

Streetwise 14

Gender Equality Toolkit



Co-funded by
the European Union



Middelfart
KOMMUNE



Foreword

2024

For the 2024 Streetwise14 Paris project we have updated this toolkit with important added information about the use of blue and green cards during the tournaments.

The blue and green card use for social inclusion, gender equality and general respectful behaviour during the events has been presented by new consortium partner Futbol Mas.

It further completes this toolkit for Gender Equality within the Streetwise14 tournament, which is used by our coaches and volunteers throughout the activities.

Gender Equality Toolkit:

BACKGROUND

In order to address the problem of gender equality in street sports in line with the overall tournament vision, this toolkit combines the expertise of project partners on the topic, directed to two audiences: coaches, trainers, or other community leaders working with youth in sport, and the youth themselves. The idea is to train adults in the topics in this toolkit, so they can then share the ideas, messages, and activities with the youth they work with.

The toolkit first provides information and examples for the two target audiences, followed by activities to be used to encourage discussion and reflection on gender, equality, and fair play through an approachable medium.

Information to share with youth:

Gender
Confidence
Role Models
Family
Identity

Quotes, tips &
tricks for
addressing with
youngsters:

Confidence & self image
Influence on the courts
Role models
Safe environment
Family & neighborhood
Gender & LGBTIQ
Equality

'I'D LIKE TO FEEL MORE SELF- CONFIDENT'



CONFIDENCE & SELF-IMAGE

How can sports & games stimulate self-confidence?

You can exercise together and learn a great deal on the Cruyff Court, especially if everyone is being positive towards each other.

But a lot of the girls I play with are still insecure about how good they are. They sometimes feel ashamed in front of other players or spectators at the Cruyff Court. I recognise that in myself too. And I can become even more insecure if a team mate makes an unpleasant comment, or someone laughs at me if I do something wrong. Some girls then no longer feel like participating, or even coming along to the Cruyff Court. I've also been told that some people think we only come because we want attention from the boys and that makes me feel really uncomfortable.

NORAH

Insecurity and embarrassment can stop girls from exercising or playing sports. Creating a positive, supportive atmosphere is therefore incredibly important in order to break through this barrier.

AM I GOOD ENOUGH?

Being afraid of not being able to do something, or of being embarrassed, can be reasons for girls to adopt a cautious attitude. Or possibly not to participate with sports activities at all'. Their self-confidence can be affected when they feel they don't meet the level of the rest of the group. That's why it's important for girls to be positively approached by team mates and coaches. Making sure their efforts are praised more than their results and that girls are allowed to experience success at their own level'. This will ensure they can gain more confidence in themselves.

INFLUENCE OF THE IDEAL IMAGE

The body image girls have of themselves can also have a major influence. Many girls are unhappy with their bodies and will compare themselves to others'. They'll become aware of their changing bodies, especially during puberty, which will only serve to amplify their insecurities'. And as this awareness

of their own body increases, the chances of them participating with sports will definitely decrease. While participating with sports can actually have a positive effect on how girls perceive themselves'. It's important that coaches are aware of this. Talking to girls can be an effective initial step where overcoming this barrier is concerned.

POSITIVE SUPPORT

Exercising will give girls more confidence in their abilities and possibilities. They'll be able to apply what they learn on the Cruyff Court, or during a Heroes of the Cruyff Courts project, in their everyday lives. For example, taking the **initiative**, standing up for themselves or tackling new challenges. It's important to create a positive and supportive environment in and around the Cruyff Court, free from judgment and intimidation, in order to allow them to achieve this. The Cruyff Foundation Coach can play an important role here by, for example, setting a good example and enforcing a clear code of conduct.

Confidence & self-image

TIPS & TRICKS

1

TALK TO EACH OTHER

The most important thing in order to reach more girls! Discuss the barriers, wishes and needs. Discussing these can help you to gain their trust and adjust your activities. Make sure there's a woman present when discussing personal topics!

2

CLEAR RULES

Come up with clear rules together about how to interact with each other on the Cruyff Court. Do this with the boys and girls together, regularly discuss how things are going with the group and be consistent where following these rules are concerned.

3

PERSONAL ATTENTION

Stimulate the personal development of girls. Teach them to look at themselves without comparing themselves to others. Emphasise that all players have different qualities and that this is exactly how everyone equally contributes to the team.

4

'SILENT' FORCES

Recognise "hidden" qualities, making sure girls who are naturally more withdrawn are definitely noticed too. For example, by calling out the most helpful, or perhaps the day's most sporting player. The group can also decide on this among themselves!

5

MULTIPLE ROLES

Create different roles within activities which are separate from participating, making sure girls can also feel valuable in other ways. For example, setting up the field, being a referee, or keeping the time or score lines.

Tip from a Cruyff Foundation Coach:

"Discuss the use of proper sportswear. For example, we only have a few girls who wear a sports bra. Girls can feel more comfortable in the right clothes and can subsequently exercise and move more easily."

**'I DON'T
LIKE IT
WHEN
BOYS ACT
ALL COOL'**



WHO & WHAT ON THE CRUYFF COURT

What kind of influences are there around a Cruyff Court?
Which ambitions are in line with the target group's
ambitions?

There will always be some
lads who act quite cool on
our Cruyff Court.

They feel superior to others and try to control what happens. They'll usually be playing football, very fanatically. To them it's really all about winning. Girls who play football well can fit in here quite well, but I also have friends who mainly come to play for fun. Winning is less important to them, as long as they're having fun. There are also girls and boys who want to play sports, but aren't all that keen on football. You won't find them on the Cruyff Court all that often. The "cool" boys can sometimes be annoying, or claim the Cruyff Court for themselves. We take all of this into consideration on our Cruyff Court and we learn to involve everyone in sports. Our Cruyff Foundation Coach always says: "It should be less about who's best and more about who works best together."

NORAH

Good group dynamics start with mutual understanding. It's important for players to get to know and respect each other and each other's qualities.

