Session 11
Passing
Gender Equality
This session will focus on the movement skill of **passing** utilising the sports of football and netball and the life-skills that help build **gender equality**. Women and girls do not always get the same access to opportunities and resources as men and boys. This is true in sport and other aspects of life. Learning how we can all help promote gender equality is important. Move4Life sessions link with several personal development dimensions and contribute to the Sustainable Development Goals. In this session we have chosen to link to the physical and social dimensions and SDG5 – Gender Equality.
Click here **Move4Life and the Sustainable Development Goals** for further information on Move4Life and the Sustainable Development Goals:

Move4Life is a proud supporter of the International Safeguards for Children in Sport and believes it is important that all children taking part in physical education, sport, and physical activity should be safeguarded from harm. Children should be able to take part in safe and inclusive activities whether at home, at the sports field, or online.

Click here **Move4Life Safeguarding Advice** for further advice on Move4Life and Safeguarding.
SESSION OUTCOMES

By the end of the session, participants will be able to:

(i) Demonstrate improved passing skills (football or netball).
(ii) Complete a game or skills challenge using passing skills (football or netball).
(iii) Explain the difference between sex and gender.
(iv) Discuss gender norms and how these can be changed.

KEY MESSAGES

MOVEMENT SKILLS

- Passing a ball is a fundamental skill in sports such as football, basketball, and netball
- Passing requires good ball control and decision making

LIFE SKILLS

- Sex describes our body parts – the organs we are born with.
- Gender describes what society expects of us because of our sex.
- Gender norms are a set of ideas about how each gender should behave i.e. people used to believe that sport could only be played by men/boys as women/girls were too weak to participate. Over time this gender norm has been challenged and today we have increased levels of gender equality in sport.
- Women/girls are often at risk where they do not enjoy their human rights and can be subject to health risks such as early pregnancy, HIV infection and injury from physical violence.
- Women/girls who are treated equally in society to men/boys do better in education, achieve economic independence, avoid gender-based violence and health risks.
At Home Activity

HEALTH & SAFETY

Find a space where you can practice safely. Clear away any hazards or obstacles that you can trip over or run into and hurt yourself. Be careful not to kick or throw a ball too hard and break something.

SAFEGUARDING

Safeguarding refers to actions we take to ensure that all children and young people are safe from harm when involved in sport and physical activity. It means we must proactively do everything possible to minimise risk and prevent the abuse, harassment or exploitation of children and young people.

Move4Life wants all participants to be safe from harassment, abuse, or exploitation whether practicing at home or at the sports field.

Everyone has a role to play in safeguarding the facilitator (teacher, coach, or activator), parents and guardians and participants themselves.

The following are some safeguarding tips for participants practicing Move4Life sessions at home:

- It is not acceptable to be ridiculed, bullied, or abused whilst practicing at home. If you feel this is happening to you, talk to a parent, guardian, or a trusted adult about what you are experiencing and how it makes you feel.
- When you are spending time at home you may be keeping up with your friends on social media. Be aware that there are dangers online. That people you do not know may not be who they say they are. Only connect to people online that you know in real life.
- If you are being bullied or abused online, it is not okay. Tell your parents, guardian, or a trusted adult about it.
- Never share personal information with people you do not know in real life, especially not your name, address, school, clubs you attend, photographs. Alert your parents or a trusted adult if someone is asking you for such information.
- If you feel uncomfortable about communications from anyone online, including your teacher or coach or another participant, tell your parents or a trusted adult
- Avoid meeting up with or being alone again with any person who makes you feel uncomfortable or has tried to harm you either in person or online.

For further advice on keeping yourself safe whilst participating in the Move4Life sessions at home and whilst you are online click here.
OPENING REFLECTIONS

On your own or with a family member take five minutes before starting your session to reflect on the skill of passing and how we can practice our skills at home in a small safe space. Reflect on whether you play sport with others or the same or mixed gender (all boys/men, all girls/women or mixed boys & girls, men & women)? Can you think of any norms associated with your gender? Gender norms are a set of ideas about how each gender should behave. How do boys/men behave versus girls/men in your community.

