

SPORT AGAINST GENDER INEQUALITY

ACTIVITY WORKBOOK 4 SOCIALLY CONSTRUCTED GENDER-NORMS

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



The Commonwealth

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FOUNDATION



SPORT AGAINST GENDER INEQUALITY

ACTIVITY WORKBOOK 4

SOCIALLY CONSTRUCTED GENDER-NORMS

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-norms and their 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 facilitate an understanding on gender and socialization processes.
- To link how socialization processes influence gender norms and stereotypes.

Learning Outcomes

- Participants become aware of one's own perceptions about gender and any associated discomfort.
- Participants understand how gender stereotyping impacts an individual's life choices.

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 (20 mins)

De-brief & Conclusion (30 mins)

EQUIPMENT

Online:

- Paper and pens

In-Person:

- 1 Football
- 10 flat cones
- Chart paper and pens
- 1 face covering/ mask per participant
- 1 bottle of hand sanitizer
- Activity handout

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 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 do 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 before you start.
- Inform the participants about the objectives of the session.
- If it is in an online delivery mode, make sure to explain to the participants how to use the technology in order to maximize their learning and participation experience.

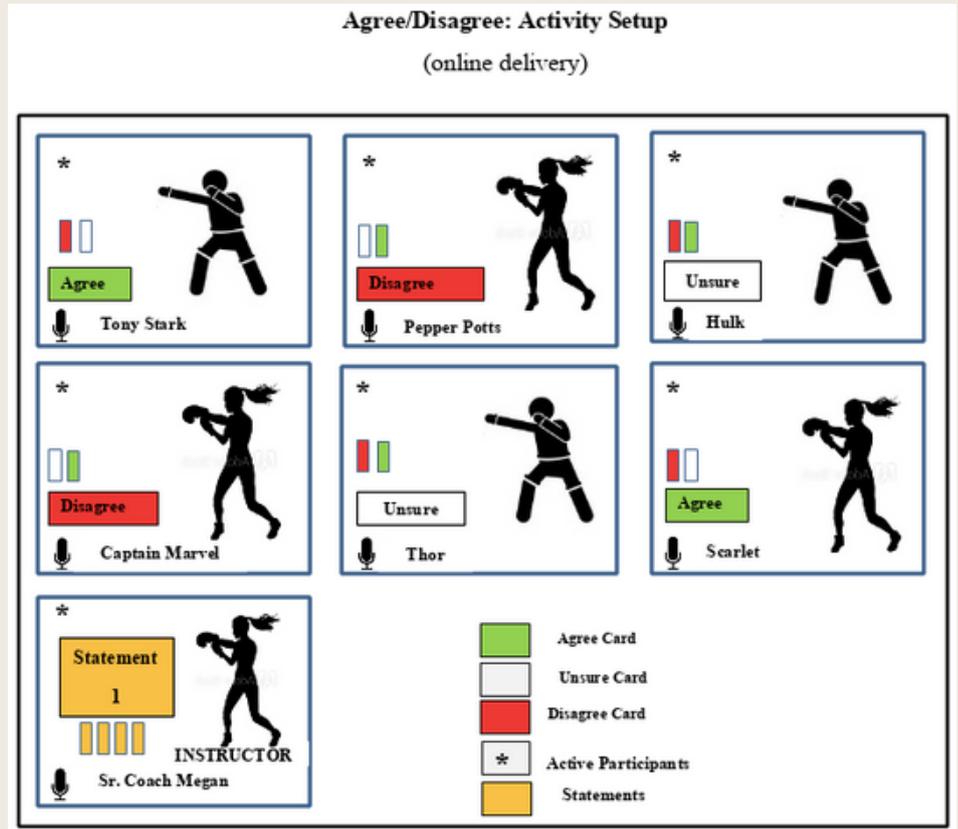
Conducting Session Activity (20 minutes)