LEADERS AND MACHO BEHAVIOUR

It's important for girls to feel comfortable in the group in order to get them to commit to a Cruyff Court. Whereas boys will often try to claim a leadership role, girls may be more shy, or less likely to volunteer. Especially in a mixed group. But a good balance is very important, making sure more dominant players will learn that others possess leadership qualities too. Consciously ask the more quiet boys and girls' opinion, either in the group or during a personal conversation. Look past those who are the first to raise their hands when dividing up the tasks.

Cruyff Foundation Coach

"Boys are more direct, will express things more easily. Girls are more likely to take feedback to heart. They are less likely to report problems, or discuss them behind other people's backs."

DIFFERENCES IN MOTIVATION AND AMBITION

It's important for both girls and boys to experience success. Boys often measure success in wins, while girls value the feeling of being able to do something well, or of belonging to something⁴. Of course there are plenty of girls who like competing too, but many girls really don't like this being emphasised too much⁵. The social aspect, the atmosphere within the team, is often more important to them⁶.

RECOGNISING AMBITIONS ON THE CRUYFF COURT

Not every child will instantly express his or her ambitions. Some players prefer to stay in the background, which certainly doesn't mean they are any less ambitious. Children won't always be familiar with sporting ambitions either, possibly because they haven't played sports before, or perhaps because this isn't stimulated at home. They'll discover this when they get better at sports and enjoy it. Coaches can respond to this by offering different activities and asking how girls and boys experience this.

Who & what on the Cruyff Court

TIPS & TRICKS

1

AMBITIONS

Get to know the girls and their ambitions. Ask what they enjoy doing and what they'd like to learn. Think of suitable activities together and adapt these when ambitions change.

2

RESPECT

Make respect a topic of discussion on the Cruyff Court. Organise activities and discussions which focus on being respectful and understanding of one another, and why this is important.

3

COLLABORATION

Emphasise the importance of teamwork. Organise games and activities which focus on this, and where players need each other in order to be able to win.

4

EQUAL APPROACH

Recognise the fact that there are differences between girls and boys, but treat them equally.

5

INFLUENCE

Discuss with the young people about how they experience different ambitions on the Cruyff Court. Allow them to think about how this affects the organisation of their event and activities.

6

VARIATION

Provide plenty of variety in activities, both in the type of sport and the level of play.

Practical example

Side events were organised for girls (make-up, manicures) in Roosendaal during an activity, with the intention of reaching new girls. Everyone should be treated equally, but that doesn't mean girls don't like stereotypical activities, or that there aren't any stereotypes anymore. Organising these types of activities can contribute to reaching new target groups.

Tip from a Cruyff Foundation Coach:

"Organise a self-defense activity. Girls will also learn about resilience and assertiveness here."

'THE CRUYFF FOUNDATION COACH IS SOMEONE WHO GETS ME'



ROLE MODELS & A SAFE SOCIAL ENVIRONMENT

How can coaches and other role models contribute to a safe environment?

You'll soon notice there are more girls when a female Cruyff Foundation Coach is present.

Girls will find a woman more appealing. But it's also important for the coach to get to know the players. Our coach is interested in our home situation. This will encourage us to participate and keep coming back. Culture certainly plays a role too. Coaches don't all have to have the same background, but it's important for them to be open to this. For example, Heroes of the Cruyff Courts was led by a male Cruyff Foundation Coach, but he always had help from a female colleague of Turkish descent. She helped to 'translate' the cultural differences in the group, as well as between the coach and the group.

NORAH

A physically and emotionally safe environment is crucial for the involvement and retention of girls in sports activities.

THE CRUYFF FOUNDATION COACH

Two important aspects of a safe environment have already been mentioned: a positive atmosphere and mutual respect. Cruyff Foundation Coaches are essential too. Girls need to be able to confide in coaches and recognise themselves in them. Take time to get to know the girls. Make sure you're aware of power relations too, especially between girls and male coaches. Pay particular attention to the fact that informal contact shouldn't be misconstrued. The ultimate goal is for girls to feel safe. Talk to them about what they themselves perceive to be a safe environment.

THE POWER OF PEER-TO-PEER SUPPORT

The presence of a female coach or role model is often decisive for girls to play sports, especially when discussing personal topics. Girls who've been playing sports on the Cruyff Court for some time can play a leadership role if no female coaches are available. For example by working with mentors: older or more experienced players who can guide new girls.

SAFE ENVIRONMENT: MIXING BOYS AND GIRLS, OR PREFERABLY NOT?

The presence of boys can be a limiting factor. Especially for girls who feel insecure or watched. They prefer to play sports among themselves. However, segregated sports can certainly also emphasise the differences between boys and girls. Girls' self-confidence can actually be significantly boosted when they are supported by boys. Ask girls what they like and organise mixed activities in such a way that they're not limited by these barriers.

It's good for both girls and boys to receive training and guidance from men and women. This will allow them to experience that all coaches have their own unique area of expertise.

Practical example:

Boys and girls have their own time and space for activities in Mechelen, but mixed activities are also organised every week.

Role models & a safe social environment

TIPS & TRICKS

1

UNDESIRABLE BEHAVIOUR

Clearly inform girls who they can talk to and where they can go (anonymous box) to report undesirable behaviour. Emphasise the fact that they can share this in confidence.

2

FEMALE COLLEAGUES

Work together with female colleagues, or female ambassadors from the neighbourhood, as much as possible when organising girls' and mixed activities.

3

COLLABORATION

Ask well-known or local female athletes or coaches to come along as guest trainers or speakers.

Practical example:

A Cruyff Foundation Coach in The Hague works together with players from a women's indoor football team during the girls' activities.

4

HEROES EXAMPLES

Involve Heroes girls in a new Heroes project or other activities. Ask them to share their experiences, talk about what they learned and why it's so fantastic for girls to participate. Bring Heroes back as mentors, not only during the project, but also in the longer term.

5

GIRLFRIENDS

Ask the girls to bring along new girls themselves. Girl-friends are often the most influential where starting to play sports is concerned.

