that help integrate new players.
- Check Lesson 5 for ideas of how to teach players about rights and responsibilities.
You are coaching a mixed team of players under 10 years. The girls only recently joined the team, they were recommended by the local school. The boys can control the ball much better than the girls.

LESSON & INSTRUCTION

- Do welcoming and greeting football exercises to welcome new players.
- In first practice sessions with new players do joined practice sessions where differences in skills levels do not matter so much and give new players a sense of achievement.
- Do joined sessions where new players can learn from more experienced players; in the debrief of such sessions highlight the improvements of new players.
- Allow some time for separate sessions to allow the more experienced players to develop their skills - avoid the feeling that they are slowed down by the new players.
- If male players believe that girls cannot play football, highlight that differences in skills level can have more to do with length of experience of a player, than with gender. Explain that all players can improve their technical skills if given a chance to do so. Make players aware about professional women’s football.
- If male players believe that girls have no right to play, challenge them with football exercises and team discussions.

TIME

- Whenever new players join the team pay special attention to run exercises that integrate new players easily.

NOTES FOR THE COACH

- Check Lesson 4 for more information on differences in the male and female body and how they impact on participation in football.
- Check Lesson 3 for football exercises that help integrate new players and cater for different skills levels.
- Check Lesson 2 for football exercises that help players to reflect attitudes towards the other gender in their team.
In a girls team: One of your players has a “boyish” look, she has very short hair, and very flat breasts. She is one of your best players. During a match, players of the opposing team call her names, intimidate her, question her gender and provoke her to give proof that she is a girl.

LESSON & INSTRUCTION

Ideally the referee intervenes in such a situation and penalise the offending players.

If not:

1. If the rules of your league allow, call a break and speak to the referee and the coach of the opposing team; request that the players stop the intimidating action; refer them to the players ID card that proves that the girl is a girl.

2. Call a break and speak to your player that has been offended; encourage her to resist the provocation, she does not have to fight back, and she does not have to be intimidated; Remind other players to show loyalty to their team mate, but that they should not respond with violence in doing so.

3. After the game gather your players:
   - Ask the player who has been offended how she feels about the incident.
   - Remind other players that the behaviour of opposing team members was disrespectful and intimidating;
   - Highlight what the offended player says how she feels about it; remind players to never offend someone because of his/her looks.
   - Discuss with players what makes a girl a girl; remind players of the danger of stereotypes.

4. Report the incident at the next league coordination meeting. Encourage a code of conduct for the league to help prevent such incidence in the future.

TIME

- Step 1 + 2 when the inappropriate behaviour happen
- Step 3 + 4 after the game and in next practice session

NOTES FOR THE COACH

- Humiliation is a form of violence.
- Stereotypes about women and men lies at the heart of this case. Stereotypes about gender roles are the cause of much sexual violence. You can use this incidence to talk about the damaging power of stereotypes as well as cultural and social beliefs that support violence against girls and women.
  - Check YDF Manual on Violence Prevention for more information on how to deal with conflicts and how to support victims of violence.
  - Check lesson 2 in this manual for more information on stereotypes and how to address them in football.
  - Check lesson 5 in this manual for more information on human rights violations in football.
In a boys’ U18 team: You are in a practice session with your players and a group of girls are passing by. Some of the girls are wearing revealing clothing. The players start calling out to them, making lewd comments and sexual gestures.

**LESSON & INSTRUCTION**

- Call all your players over and tell them:
  - That taunting people is disrespectful and is a form of violence that may hurt people.
  - That no matter what a girl is wearing she does not deserve sexual violence.
  - That most people do not welcome that type of attention and that no one is impressed by that behaviour.
  - That their behavior breaks with the teams’ code of conduct. If your team’s code of conduct does not have a point about respecting girls and women, negotiate with your players to add it on.

- Enforce the penalty that they have agreed upon for breaking with this rule in the code of conduct.
  - Have a discussion with players about what makes a man a man.
  - Emphasize that strong men do not need to insult women to get their attention.
  - Run football exercises with focus on developing respect and tolerance in players.

**TIME**

- Step in as soon as the inappropriate behaviour starts, but continue with practice session.
- After practice session come call players together and discuss some of the questions.
- If you have a longer discussion about “what makes a man a man” allow for about 30 min. Prepare players to bring some extra time for this at next practice session.

**NOTES FOR THE COACH**

It is important to make players aware that even language can be abusive and can cause damage. With their abusive language they commit sexual violence.

- For more ideas on how to promote violence prevention in football and how support young offenders and victims of violence check out YDF Manual for Violence Prevention.
Case Study Box

The steering committee of your league or organisation always puts items that concern female players or women's football at the bottom of the agenda.