Name of the Activity: Agree / Disagree

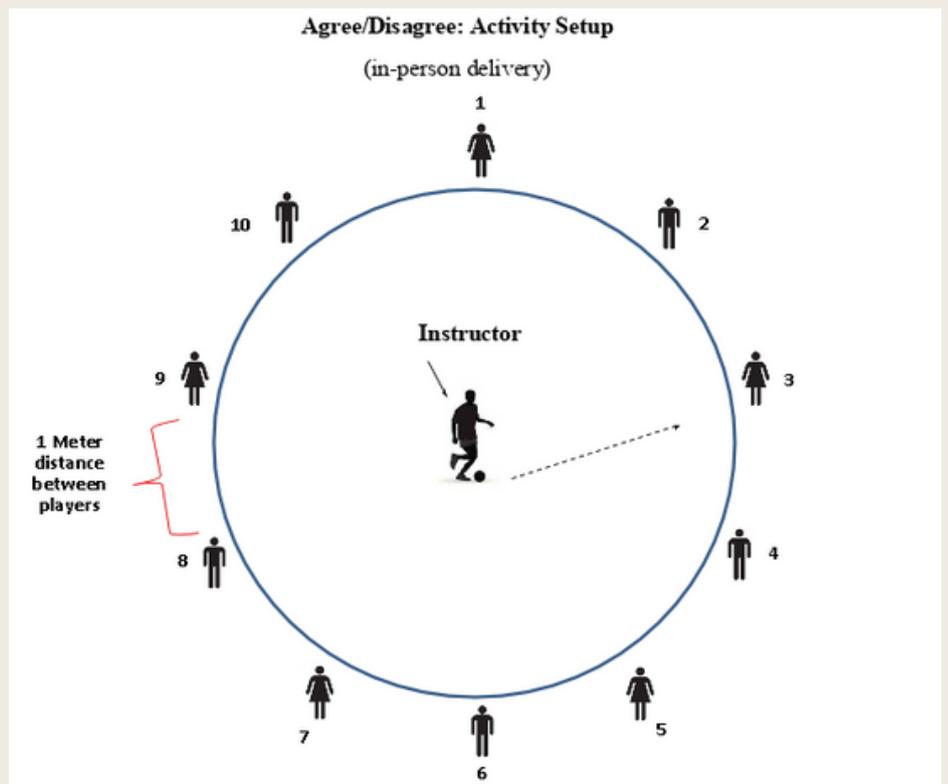


Setup the activity as shown below.

Online Setup



In-person Setup



Conducting Session Activity (20 minutes)

Name of the Activity: Agree / Disagree

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

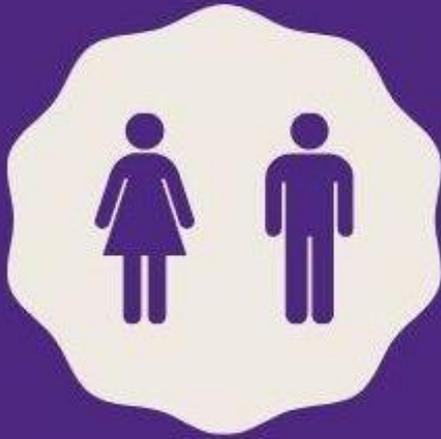
- Choose an accessible online platform which has robust privacy and security settings.
- Monitor who has access to the participants' online profiles, and safeguard them from potential abuse from strangers or anonymous accounts.
- Use online accounts that have been authorised by the organisation to communicate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

De-brief (20 minutes)

- Gather all the participants together after the completion of the activity; if the delivery is in-person, 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 participants to look at/think about the responses that they gave to each statement.
- Guide them into a conversation by engaging the participants in a discussion about gender stereotypes and the expectations placed on boys and girls solely because of their gender.
- Refer to the background reading to go through explanations for each statement that will be used in the activities.
- The facilitator should encourage the participants to share experiences from their own lives and engage in a dialogue rather than giving a lecture. Give examples to show how gender stereotypes might not be true. (For e.g. Mary Kom is a world and Olympic boxing champion and has broken several gender-based stereotypes, wherein it is considered problematic if a girl is tough or if a boy is soft – both are not accepted)
- After the debrief, the instructor should ask the participants to re-assess the statements and their responses to them.

Conclusion (10 minutes)

Summarise the learnings of the session by going through the below mentioned important points:

- Certain images and biases are prevalent in our society when it comes to choosing careers for men and women. These have their roots in the typical roles assigned to women and men by society.
- Gender norms can be so ingrained that people often accept them as ‘the way things are’ and fail to recognise the power they have to shape expectations and behaviour. Boys, for example, are more likely to receive positive feedback if they play with toy cars or tools, whereas for girls there is generally a lot more emphasis on playing with dolls and looking after their personal appearance. [1]

1. <https://resourcecentre.savethechildren.net/library/manual-empowering-young-people-preventing-gender-based-violence-through-peer-education>

- From an early age, we are taught to believe that boys should not cry or display emotions, as this is deemed to be feminine behaviour. On the other hand, girls are not expected to be strong, as their fathers, brothers and husbands are expected to protect them.
- Both men and women/boys and girls are under pressure to live up to the norms expected of them by society. Breaking away from these traditionally defined roles is difficult and takes a lot of courage.

Suggested Homework for Participants

Ask participants to think and reflect on below questions:

- **What are your family's expectations of you?**
- **What are society's expectations of you?**
- **What are your desires and aspirations?**
- **What did the experience of participating in the game tell you about being male or female?**

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

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