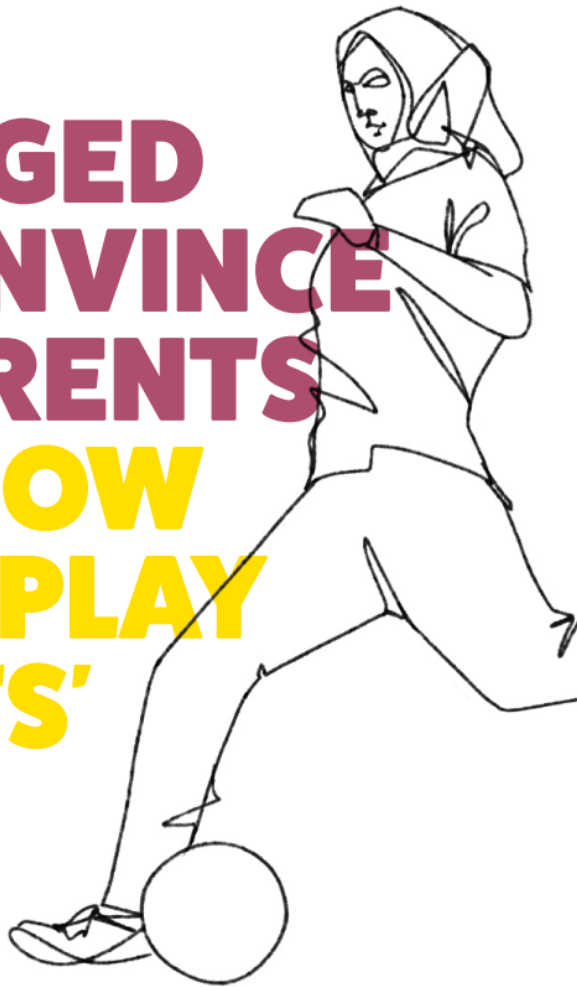
Tip from a Cruyff Foundation Coach:

"Organise a girlfriends day with the girls on the Cruyff Court."

Tip from a Cruyff Foundation Coach:

"Girls are less direct and talk more. You have to be more patient. If you throw a ball to a group of boys, they'll automatically start playing football. Girls will start off watching and will need a little more encouragement before they decide to take action."

'I HAVE MANAGED TO CONVINCE MY PARENTS TO ALLOW ME TO PLAY SPORTS'



MY FAMILY & OUR NEIGHBOURHOOD

How do parents/carers and relatives influence girls' participation with sports activities? How can parents be involved and informed?

I'm very happy that I can now go to the Cruyff Court. My parents weren't too sure about it all to start with.

They didn't think the coach would sufficiently take our traditions and standards into account. Many of my friends experience the exact same thing. They're not allowed to play sports with boys, or parents are afraid it isn't safe enough. Our Cruyff Foundation Coach is always open to parents and relatives who would like to come along to watch and is very active in the neighbourhood. That has helped me enormously. I sometimes go to the Cruyff Court in another neighbourhood with friends. They prefer to play sports there, because they're less likely to be seen by relatives or boys from the neighbourhood. That isn't necessarily because they're not allowed, but also because they simply want to play sports quietly without being watched.

Mum: It's important for parents to know who the coaches are. That they're not just busy running around with the girls and boys. A coach who introduces himself and occasionally stops by for a chat will definitely create trust. Structure is very important too. I know my daughter is with the coach at those specific moments, so I know everything's alright.

NORAH

Parental approval and support are often deciding factors where girls' (continued) participation with sports activities is concerned. It's therefore important to convince them that the Cruyff Court offers a safe environment.

WHAT'S IMPORTANT TO PARENTS?

There are various different reasons for parents to either encourage or disapprove of participation with activities. Concerns about safety and cultural-religious aspects have already been mentioned. Plus the girls' responsibilities for their family or school, or ignorance about (activities on) the Cruyff Court can certainly also have an impact. It's important to first understand these reasons and motivations and subsequently decide on the best way to involve parents.

STRATEGIES AND WAYS TO REACH PARENTS

Talk to parents. Talk about the progress the girls are making and how activities on the Cruyff Court are contributing to their development. Girls can provide their parents with their own feedback too. As a coach, be involved with the agreements they reach with their parents about participating with the activities. There are several parties which

can be approached to reach parents within each district. Schools, community centres, but religious institutions and leaders can certainly also provide an important entry point.

The ultimate best strategy will differ per district. Cruyff Foundation Coaches are the ones who can estimate this most effectively together, based on their own experiences. It's important to remember that parents will influence each other too. Parents or family members who are enthusiastic about the activities on the Cruyff Court can bring others along.

Practical example:

Cruyff Foundation Coaches are investigating whether they can involve the imams within the Turkish and Moroccan community in Roermond, and how this could be done.

My family & our neighbourhood

TIPS & TRICKS

1

INFORMATION

Inform parents about the Heroes project and other activities. Emphasise the ways in which the girls' safety is ensured. Do this together with a colleague if there is a language barrier or any cultural differences.

2

PARTICIPATION

Give parents the opportunity to voice questions and concerns. Perhaps during an information meeting. Do this either before or early on in a Heroes project, so they'll instantly feel involved.

3

INVOLVEMENT

Involve parents with the activities organised on the Cruyff Court. For example, a Henna tattoo booth during an event. Or organise a demo activity with Heroes for their parents.

4

NETWORK

Talk to schools, youth workers and other welfare organisations in order to reach more girls together. Discuss how you can complement each other or what you can do together.

Tip from a Cruyff Foundation Coach:

Investigate the possibility of organising a Heroes project in collaboration with school. The school's involvement can be important to parents and give girls an extra reason to participate.

Practical example:

A mother's day is regularly organised for girls and their mothers, or other female relatives, in Mechelen.

'I'VE MET SOMEONE WHO IS TRANS- GENDER'



GIRLS & LGBTIQ+

We don't just look at a person's sex to determine if someone is a boy or a girl. Gender is all about how someone identifies, but what does that really mean?

A girl we often play football with on the Cruyff Court recently brought someone along who is transgender and now identifies as a girl.

