

SPORT AGAINST GENDER INEQUALITY

ACTIVITY WORKBOOK 3

DEVELOPING PRACTICAL UNDERSTANDING ON GENDER

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



The Commonwealth

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ACTIVITY WORKBOOK 3

DEVELOPING PRACTICAL UNDERSTANDING ON GENDER

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 develop practical understanding of the concept of gender and its manifestation in daily lives.

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 introduce the term 'gender' to a group unfamiliar with the concept.

Learning Outcomes

- Participants understand difference between sex and gender.
- Participants identify gender as a social construct.

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: 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 (20 mins)

De-brief & Conclusion (30 mins)

EQUIPMENT

Online:

- 20 blank paper chits (per participant)
- 2 boxes/bowls (per participant)
- 1 piece of paper & pen (per participant)
- A table and a chair (per participant)
- 1 Tennis or soft ball (per participant)

In-Person:

- White board and markers
- 2 sets of flashcards
- 2 chart papers and multiple pens
- 1 face covering/ mask per participant
- 1 bottle of hand sanitizer

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 that they are comfortable.
- 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.

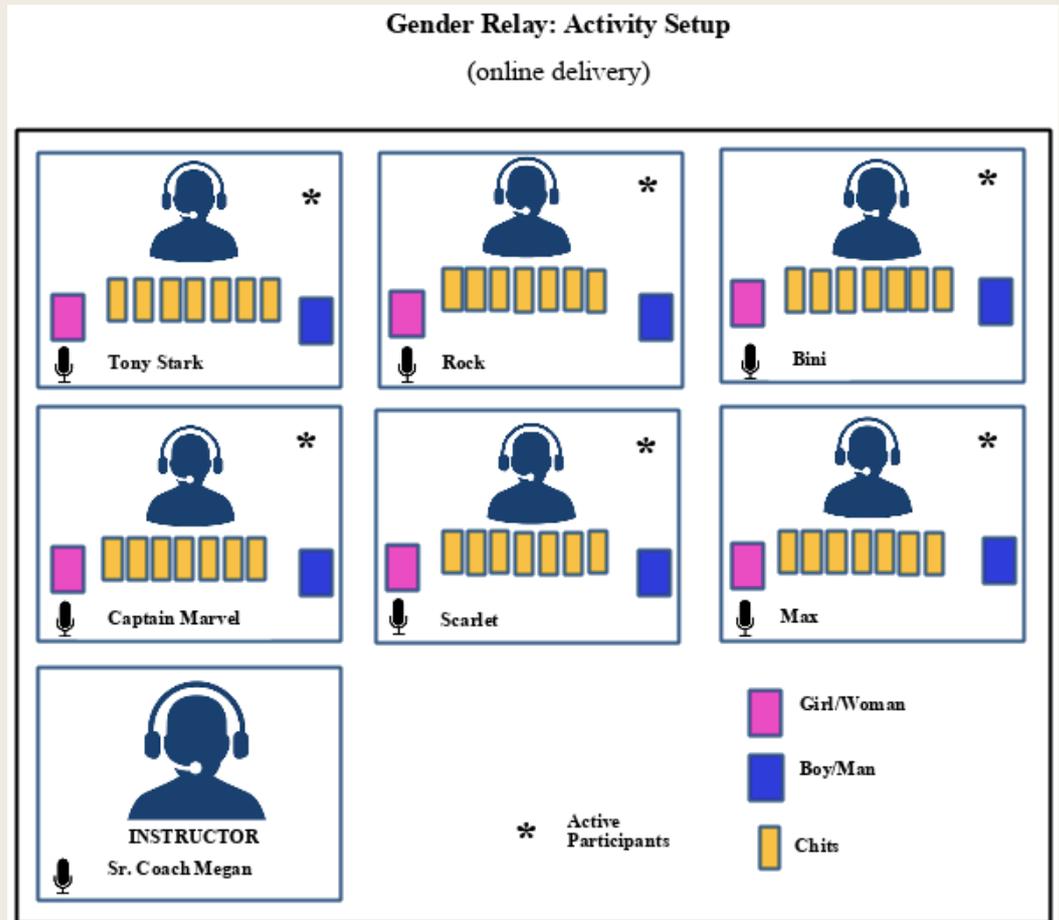
Conducting Session Activity (20 minutes)

