

# SPORT AGAINST GENDER INEQUALITY

## ACTIVITY WORKBOOK 2 LEADERSHIP

*Online Sport for Development Activity  
Resource in Response to COVID-19*



The Commonwealth

*Martha Farrell*  
FOUNDATION

[www.prosportdev.in](http://www.prosportdev.in)



# ***SPORT AGAINST GENDER INEQUALITY***

## ***ACTIVITY WORKBOOK 2***

### ***LEADERSHIP***

This activity workbook, part of the Sport Against Gender Inequality (SAGI) online resource pack, provides practitioners with a guided sport activity-based session to help mixed-gender participants learn the importance of leadership and become aware of the qualities of a leader, in order for them to be able to tackle gender-based stereotypes and violence in their families, communities, among peers and within local institutions.

These resources have been adapted from the Kadam Badhate Chalo programme with the support of the Commonwealth Secretariat, so that they can continue to be used in contexts where isolation or public hygiene conditions must be observed, or in contexts where health and safety regulations require modification.

You will have the option of conducting this session via an online platform or in-person. Information pertaining to safeguarding during online and in-person sessions will be outlined within the workbook, along with all necessary safety precautions to be taken pertaining to COVID-19 for in-person sessions.

### **Gender Equality & Sustainable Development Goals (SDGs)**

Gender inequality is a global and pervasive phenomenon that disproportionately affects women and girls worldwide. Given this context, the SAGI online resource will enable the achievement of the following targets outlined within SDG 5: Gender Equality:

- 5.1: End all forms of discrimination against all women and girls everywhere.

- 5.2: Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.
- 5.3: Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation.
- 5.5: Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

SAGI will utilise sports-based activities to create safe spaces in order to assist practitioners to engage with young people of all genders so that they can learn and unlearn their pre-conceived notions about gender and develop leadership capability. Using sport as an underlying methodology, SAGI builds the capacity, resilience and confidence of adolescents to recognize, resist and take action on issues of violence against women/girls in their own families, communities and local institutions, and encourages them to take collective action in order to bring a positive shift in mindsets of various stakeholders.

Moreover, the joint collaboration by PSD, MFF and the Commonwealth Secretariat has enabled the development of SAGI, by combining diverse expertise, experience and resources in order to share evidence-based approaches with practitioners to enable the above-mentioned targets relating to SDG 5. Hence, SAGI contributes towards SDG 17: Partnerships for the Goals, specifically the following targets:

- 17.9: Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the sustainable development goals, including through North-South, South-South and triangular cooperation.
- 17.16: Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries.

# **Teaching Objective**

To make participants understand the qualities of a leader and the importance of leadership in driving change.

# **Learning Outcomes**

- Participants learn how to set an example for their peers.
- Participants learn to take responsibility and make appropriate decisions.
- Participants learn to inspire their team members.

*Notes:*

*Reading Material – It is extremely important that you read this document in detail before going through this activity workbook for planning and delivering the session.*

*Safeguarding & COVID-19 Information – Please refer to this document for detailed information relating to safeguarding and COVID-19 precautions while conducting the session.*

# Preparing for the Session

## SPACE

**Online:** Small indoor enclosed space per participant, for e.g. inside a room, in a verandah, on the balcony.

**In-Person:** Indoor or outdoor space approximately 20m X 10m in dimension, clear of any obstructions.

## TIME

**Total Session Time:** 60 minutes

**Preparation & Introduction** (10 mins)

**Conducting Session Activity** (30 mins)

**De-brief & Conclusion** (20 mins)

## EQUIPMENT

**Online:**

- 1 small ball per participant (or any non-breakable, non-injurious household item such as soft toy, apple, pillow, etc.)

**In-Person:**

- 10 flat cones
- 1 face covering/ mask per participant
- 1 small tennis/soft ball per participant (or any other small non-injurious sports equipment such as flat cones)
- 1 bottle of hand sanitizer
- 2 handouts of activity list

## PARTICIPANTS

**Total Participants:** 10

**Between the ages of 14-18 years**

**Mixed-gender group, including at least 50% girls**

### ***Notes for Instructor for Session Preparation:***

- Prepare for the delivery of the activity by ensuring that you start organizing adequate space and equipment required for the activity.
- Gather your materials and equipment if it is an in-person delivery.
- Setup the activity as per the instructions provided in the video.
- If it is an online delivery, communicate with the participants before the session about the materials that they are required to keep handy to participate in the activity.