We didn't know her, but we welcomed her and she played along nicely and she was great at football. I couldn't tell at all that she used to be a boy. At first she was very quiet and didn't say much. We asked some questions when we took a break to have a chat. Where she lives, the school she attends, what sports she likes to play. She told us she was going to change football clubs, because she no longer felt comfortable at her old club because she was being bullied. She soon revealed she's transgender and that she is currently transitioning.

This is the first time I've met someone who is transgender. I think it's great that she was able to talk about it so openly and that we were allowed to ask questions. She now plays along more often and simply belongs to the group.

NORAH

An open dialogue and safe environment is important when talking to teenage girls. They are at the age when they're experiencing physical changes, getting to know themselves better and they're starting to discover their sexuality. You'll find a "gender dictionary" in the appendices.

THE ROLE OF THE COACH

Many aspects have already been mentioned, but it's important to always remain objective where conversations about sexuality or gender identity are concerned. Try to leave out your personal opinion as much as possible and listen to what the young person needs. Be aware of the fact that it can be difficult for that person to start a conversation with you and/or ask for help.

BE OPEN TO CHANGE

The Cruyff Foundation feels it's important for the Cruyff Court to be a social, safe place in the neighbourhood. You play an important part in this as a coach and role model for young people. Be open to the LGBTIQ+

community and try to make the Cruyff Court a safe place for them too, by setting a good example. For example, be open to a gender neutral person indicating they want to be addressed as 'them'.

THERE IS NO MANUAL

Every individual is different. This also applies to anyone who doesn't identify as either male or female. If a girl transitioning to a boy wants to join the boys, then involve her with the boys' activities. But always set the boundaries with the person concerned. Some may be very open and others more private. Don't put a spotlight on anyone without checking this with them first.

Facts⁵

- Women who participate with traditionally feminine sports and are suspected of being lesbian are often singled out of other players
- LGBTIQ+ community members are less likely to participate with sports than heterosexual and cisgender peers
- LGBTIQ+ community members drop out of sports more frequently than heterosexual and cisgender peers, or feel that medical interventions are necessary to continue participation
- LGBTIQ+ community members experience social isolation if they remain in toxic sport environments
- LGBTIQ+ community members wished they had more role models when they were young

Girls & LGBTIQ+

TIPS & TRICKS

1

GENDER NEUTRAL LANGUAGE

It may take some getting used to, but it can help you create a pleasant atmosphere. NS (Dutch Railways) is a good example of this, as they address people with 'Dear passengers', rather than 'Ladies and gentlemen'.

3

BE HONEST

Be honest with the person who asks for your help or confides in you. Dare to be honest if you don't know much about it, or if you can't help any further. As a coach, you have a responsibility to help if someone opens up to you. Dare to ask for help yourself when necessary, or transfer the request for help to someone or an organisation which has a greater understanding and knowledge about the subject.

2

INVOLVE PARENTS/ GUARDIANS

This may well be very new to you, but the parents/guardians will undoubtedly have known about this for longer and in more detail. Make sure you talk to them too, or involve them in conversations with the child/young person. They can help to further explain the request for help and/or the young person's needs.

4

TALK TO EACH OTHER

Talk to both girls and boys. Find out about the different genders and what they mean. Knowledge and information about the subject and the different genders can lead to more respect and understanding. You can always refer to the rules of conduct. Make sure you talk to the boys and girls about this too if you haven't come across someone with a different gender identity before. The LGBTIQ+ community still has to deal with discrimination and violence all too often.

Want to learn more? Take a look at these organisations:

- Sport and Dev ↗
- Equality Network ↗
- Women Win ↗

Information for Coaches, Trainers, and Community Leaders

Coach contents:

The following information is meant to serve as a resource for the adults working with youth in sport, in order to incorporate the important topics of gender equality, equity, and fair play within the sport environment.

Resources include definitions for gender related terminology and training guides for the mentors who will be working with youth.

GENDER DICTIONARY

Gender identity

An individual's personal sense of having a particular gender.

Gender refers to the characteristics, behaviours and role patterns a society has defined for each gender.

Biological Gender (sex)

The genitals a person is born with determine the sex of a child. These are male or female genitals.

Gender

The cultural expression of the various biological differences.

Gender vs. Sex

Gender, unlike **sex**, doesn't refer to biological characteristics, but to social, cultural and psychological characteristics associated with a gender. Gender can include what is traditionally seen as 'masculine' and 'feminine', but also everything in between. The sex of a person is therefore biologically determined at birth.

DIFFERENT GENDERS

Cisgender

Someone whose gender identity matches their gender at birth.

Transgender (or transsexual)

Where the birth gender and gender identity don't match.

Non-binary

Someone who doesn't feel part of the male or female **binary** gender categories and feels better about a different, non-**binary**, gender identity. This is sometimes expressed in gender expression, by combining or rejecting certain male and female characteristics.

The trans community chose **gender-neutral** personal pronouns for individuals who feel neither male nor female in 2016. In such cases we need to use they/them/their instead of he/him/his or she/her/her.

Avoid words which specifically refer to one gender, such as husband, wife, ladies, gentlemen, when writing/speaking to an unknown person. Children, young people, athletes and participants are gender neutral words you can use.

LGBTIQ+ COMMUNITY

A loosely defined group of lesbian, gay, bisexual or transgender people, LGBT organisations and subcultures, united by a common culture and social movements. These communities generally celebrate pride, diversity, individuality and sexuality. **LGBTIQ+** is the abbreviation for the different gender identities outside of man and woman.

L – Lesbian

Lesbian is a term for women who are sexually and/or romantically attracted to women. For example, women will have a relationship with another woman, live with another woman, be in love with another woman or share their bed with another woman.

G – Gay

Gay is a term for men who are sexually and/or romantically attracted to other men. Sometimes the term is also used to refer to all people who are attracted to the same sex (including lesbians and bisexuals). Gay men may, for example, live with a man, have (sexual) relationships with other men, or be in love with another man.

B – Bisexual

Bisexual is a term for people who are sexually and/or romantically attracted to women and men.