WARM UP

TIME

5 Minutes

EQUIPMENT

Footballs or netballs (preferably one per participant) and a set of cones or other objects to mark play areas.

SET UP

Mark out small practice spaces at home suitable for the activity and the number of participants.

For a demonstration [click here](#)
NETBALL ACTIVITY

Either warm-up with these passing activities with a family member. If you do not have a family member available, you can throw at a wall and catch on the rebound.

2 hands pass to each other, pushing the ball away from your chest. Repeat 20 x/each

- Throw and catch while running on the spot
- Throw clap your hands catch
- Throw, clap your hands 3 x, catch
- Throw, turn around your own axis (full turn), catch
- Turn Left, next time turn Right
- Throw on one foot and catch on one foot, swap feet

FOOTBALL ACTIVITY

Either warm-up with these passing activities with a family member or if you do not have a family member available, you can use a wall to rebound the ball off.

- Start with dribbling whilst seated.
- Move to dribbling whilst kneeling.
- Develop into dribbling whilst standing.
Leg Goals

- One participant sits with legs wide and the other carefully passes the ball into the leg goal.
- Take 20 passes and then swap over.
- Vary the distance for the pass using the space you have available.
- Make sure to make the pass with both feet.

Shoot at Legs

- Both participants standing, the participant with the ball makes a pass and aims for their partners legs.
- Make a controlled pass with care, do not shoot to hard that you can hurt your partner or that the ball causes damage to property.
- Which partner is the first to score 10 goals?
- Vary the distance using the space available.
- Pay attention to correct execution from the start and practice using both feet.

**MAIN PART**

**TIME**

15 - 20 Minutes

**EQUIPMENT**

Football or netballs (preferably one per participant) and a set of cones or other objects to mark play areas.
SET UP
Mark out small practice spaces at home for the activity and the number of participants.

FOOTBALL PRACTICE

DESCRIPTION 1

- Set up a small goal outside using cones or even by marking a wall.
- Come back from your goal and place two cones in a line as shown above.
- You will need to work out practical distances for the space you have to practice.
- Dribble the ball from the first to the second cone and then shoot for the goal using your instep.
- Depending on the size and nature of your goal try placing the ball in different parts of the goal.
- Try shooting with your left and right feet.
DESCRIPTION 2

- Stand at the second cone facing away from the goal.
- Have a family member pass you the ball, they can kick to you or throw the ball.
- Trap the ball, then turn and shoot for the goal.
- Try turning to your left and to your right.
- Try shooting with both your left and right foot.

FOOTBALL CHALLENGE

See how long you can juggle/tap a football for as long as you can without dropping it on the ground. Juggle/tap the ball by alternately using the instep of either foot. Ask a family member to time you.
NETBALL PRACTICE

Mark out a space to conduct your home practice on your own or with a family member. Let us play, paint our training space!

- Mark out a square with cones (or alternative objects) 2-3 large strides apart.
- Start from one cone move to the next, then from that cone across the square diagonally, then to the next square.
- As you move to the third cone have a member of your family pass the ball as you get to the third cone.
- Catch the ball and then pass back to your family member.
- The direction of movement is from 1 -> 2 -> 3-> 4 where you catch the ball return and the move back to 1.

NETBALL CHALLENGE

Draw a mark on an outside wall (brick is ideal) with chalk and practice throwing the ball, aiming for the mark, putting enough power behind your throw to catch the netball on the rebound. As your precision improves, take a step back and repeat the drill from further away.

Add more targets at different heights and distances so that you must run to catch the ball. Use different types of passes, shoulder, chest, lobs, and bounce. Alternate between your dominant and non-dominant hand for a balanced workout of your upper body, focusing on hand speed and ball control.
**COOL DOWN**

**TIME: 5 MINUTES**

Participants jog slowly around the practice space or field, jogging facing forwards, jogging backwards (check first that there are no hazards behind you), then jogging sideways looking In and then jogging sideways looking out, then gently skipping and then back to easy jogging. For a demonstration click here

**CLOSING REFLECTIONS**

**ON YOUR OWN**

Why not keep a Move4Life diary of your session? Write down what you did and how you felt about the different activities in the session. Reflect on whether girls/women and boys/men are afforded equal opportunities in sport. Think about what could be done to provide equal opportunities to both, whether girls/women and boys/men in sport. Think about how girls/women and boys/men are treated in your community. What changes could be made to make sure that girls/women and boys/men are treated equally?
ADAPTATIONS

- The size of the area in which passing is practiced can be reduced for home-based practice depending on available space and the number or ability levels of the participants.