**LESSON & INSTRUCTION**

- Find out about the procedure for the prioritisation of agenda points.
- Negotiate for fair prioritisation of the agenda points.
- Request to look into treating women issues fair by the committee.
- Make the committee aware of the importance to attend to matters that concern women's football in the organisation.

**TIME**

- When you observe over a series of meetings that agenda points concerning women's football are moved to the bottom of the agenda, and time spent on these points is never sufficient.
- Request a prioritisation of the women's football agenda point before the meeting when you receive the agenda, or at the opening of the meeting, when the agenda is introduced by the chairperson.

**NOTES FOR THE COACH**

You may need to raise awareness for gender inequalities in your organisation. Check Lesson 6.2.3 and 6.3.2 for more ideas on how to advocate for gender awareness in football and community structures.
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. It is also important that coaches have a better understanding of gender roles in society as well as physical characteristics, and how to deal with these in day to day football practice.

You can use the following checklist to check whether your football programme is “gender sensitive” and to identify needs to address certain gender issues in your team and football programme.

**Checklist: is your football programme gender sensitive?**

If you want to reflect whether your football programme is gender sensitive and gives male and female players the same opportunities you can ask yourself and your managers and colleagues the following questions:

- **Is gender equality a goal for your football programme?**
  - How so? What efforts are made to implement that goal?

- **Are there equal opportunities for male and female players in terms of number of matches, training sessions, educational events, travel possibilities, workshops, etc.?**

- **Are there specific guidelines regarding codes of conduct for male and female players?**
  - Are these guidelines enforced?

- **Are there appropriate role models (including coaches, referees, etc.) for female players?**

- **Are there guidelines for codes of conduct for coaches and referees?**

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Planning for Implementation

- Are certain activities stereotypically seen male or female?

- What messages do female players receive when they get out on the playing field? When they read the organisational literature (e.g. posters, brochures)?

- How are girls or young women being encouraged to participate in training sessions?

- What are the procedures if female players drop out?

Planning to take action

It is important to increase knowledge and awareness about gender issues in football and how football can make a contribution towards promoting gender equality. However, to make a real difference, we need to take action, and we need to become agents of change. Using the planner (Work Sheet 21), YDF coaches can plan to take action.

Goal

The planner ask you to set some goals, what you would like to achieve in order to make a contribution to raise awareness and address gender issues in and through football. This is the same as setting a goal or some objectives for a football training session. Setting a goal gives direction to the actions you will take to achieve it.

Challenges

Addressing gender issues in and through football is not without its challenges. We should be honest and identify what they might be.

Solutions

In planning to achieve our goals we consider the challenges and identify the different options we have. We then weigh up each solution and select the best solution that will enable us to achieve our goal.

Motivation

Finally having set your goals, identified the challenges, selected the best solution to achieve your goal, you need to consider how motivated you are to achieve the goals you have set. If your motivation is low it is unlikely you will see things through and achieve the goals you have set.
Other Useful YDF Manuals

Manual for Instructors

Manual for Coaches
(also available in Portuguese)

Manual for Violence Prevention

Manual for HIV Prevention

Manual for Environmental Awareness

Manual for Event Management
Useful Websites

- International platform on sport and development: www.sportanddev.org
- Information on Women’s Football in South Africa: www.sawomenssoccer.com
- Information about an international organisation that uses sports to advance women’s rights: www.womenwin.org
- Information on International Women’s Football: http://www.fifs.com
- Amnesty International, an international platform to raise awareness for human right violations world wide: www.amnesty.org
- Gender Links, a South African organization that raises awareness for human rights violations against women and children: www.genderlinks.org.za
- Centre for the Study of Violence and Reconciliation (CSVR), a South African organisation conducting research into violence against women and children and provides a directory of services addressing gender based violence in South Africa: www.csvr.org.za/wits/gender/directory/index.html

Movies and Video Clips

- Documentary: “Kick like a girl”
  - Trailer available on Youtube: http://www.youtube.com/watch?v=Y1BzwQR6ops
  - Whole movie available here: http://www.kickiikeagirlmovie.com/
- YDF feature: “Journey to Confidence”
  - Available on Youtube: http://www.youtube.com/watch?v=8vkL1McOsE1
- Motivational Video Clip: “Are you going to finish strong?”
  - Available on Youtube  ➔ Long version: http://www.youtube.com/watch?v=H6ZuKF3dxCY
  - Short version: http://www.youtube.com/watch?v=6x7PF1YWsvY&feature=related