T – Transgender

A transgender person is a person who has a gender identity or expression which doesn't match their gender at birth. Transgender is an umbrella term for people who do not, or only partially, identify with their birth gender. Some transgenders may undergo surgery so their body matches their identity more effectively, others will only take hormones. There are also transgender people who will only wear clothes which better match their identity.

Transman

A transgender person who identifies with a male gender identity with usually a female birth gender.

Transwoman

A transgender person who identifies with a female gender identity with usually a male birth gender.

The medical transition is a long process. There are long waiting lists at the moment, sometimes more than two years. The entire medical transition can take up to five years or longer, depending on the treatments chosen.

I – Intersex

Intersex people have a medical condition which creates a variation on what is considered a male or female sex. The body doesn't fit the definitions of what is referred to as a woman and/or man. This isn't always visible from the outside; the differences can be external, but also internal or genetic.

Q – Queer

Queer is an umbrella term for anything that doesn't fit within the heterosexual and gender norm. It includes everything described above, but often queers also oppose the existing boxes as mentioned above. People use this term if they, for example, don't feel they fit into the male and female division, and/or the division between homosexuality and heterosexuality.

+

The + after LGBTIQ+ indicates the term is inclusive for people who refer to themselves as something other than what LGBTIQ stands for.

The LGBTIQ+ community is often associated with the rainbow flag. Each colour has a different meaning, but many genders also have their own flag. The eight colours of the original rainbow flag have the following symbolic meaning:

- | | |
|--------------------|---------------|
| • Pink | sex |
| • Red | life |
| • Orange | healing power |
| • Yellow | sunlight |
| • Green | nature |
| • Turquoise | magic |
| • Blue | serenity |
| • Violet | character |

SOCIAL CHALLENGES

The oppressions and social challenges within this spectrum are a popular topic of discussion. A number of important concepts within this framework are explained below.

Gender inequality (gender bias or gender gap)

The unequal position of individuals based on their gender. Gender inequality arises from differences in social gender roles. This includes, for example, the gender pay gap, the difference between what men are paid compared to women in the same position.

The feminism and masculinism movements were the first within the context of gender inequality

Women's emancipation

a worldwide movement for women's equal rights in legal, political, economic, social and cultural fields.

Feminism

The collection of social and political currents or movements, including the women's movement, which critically analyse unequal relationships between men and women and pursue emancipation on an economic, political, social and personal level.

Coaches and Trainers as Mediators

Mediators can be young leaders, coaches or teachers and should represent both genders to reflect the gender balance of the teams.

A mediator's role is to:

- Prepare and facilitate training sessions
- Prepare and facilitate pre- and post- match/activity discussions
- Monitor activities and mediate between players if any issues arise
- Serve as a positive role model for players and the community

If the mediator is a dominant person, participants might not feel comfortable talking in their presence. Carefully select mediators to make sure they are willing and able to encourage players and praise positive behaviour rather than punishing negative behavior.

A mediator is...

Empathetic

Sensitive to the emotions, identities and values of others, including differences in gender, ethnicity, religion, culture, etc.

Trustworthy

Maintains confidentiality and makes others feel comfortable with confiding in them.

Enthusiastic

Energetic and engages others light-heartedly to create a fun atmosphere for players.

Neutral

Remains impartial or objective, without imposing their own opinion or taking sides.

Organized

Ensures that everything is well prepared and is on time.

A mediator is...

An active listener

Shows genuine interest in what others say and gives all players the feeling that they are being heard

A clear communicator

Speaks loudly and clearly so that everyone can understand

A problem solver

Contributes good ideas that help others find a solution that is both effective and mutually agreeable

Observant

Monitors actions closely, noting important moments and individual behaviors

Gender sensitive

Ensures that all genders are equally involved in the play process

Tackling Social Issues

Many of the following important community issues can be addressed through lessons learned in sports.

- Gender equality
- Health
- Social Integration
- Peacebuilding
- Employability
- Civic Engagement

Tackling Social Issues

Gender Equality

All over the world, girls and women are faced with discrimination, gender-based violence, limited education and economic dependence. They often grow up without the self-confidence and knowledge they need to take charge of their own lives, and many lack the opportunity to play. By having both boys and girls play together and engage in dialogue, street sports teach players that all genders are equal, not only on the pitch, but in life.

Tackling Social Issues

Health

The pre- and post-match discussions provide a space for players to learn and ask questions about their health. It is an effective way to teach players about a variety of health issues, personal changes, hygiene and sanitation during a critical point of growth in their lives.

Social Integration

The football pitch can serve as a safe and inclusive environment, which is particularly important for marginalized groups like refugees, ethnic minorities, people with disabilities or the homeless. Experiencing teamwork and respect on the pitch enables all players to feel they are part of a collective whole.

Tackling Social Issues

Peacebuilding

Many young people face violent conflicts every day, whether it's gender-based violence, post-election tensions, gang warfare or ethnic clashes. When matches or activities are based on dialogue, it provides an ideal platform for teaching players how to prevent violence and resolve conflicts peacefully.

Employability

Many young people have dropped out of school, are forced to stay home and work, or lack access to education, thereby reducing the likelihood of finding meaningful employment. By playing street sports, they can build their communication, social and leadership skills – all which are vital for future employment.

Tackling Social Issues

Civic Engagement

Active citizens help to foster and maintain democracy by engaging themselves in their country's policy and decision-making processes. Through street sports, players learn to respect the opinions of others and to take responsibility for their own actions, which are key lessons that can be applied to citizen engagement and the protection of human rights.

Activities for Girls' Empowerment

Activity1

BREAKING GENDER INEQUALITY

Girls will learn the importance of breaking gender inequality by reflecting on the aspects that exist in their closest environment.

15
MINS

Objective: Recognizing what gender inequalities exist and reflecting on/thinking about how to combat them.

Material: Wall paper, color markers, broom sticks, sticky tape and balls.



"If you have the opportunity to help someone, you should do it"



SETUP

We are going to be using the mural to point out all barriers pertaining to gender inequality that we want to eradicate.

Hang the mural on the goal post and take turns kicking the ball at the mural until we break through it.