Name of the Activity: Gender Relay

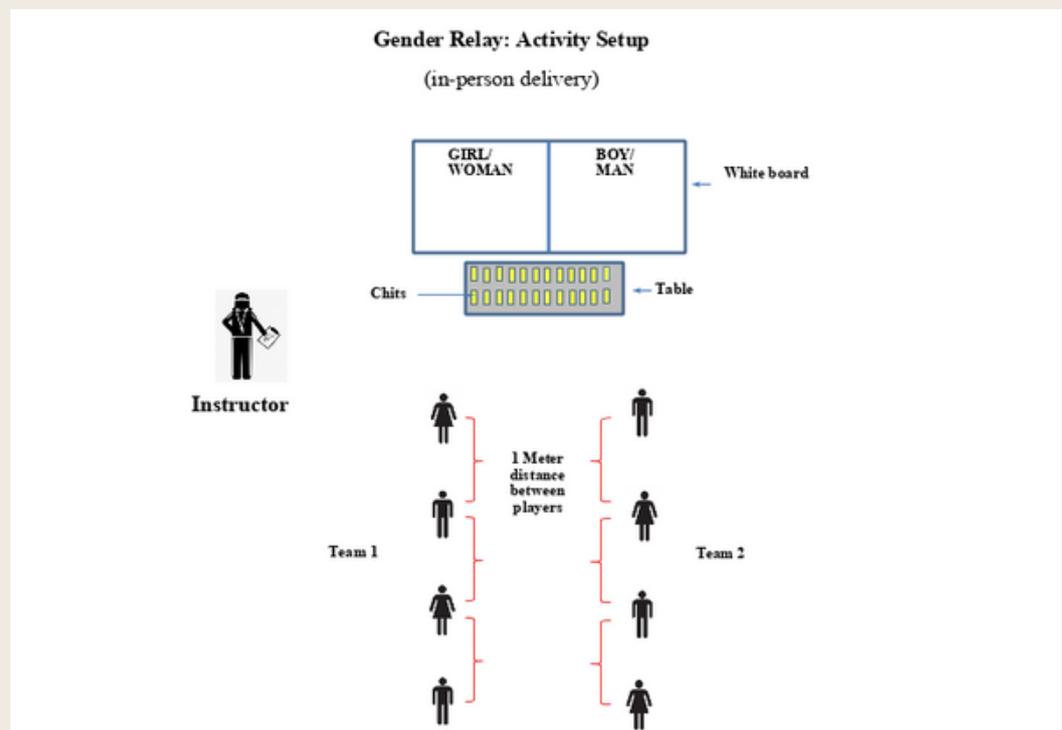


Setup the activity as shown below.

Online Setup



In-person Setup



Conducting Session Activity (20 minutes)

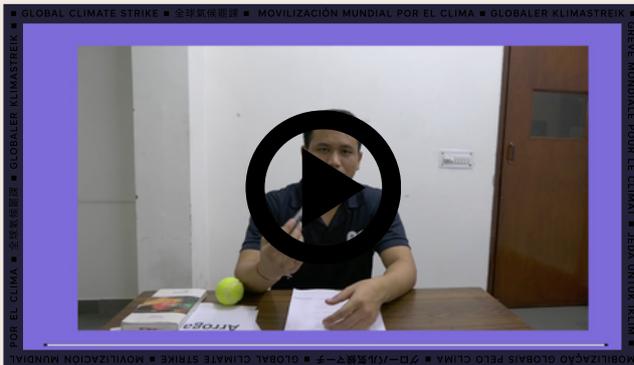
Name of the Activity: Gender Relay



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.



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

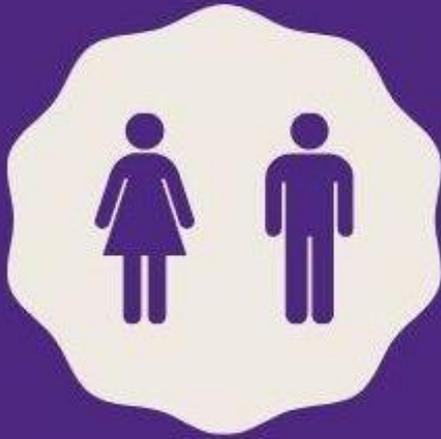
- Choose an accessible online platform which has robust privacy and security settings.
- Monitor who has access to the participants' online profiles, and safeguard them from potential abuse from strangers or anonymous accounts.
- Use online accounts that have been authorised by the organisation to communicate 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 (30 minutes)