- *Age appropriate* specific sports balls are ideal but if they are not available other balls can be substituted. Everyday objects such as shoes, plastic water bottles can be substituted for cones if none are available.
At the Sports Field

HEALTH & SAFETY

The facilitator should check that the playing area is free of any hazards such as broken glass, wet floors, holes in the grass, etc.

SAFEGUARDING

Safeguarding refers to actions we take to ensure that all children and young people are safe from harm when involved in sport and physical activity. It means we must proactively do everything possible to minimise risk and prevent the abuse, harassment or exploitation of children and young people. Move4Life wants all participants to be safe from harassment, abuse, or exploitation whether practicing at home or at the sports field.

Everyone has a role to play in safeguarding the facilitator (teacher, coach, or activator), parents and guardians and participants themselves.

The following are some safeguarding tips for facilitators delivering Move4Life sessions at the sports field:

- Facilitators (teachers, coaches, or activators) should never be alone at the sports field with children or young people. There should always be another adult present and where you are working with a mixed-sex group there should be an adult of both sex present. This is known as the rule of 2.
- Facilitators should have knowledge of and be able to recognise indicators of different forms of harassment, abuse, and exploitation. You should also know where and how to report concerns.
- Children and young people should never share changing accommodation and showers with adults. If there are no suitable changing and shower facilities, they should arrive and depart in their sports attire.
- Facilitators should never abuse or discriminate against children and young people attending Move4Life sessions and should conduct themselves in a manner that makes them a positive role model for all participants.
- Facilitators should make sure that children and young people are never left on their own at the sports field. They should arrive before the participants and ensure that all participants have departed safely before they depart the field.

For further advice on safeguarding children and other vulnerable groups participating in Move4Life sessions at the sports field [click here](#).
OPENING REFLECTIONS

Form a circle with the participants. (Remember, you are part of the circle, NOT in the middle) Welcome the participants and create a friendly, safe environment. Facilitate a brief conversation with and amongst the learners.

The facilitator should introduce the activities for the session stressing the need to observe social distancing and hygiene practice and explaining that the aim of the session is to develop passing skills and to reflect on gender equality in sport and in our community. Ask participants whether boys/men and girls/women are treated equally in sport, do they get the same opportunities, are they equally supported? Ask what are the attitudes of people in our community to both genders playing sport?

WARM UP

TIME

5 Minutes

EQUIPMENT

Footballs or netballs (preferably one per participant) and a set of cones or other objects to mark play areas.

SET UP

Mark out small practice spaces at home or on the sports field suitable for the activity and the number of participants.
Facilitator to divide players into groups of 3.

- For each group of 3 place 4 cones in a square at least 3 metres apart (3 players can work in a square).
- Now the 3 players start on different corners (leaving the top right corner free).
- The player at the bottom right runs to the free corner to receive the ball from the Player at the top left.
- The player at the bottom left runs to the now free corner to receive the ball.
- In this way players move around the square anticlockwise.
- Once they have made it back to their starting position, reverse the direction.
- Once the facilitator has issued the instructions. Allow the players to review the instructions in their groups, plan who will stand in which corner and how the exercise will work. If unsure, one member of the group must ask the facilitator.

The Player passing the ball:

- Should focus on ball placement so that the receiver collects the ball on extension i.e. the ball is placed in front of them so that they move into the ball
- Therefore, timing is important – the player throwing the ball should do so before the receiving Player reaches the cone.
The receiver:

- Needs to turn quickly and look over their shoulders as soon as they can. Then their hips and feet will follow.

Players need to practice turning in and turning out (when catching the ball, turning to face the next pass. This involves turning on different feet and weight transfer. In the game, the way a Player turns depends on where the defender is, therefore they should be able to do it on both feet.