Discussion:

- Was it challenging to think about those issues?
- How could you effectively work together to break down the gender inequality?
- What strategies do you use daily to break down these barriers if you do at all?
- Do you think you need to be more mindful of these issues?
- What degree of awareness of gender inequality issues is there within your team, with your teammates and your environment?

BUILDING SORORITY

Sorority is something girls can develop as they share more experiences with one another. Girls will learn to have confidence between each other in this activity. They'll discuss among themselves how they feel about being a girl and getting to know each other.

Encourage girls to talk about their experiences, but don't force it if they're not ready yet.

10
MINS

Objective: foster friendship and building a stronger sense of community with other girls and women.

Material: Cruyff Foundation footballs and type questions.

SETUP

All girls stand in a circle, depending on how many participants there may be two circle formations.

As I walk with the ball, I say a word and start a sentence, then invite a female partner to continue adding to the sentence. If there is little initiative with the proposal then ask generative questions to prompt the participants into creating a collective sentence.

Examples: A woman + can do + whatever + she wants + when + she wants + the same + as a + man.

Women + are + just as + capable + as men + to play + football.



Discussion:

- What is it like to be a girl? fun, frustrating, exhausting?
- Are there any moments in your everyday life, outside the Cruyff Court, when you feel nervous at times for being a girl?
- How can we improve self-confidence in everyday life?
- Respect: while it's important to respect others, it's also important to respect yourself. How is self-confidence connected to respecting yourself?
- When we feel pressure from friends or classmates, is it always because of what you are a girl?

Activity 3

MY EXPERIENCE AS A GIRL

This activity can effectively be played with a group of young girls. We thereby distinguish between possible gender differences. We'll also discuss how gender roles are presented in and by society.

15
MINS

Objective: Discussing the differences between gender roles are presented in and by society.

Material: "Yes" poster and "No" poster for each goal.



SETUP

All the girls get into the central circle of the court, they'll hear questions and depending on their experience they have to go to the goal of the "YES" or to the goal of the "NO" answer.

Type questions: Have you ever heard...?



Possible questions:

Have you ever heard...

... discriminated for being a woman?

... boys hear less about your opinion because you are a girl?

... boys treat you with contempt for being a woman?

... underestimated because you are a girl?

And others question you can propose or that girls want to incorporate.

Have you ever been harassed in a public place?
Are you a feminist? Etc.

"The self-esteem of girls who are known to be talented decreases especially during their adolescence. This phenomenon is connected to girls' ability to notice conflicting expectations in their environment. They realize that they are expected to possess certain traditional female characteristics such as passiveness, adjustment, sensitivity to others' expectations, and altruism."

Discussion:

- Are girls and boys always like that in reality, or did it show certain stereotyping? Is stereotyping always true?
- Where do these social characteristics or gender norms come from? How is this created?
- Can these social characteristics (gender norms/ roles) change? Should we always behave like this? And if we don't, what would the effect be?
- Which girls and boys' social characteristics are positive and which are negative?

Activity 3

MY EXPERIENCE AS A GIRL

This activity can effectively be played with a group of young girls. We thereby distinguish between possible gender differences. We'll also discuss how gender roles are presented in and by society.

15
MINS

Objective: Discussing the differences between gender roles are presented in and by society.

Material: "Yes" poster and "No" poster for each goal.



SETUP

All the girls get into the central circle of the court, they'll hear questions and depending on their experience they have to go to the goal of the "YES" or to the goal of the "NO" answer.

Type questions: Have you ever heard...?



Possible questions:

Have you ever heard...

... discriminated for being a woman?

... boys hear less about your opinion because you are a girl?

... boys treat you with contempt for being a woman?

... underestimated because you are a girl?

And others question you can propose or that girls want to incorporate.

Have you ever been harassed in a public place?
Are you a feminist? Etc.

"The self-esteem of girls who are known to be talented decreases especially during their adolescence. This phenomenon is connected to girls' ability to notice conflicting expectations in their environment. They realize that they are expected to possess certain traditional female characteristics such as passiveness, adjustment, sensitivity to others' expectations, and altruism."

Discussion:

- Are girls and boys always like that in reality, or did it show certain stereotyping? Is stereotyping always true?
- Where do these social characteristics or gender norms come from? How is this created?
- Can these social characteristics (gender norms/ roles) change? Should we always behave like this? And if we don't, what would the effect be?
- Which girls and boys' social characteristics are positive and which are negative?

Other Activities for Equity & Inclusion

UNDERSTANDING EQUITY



The purpose of this activity is for students to learn about **advantage, disadvantage, fairness and equity**. This will be accomplished by creating a simulation where students **experience being at an advantage or disadvantage**.



LOCATION

Classroom, indoor or outdoor space.



EQUIPMENT NEEDED

Bucket, basket or cardboard box,
1 piece of paper per student.



CORE COMPETENCIES

Critical Thinking, Cooperation.



LEARNING OBJECTIVES

Students will:

Show an understanding of and **evaluate** how advantage and disadvantage relate to equity and fairness.

Analyze the concept of equity and fairness in sport.

ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



5 MIN

Ask students:

- How do you define **advantage** and **disadvantage**? What are some examples of these?
- When are you at an advantage/disadvantage in your life?
- Can you give an example of an advantage in a game/sport you would play? **Is it fair** to have an advantage while you play?

Use these questions to begin a conversation about how giving an advantage can sometimes **make a situation fair or equitable** (e.g., when a team commits an infraction, they receive a penalty and the other team receives an advantage).

Assess the students' understanding of advantage, disadvantage, fairness and equity.



20 MIN



PAPER TOSS

SET UP:

Have students sit at their desks or on the floor. Place a bucket/target at the front of the space so some students are closer to the target and others further away.

- Give a piece of paper to each student. Ask them to **crumple their paper into a ball**. Tell students to **throw their paper ball into the bucket** from where they are sitting **without standing up**.