## ***Session Methodology***

### ***Introduction (10 minutes)***

- Welcome the participants to the session.
- Enquire about how they are feeling and ensure they are comfortable before you start.
- Inform the participants about the objectives of the session.
- If it is in an online delivery mode, ensure you explain to the participants how to use the technology in order to maximize their learning and participation experience.
- Ask the participants to share their thoughts on the following questions:
  - What are the qualities of an ideal leader?
  - Can everyone become leaders? Why or why not?
- Make a note of the responses of the participants, and inform them that you will discuss these with them at the end of the session.
- Prepare for the delivery of the main activity for the session, by ensuring that you start organizing adequate space and equipment required for the activity.

# Conducting Session Activity (30 minutes)

## Name of the Activity: Island Survival

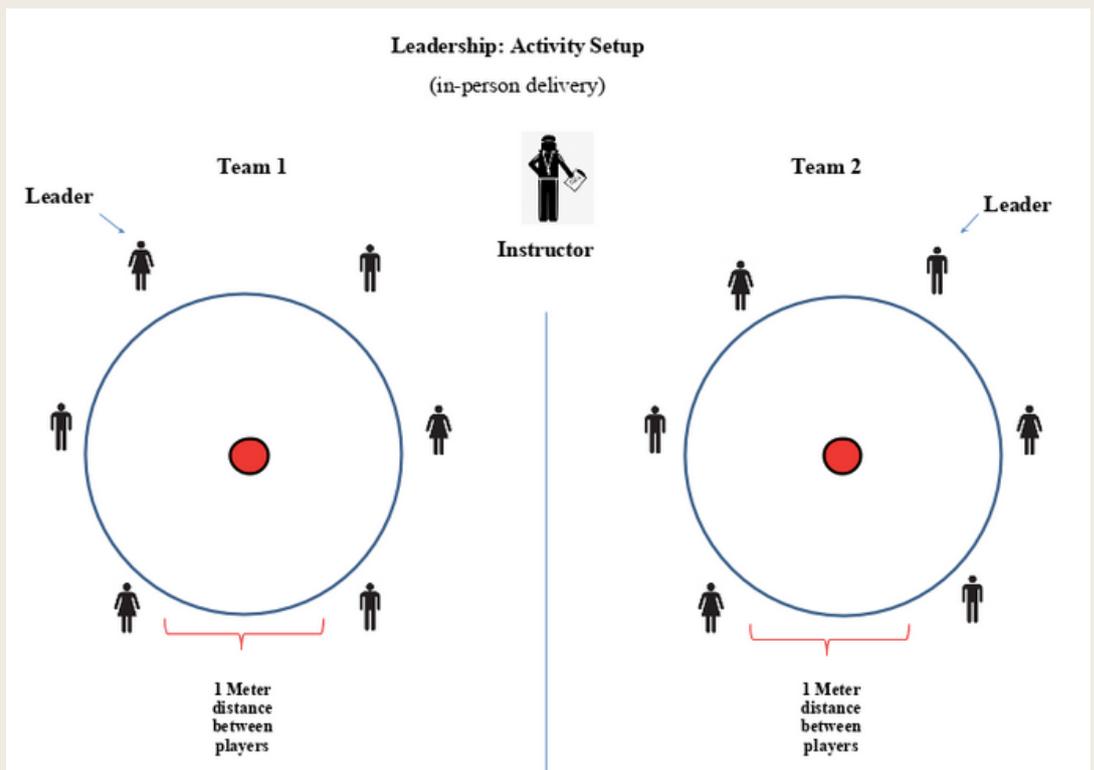


Setup the activity as shown below.