De-brief

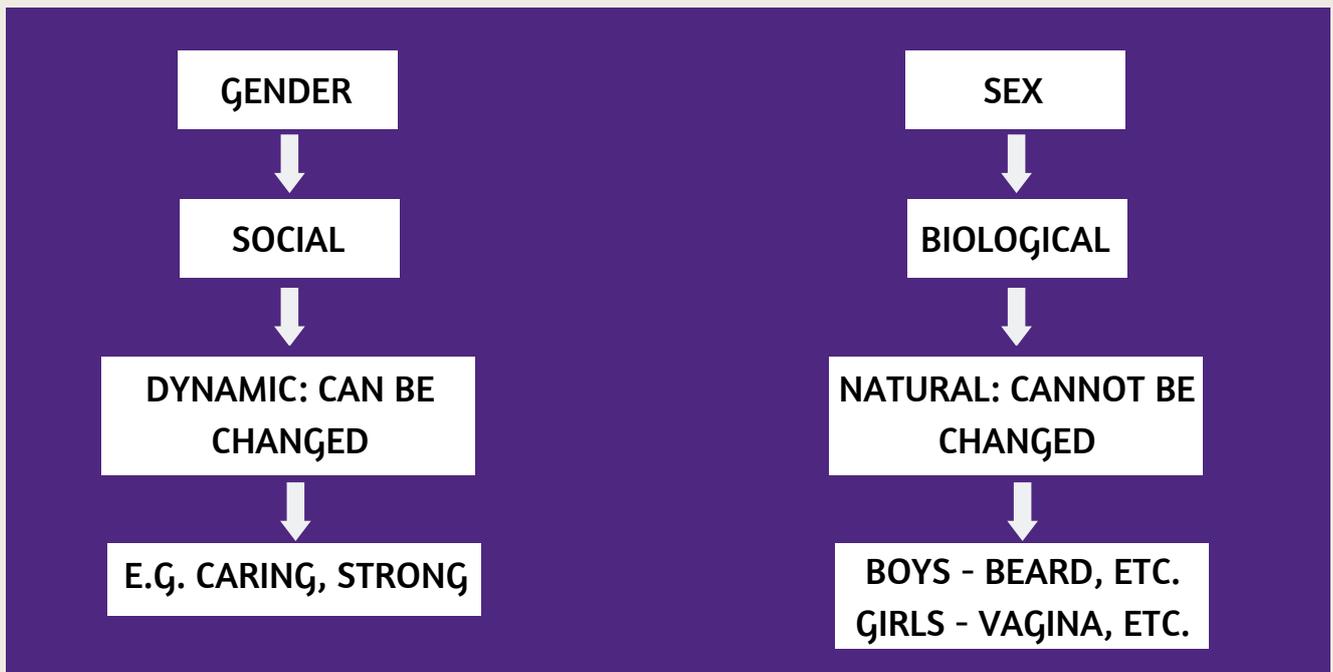
- If you are delivering an in-person session, ask participants to get into their team for discussion; ensure all participants are wearing their masks or covering their faces with a cloth and keeping a minimum distance of 1 meter between each other.
- If you are delivering an online session, ask participants to discuss together with everyone.
- They should discuss/reflect:
 - Why they placed each word in either section?
 - If there were any words that confused them.
- Allow each group/individual to share their thoughts in the plenary.
- Elicit a reaction/response from the other group/individuals.
- Now ask each group/individual to look at the words in their half of the board and discuss:
 - Which words are fixed.
 - Which words can be swapped.
- Add or ask participants to add two sub columns on each side of the board:
 - Fixed
 - Can be swapped
- Allow a member of each group after deliberations to either go up to the board and place the words in these new sub-columns OR make changes to their own charts

Conclusion

- Explain that the words that are fixed are sex.
- Explain that the words that can be swapped is gender.
- Ask the participants to provide a definition for sex and gender.
- Validate their definition.
- Explain to the group that sex is biological and remains unchanged unless one takes recourse to medical interventions; even then, certain things such as menstruation and childbirth do not change.
- Gender should be then introduced as a concept where each word is discussed at length and eventually, there will be a group realization that these are just labels that are related to the personality of an individual and it has nothing to do with gender.

Most importantly, these are products of the socialization process; they can easily be changed if one wants them to.

- It should be explained that the physical characteristics (breasts, moustache, beard, menstruation and childbirth) that an individual is born with defines its sex. However, traits like loving, caring, strength, etc. or tasks that individuals perform have nothing to do with the sex of that person. The following flowchart should be explained to the participants for further clarification:



- Give an example:
 - The fact that women give birth is biologically determined, but the fact that they are expected to also do all the housework because they are women is socially constructed. That men are expected to be 'brave' and 'strong' are all socially constructed. Explain how it is so deeply ingrained in us that it is almost natural for us – just like how we placed the words.
- Explain that gender is learned behavior. Provide an input on gender as a spectrum, but highlight that gender is not restricted to these labels. It is not binary but a spectrum with multiple dimensions. The below terms can also be explained:
 - **Cisgender:** People identify themselves as the sex they were born with.
 - **Transgender:** People identify themselves to the gender other than the sex they were born with.

- Ask participants their reflection of the exercise.
- Ask participants if they have observed such stereotyping in their lives, especially when they play sports; ask participants to share any examples.
- Conclude the session by thanking the participants for their active participation and highlighting the main learning outcomes of the session.

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Developing Practical Understanding
on Gender



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