ASK STUDENTS:

- **Who had an advantage** when throwing the paper ball into the bucket? If you think you had an advantage, how do you feel about your situation?
- **Who had a disadvantage** when throwing paper into the bucket? If you think you had a disadvantage, how do you feel about your situation?
- How could this game be made **more fair/equitable** for everyone?
- Use the students' suggestions to modify the game. It is likely that they will suggest that everyone should be equidistant from the target. If it is not suggested, try playing that version.



10 MIN

At the end of the activity, ask students:

- What are your reflections about the two versions of the game?
- In which version was the activity fair/equitable for everyone?
- When people have different abilities, is it fair/equitable for everyone to be at the **same distance** from the

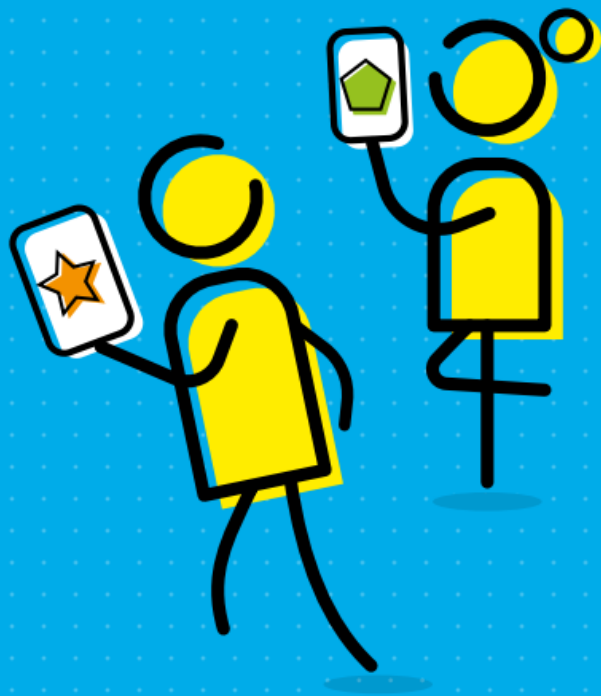
target? Or, is it fair to arrange everyone so that some sit nearer to the target while others sit further away? For example, if younger children are playing with older children, is it fair for the young children to be closer to the target? If someone has a broken arm and needs to throw with their non-dominant hand, would it be fair to place them closer and give them that advantage?

Have students consider advantage and fairness/equity in other games and sports. Give them time to discuss the following in small groups:

- Why do some sports divide players according to **age or gender**? Is this always **fair/equitable**?

After a brief period of time, ask groups to share their thoughts.

AN EQUAL OR EQUITABLE GAME



The purpose of this activity is to develop students' understanding of the **concepts of equality and equity**. Students will play a game that provides equal and equitable chances at winning and reflect on their experience.



EQUIPMENT NEEDED

Symbol cards (approximately 10 per symbol).



CORE COMPETENCIES

Cooperation, Critical Thinking.



10 MIN

Assess students' understanding of the concepts of equality and equity.

Ask students:

- When is a game fair? Is it when anyone can win? Or, is it when the person with the best ability wins?

Use these questions to initiate a conversation about how a **game is fair or equitable when anyone can win** and how it is likely equal when the person with the best ability wins. To make a game equitable might mean **putting**

parameters (advantages) in place for some players but not others (e.g., allowing players to move closer to the target or allowing less skilled players to use modified equipment).

Ask students:

- Can you think of an example of an equitable situation in sports? (e.g., having different people play different positions in a team sport based on their strengths; allowing players in golf to use different tee boxes – some closer to the hole than others; having different weighted bowling balls; having more advanced or less advanced divisions in sports.)
- Can you think of an example when the person with the best ability wins? (e.g., 100m sprint in the Olympic Games.)

Use the students' responses to **reiterate when a game is equal and when it is equitable**.



LEARNING OBJECTIVES

Students will:

Show an understanding of and analyze the difference between equality and equity.
Show an understanding of the importance of creating equitable situations.



KEY VOCABULARY

Equity, Equality, Advantage.



20 MIN



MAGIC SYMBOL

OBJECTIVE:

To be the first team to collect all their magic symbols.

SET UP:

Note: Prior to the beginning of the lesson, create symbol cards on small pieces of paper. Prepare a number that is appropriate to the number of students you have. Consider making a minimum of 10 cards per symbol (i.e., 10 stars, 10 circles, 10 squares, etc.).

- Position students in **teams of 4 to 6** on one side of the playing space. Provide each team with a different symbol card. This card represents their magic symbol (i.e., one team are the stars, one team are the circles, one team are the squares, etc.).
- On the opposite side, scatter the remainder of the symbol cards.



RULES:

Round 1

- On 'Go', have students move (e.g., walk, run, hop, skip) **one at a time to retrieve a card** and bring it back to the start. **The first team to collect all** of their magic symbols wins.
- Take note of the order in which the teams finish.

Round 2

- Have the teams begin collecting cards based on how they finished in Round 1. If they were the first team to finish, they will now begin collecting cards last. If they were the last team to finish, they will begin collecting cards first and so on.



15 MIN

Stimulate discussion about whether the game was equal or equitable.

Within their teams, have students discuss:

- Which round was equal and which was equitable? Why?

Call on groups to share their response. Then, explain that in **Round 1**, students have the **same (equal) chance of winning because the rules and parameters are the same for all** – everyone is being treated in the same way. This is equality – where the person with the best ability will likely win (e.g., in this case, the team with the fastest runners). **Round 2** is an **equitable game** – the rules have changed based on teams' abilities. Now, **everyone has a chance to win**.