### Online Setup



### In-person Setup



**Conducting Session Activity (30 minutes)**

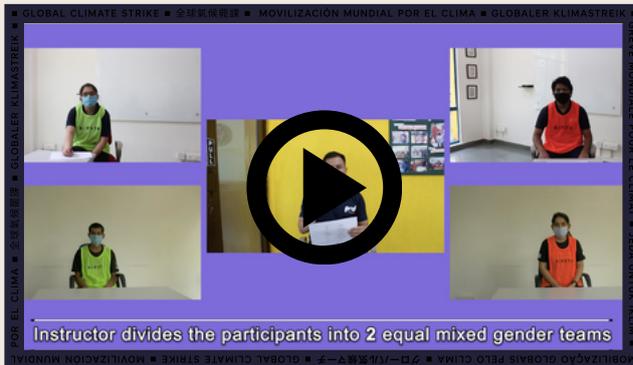
**Name of the Activity: Island Survival**

**2**

***Provide instructions to the participants on how to participate in the activity.***

*Follow the video for instructions on how to deliver the activity.*

Online



In-person



***Note: Please download Online / In-person activity-related handout to assist with the delivery.***

**3**

***Deliver the activity to the participants.***

It is extremely important that instructors follow the below-mentioned safeguarding best practices and COVID-19 guidelines while delivering the session in-person.



## Safeguarding Best Practices

- Always put the welfare of the participant first.
- Treat all participants equally, with respect and dignity. This includes ensuring that your activities are accessible for all participants.
- Do not neglect participants, and ensure that you are praising everyone within the group.
- Work in an open environment and avoid private or unobserved situations, where possible.
- Encourage open communication.
- Maintain a safe and appropriate distance from participants and avoid unnecessary physical contact with them.
- When working with mixed-gender groups, consider having instructors of different genders.
- Do not over-train or over exhaust the participants. Make sure they are given appropriate break time.
- Ensure the use of safe and proper equipment.
- Keep a written record of any abuse that occurs during the session, or if you identify any potential signs of abuse, along with details of action taken.
- Take permission before touching a child, even if it is to tend to an injury.



## Additional Online Safeguarding Best Practices

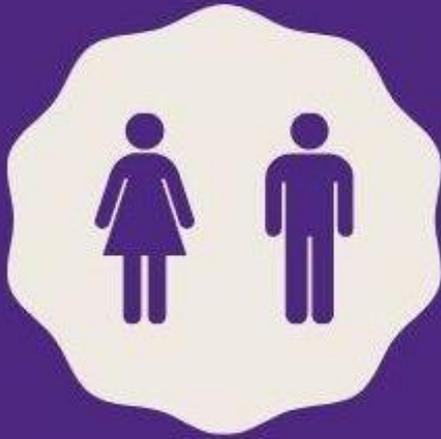
- Choose an accessible online platform which has robust privacy and security settings.
- Monitor who has access to the participants' online profiles, and safeguard them from potential abuse from strangers or anonymous accounts.
- Use online accounts that have been authorised by the organisation to communicate with the children. Never use personal accounts.
- Be mindful of your body language, and ensure that the clothing that you are wearing is appropriate.
- Set appropriate online behavioural standards which are applicable to instructors and children. Ensure use of age appropriate and respectful language.
- Ensure the communication is relevant to the session and the material at hand; prevent participants from disclosing personal and private information.
- Ensure that all participants are included in the discussions and activities being conducted online.
- Put in place strict moderation guidelines, which clearly indicate what is allowed and what is not allowed to be posted.
- Ensure that your online content is accessible to all participants and, if needed, caters to their special needs.



## COVID-19 Guidelines

- Conduct activities outdoors rather than indoors for better ventilation.
- Ensure availability to handwashing, alcohol-based hand sanitizers and hygiene facilities.
- Ask all participants to wash or sanitize their hands before and after the activity.
- Ensure that all participants are using face coverings and/or masks that cover both their face and nose.
- Ask participants to bring their own water bottles, and do not allow them to share their water with others.
- Do not allow participants to share any personal items with other participants.
- Avoid hand shaking, hugs, or any contact between participants – come up with new, creative ways of congratulating or expressing other emotions.
- Do not share equipment between participants. If equipment has to be shared, ensure that it is thoroughly sanitized before being handed over to a new participant.
- Ask participants and instructors who are feeling sick or who have been in contact with a sick person to avoid attending the sessions.