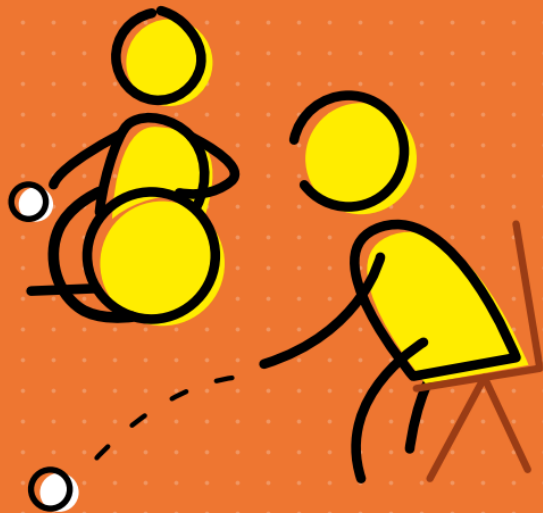
Ask students:

- Why do some sports divide players according to **age or**

gender? Is this always **fair/equitable?**

- How is an equitable game fun for the slowest/fastest team?
- Why is it important to make situations equitable?
- For advanced learners:** Challenge students to debate the following: Which version is fairer? The one where everyone has a chance to win (equitable) or the one where the strongest participant wins (equal)? Why?

PARA SPORT: BOCCIA



The purpose of this activity is for students to experience and reflect on inclusive sport, to appreciate the abilities of people with impairments and **find ways to adapt activities to include all**. This will be accomplished by having students play a **modified game of boccia**.



LOCATION

Flat, indoor or outdoor area.



EQUIPMENT NEEDED

1 ball per student, chalk, tape or marker discs, to define targets.



CORE COMPETENCIES

Critical Thinking,
Social-Emotional Skills.



LEARNING OBJECTIVES

Students will:

- Develop an understanding** of the potential of people who have impairments.
- Reflect** on and create ways to adapt activities to all.



10 MIN

Assess students' understanding of Para sport.

Ask students:

- Have you seen people with an **impairment** playing sport?
- Have you ever watched the **Paralympic Games**?
- Which sports have you seen?

Record responses on a board.



20 MIN



EVER-DECREASING CIRCLE: A MODIFIED VERSION OF BOCCIA

OBJECTIVE:

To get your ball into the target circle and have it remain within bounds.

SET UP:

- Have students sit, either **on chairs** or **on the floor**, in a circle, facing inwards, around a large target circle, which can be marked using chalk, tape, marker cones, or by simply tracing it in the ground.
- Distribute one ball to each student.

RULES:

- Each player tries to **propel their ball** into the target circle. They may **roll** or **throw** their ball overarm or underarm.
- **Count** the number of balls inside the circle after each round.
- After each round, **reduce the size** of the circle.

For more information about boccia, please see:
www.paralympic.org/boccia



10 MIN

Stimulate a discussion about the students' experience.

Ask students:

- **What worked best** for you when attempting to get the ball in the target?

- Did you need to **change your technique** as the circle became smaller?
- How would people who have different impairments play this game (e.g., if they had a vision impairment, if they were unable to use their upper limbs)? (See **STEP** for suggestions.)
- Is this game **inclusive**? Were all genders, cultures and ability levels able to be successful and participate together? Is there a way we can make the game more **inclusive**?

Use this discussion to **prompt student reflection** about inclusive sport and to establish new or modified ways of playing boccia.

DIFFERENTIATION:

S

SPACE

Change the distance to the target circle or jack ball to make the game harder or easier.

Targets can be **different distances** or **sizes** for different players, according to ability.

The game can be adjusted to suit the available space.



E

EQUIPMENT

Use **skittles (pins)** or **plastic bottles** as targets instead of a target circle or target ball.

Divide the target circle or bocchia court into zones using tape, chalk or markers. **Allocate points** for each zone based on distance/size.

P

PEOPLE

Appoint a captain to decide who plays next in their team (alternating).

If throwing is not an option, players can roll the ball down a **gutter, ramp** or **flat board**.

A partner can **clap** or **make sounds** from near the target to guide a player with a vision impairment.

T

TASK

Try a version with **2 target circles** or **target balls**, one for red, one for blue. Players aim for their own colour target.

For advanced learners:

Have students create a more inclusive version of a popular game or sport using bocchia as their model.

Use of green and blue cards



By highlighting the positive in participants, we encourage their mindset and daily thinking, thus fostering an openness to learning and a challenge to overcome despite the difficulties encountered during the session.

This green card reinforces positive behaviors and progress based on the moral development of children and can be used by everyone: tutors, parents, children, young leaders, and other actors. It is a universal tool that can be attributed both individually and collectively in different situations, such as punctuality, personal efficiency in effort, repetition, or perseverance. It can also be linked to conflict resolution, such as the case where no one wants to volunteer to be goalkeeper but a partner volunteers, or autonomy principles like picking up equipment, for example.



To regulate this green card better, Futbol Mas has implemented another equally important tool: the blue card.

This card aims to respond to negative behaviors with a challenge for behavior improvement. It focuses on behaviors harmful to children's individual and collective development and threatening the values promoted by the tournament. Its use must be judicious and cautious, with the aim of inviting improvement and transforming this blue card into a green card, while excluding any idea of punishment or sanction. It is accompanied by a dialogue in a reassuring space or environment, encouraging change and personal improvement.

Sources:

- Girls on the Cruyff Court – Johan Cruyff Foundation (NL)
- Activities to Work on Gender Equality – Fundación Johan Cruyff (ES)
- Football3 Handbook – Balon Mundial
- Gamerules Futbol Mas events
- Sport Values in Every Classroom – UNESCO
- The materials and insights in this handbook are also informed by research conducted as part of the Erasmus+ project “Street Sports for Gender Equality”.

CONSORTIUM PARTNERS



Middelfart
KOMMUNE



**Co-funded by
the European Union**

DISCLAIMER:

"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EUROPEAN EDUCATION AND CULTURE EXECUTIVE AGENCY (EACEA). Neither the European Union nor the granting authority can be held responsible for them."

CONSORTIUM PARTNERS



Middelfart
KOMMUNE



**Co-funded by
the European Union**

DISCLAIMER:

All the people included in pictures in this deliverable gave their consent to use photographic images to the consortium partners. Additionally, during events the following statement was shown:

“Please be aware that the we will be taking photographs and potentially filming at this event. If this causes an issue, please talk to a member of staff as soon as possible. Please note: by attending this event, you have agreed to the following statement:

‘I give permission for the Streetwise14Paris project to use my photograph and other media such as film and quotations, on promotional material and publications, for which it may be suitable.’