## Tips to deliver the activity



*Ensure that there is equal participation of everyone:* Give equal opportunities to all participants, irrespective of gender, ability, religion, caste or age, to participate in the games. Encourage all participants in the session to equally and actively participate in it, and ensure no one is left behind.



*Respect for different genders:* Ensure mixed-gender teams are created so that all participants encourage, respect and learn from participants of various genders.



*Support or appreciation of each others' efforts:* Encourage cheering on fellow participants and promoting positive feedback between themselves during games.



*Having mutual respect for each other:* Mutual respect between participants as well as participant-instructor relationships should be reinforced during games and must be apparent during communication.

## Tips to deliver the activity



*Ensuring fairplay and honesty:* Encourage participants to follow the rules of the games and activities, and to be honest with their teammates, opponents and the instructor (for eg. keeping an accurate count of the score/ points in a game).



*Listen to every participants' suggestion:* Communication between participants and instructors should be positive at all times. This will help encourage a participant's confidence and enhance self-esteem.



*No participant is discriminated against:* Participants should be treated equally and given an equal opportunity to participate and express themselves during games.



*Give every participant the opportunity to express their ideas and feelings:* The instructor should consider a participant's ideas and suggestions, give added responsibility to individuals, and allow them to make decisions during the session.

### ***De-brief & Conclusion (20 minutes)***

- Gather all the participants together after the completion of the activity; ensure all participants are wearing their masks or covering their faces with a cloth and keeping a minimum distance of 1 meter between each other.
- Ask the participants how they are feeling after playing the game. Ask the participants if they enjoyed the game or not, and what did they specifically enjoy or dislike.
- Lead the de-brief by initiating a discussion with the participants; the discussions can be initiated by asking a series of questions.
- Start by de-briefing the outcomes of the activity, along with the behaviour of the participants within the activity; relate these to the learning outcomes as well as the participants' responses to the questions relating to leadership. Instructor can use the questions below as a guide:
  - How did the captains feel while leading their teams? Explain in five words.
  - What did the participants think about their captains?
  - As a captain, did you feel responsible for your team? Why or why not?
  - Each captain refers to the items collected by their teams during the games.
    - Do the captains and their teams feel these items collected will be appropriate for their survival on the island?
    - Why did the captains assign particular members of their team to collect specific items?
    - While deciding the items to be collected and/or the team members to collect these items, did the captains consider suggestions from their team members?
    - Were the rest of the team members satisfied by the captains' strategies?
  - During the activity, how did the captains and/or other team members encourage/inspire others?
  - Those participants who had a female captain, how did they feel? Have they been previously ever captained by a female?

- In case any learning outcomes of the activity are missed during the participants' response to the above questions, the instructor should add the same to the discussions.
- The instructor then moves on to relating these learning outcomes from the activity to the participants' everyday lives, encouraging them to provide real life examples. Instructor can use the questions below questions as a guide:
  - What were some of the qualities displayed by the captains during the activity that were desirable? Do we use these qualities in our everyday lives? Please provide examples.
  - How can you take up leadership in your own lives on a daily basis? Please provide examples.
  - Do we usually see female leaders in our everyday lives? How many female sports coaches do we see? Can you give some examples of female leaders in your communities/ society?
  - What is the difference between being led by a female and/or a male leader? Why?
  - How many here think they can lead in the future? Why?
  - What qualities are required to be a good leader? Does the gender of the leader matter?
  - How do real life leaders in your own families, communities and societies motivate you? Give examples.

*Please note that these are generic de-brief questions; however, the instructor is best placed to either use these questions or come up with their own, as the de-brief will depend on the specific context, group of participants and behaviours observed during the activity.*

- Conclude the session by thanking the participants for their active participation and highlighting the main learning outcomes of the session.

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***Leadership***



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