**FOOTBALL ACTIVITY**

- Set up several cone goals on the sports field.
- Divide the players into players.
- The pairs run onto the field and pass the ball through the cones to each other.
- They may not repeatedly pass the ball rough the same cone-goals.
- Progress the practice from slow dribbling, limiting the corrections to the position of the ball and the timing of the pass.
NETBALL PRACTICE

- Players work in groups of 6.
- 4 Players (feeders) set up in a diamond.
- Workers (defenders) position behind one of the Players.

- Feeders pass the ball to each other.
- Defenders time the passes and when the ball is passed to 4, one of the defenders try to intercept the ball.
- If the defenders go too early the feeders can decide to pass the ball to the opposite side and pass it to feeder 4 and the other defender should try and cover feeder 4.
- A second ball can be added to the activity when Players are familiar with the activity.
- The defenders should work together, using good communication and directing each other.
- If the defender misses an intercept, then they should recover and get back for the next pass.
- Make sure all intercepts are clean 2 handed intercepts.
- Defenders should focus on the ball and not the feeder.
- The feeders can fake passes and vary the types of passing to make it more challenging for the defenders.
- Ensure that everyone in the group has an opportunity to be a defender.
● Players get divided into two teams (minimum of 5, maximum of 7 Players per team).
● Players will play a game where they must use the techniques learnt in this session.
● Players should apply techniques learnt during session 1 and 2 to get free.
● On defence, Players should apply new knowledge.
● Apply the rules of the game.
● Ensure that knowledge is applied correctly.
● Encourage Players to apply lessons learnt in session 1 and 2.
● Reward team that applies techniques learnt in session 3.
FOOTBALL PRACTICE

DESCRIPTION

- Position the players next to cones (see illustration).
- The first player passes the ball to the player at the next cone, who lets the ball bounce away and runs around the cone in the direction of the third cone.
- The first player passes the ball into the second players path and moves forward to the second cone.
- The second player passes the ball to the third player, who bounces the ball back, and the procedure is repeated.

METHODICAL POINTERS/CORRECTIONS

- Let the ball bounce towards the centre of the triangle so that the angle of the shot is easier for the next player.
- Alternate the power of the shot: a forceful first pass, cushioning it while letting it bounce, followed by a measured pass into the path of the running player.
- After as short familiarisation of the phase between position 3 and position 1 use the passing procedure instead of dribbling.
FOOTBALL GAME

DESCRIPTION

- Mark squares with cones, position an attacker at each cone and place two defenders in the centre.
- 4-On-2 the attackers pass the ball to each other as directly as possible.
- The defenders are only allowed to walk!
- If an attacker loses the ball, he/she exchanges positions with the defender who has been in the centre the longest.

METHODICAL POINTERS/CORRECTIONS

- The attackers must use the full size of the practice pitch.
- The passer must always have three kick-off possibilities: one to either side, one diagonally.
- Adapt the size of the pitch to the skill level of the players.
COOL DOWN

TIME : 5 MINUTES

Participants jog slowly around the practice space or field, jogging facing forwards, jogging backwards (check first that there are no hazards behind you, then jogging sideways looking In and then jogging sideways looking out, then gently skipping and then back to easy jogging.

CLOSING REFLECTIONS

Form a circle, this time you may be seated since the session may have been quite strenuous.

Review the session outcomes. Ask the participants to tell you what they learned about the movement skill. Which skills were easy? Which were difficult?

Ask the participants to reflect on the Life Skill.

IN PAIRS OR AS PART OF A SMALL GROUP

The facilitator uses Mix and Match Pairs to organise reflective sessions. Encourage girl-boy pairs; find someone who has the same birth month/same favourite sports team/same favourite colour as you to be your partner etc. It is important to encourage players to mix so they can talk to a range of participants and understand diverse perspectives. When left to choose their own partners/groups, players will often go to the same people and some participants may be excluded.

Ask the pairs to reflect on whether girls/women and boys/men are afforded equal opportunities in sport? Think about what could be done to provide equal opportunities to both whether girls/women and boys/men in sport? Think about how girls/women and boys/men are treated in your community? What changes could be made to make sure whether girls/women and boys/men are treated equally? Pairs should discuss first and then feedback their thoughts to the wider group.

Close the session, make any announcements, confirm time of next session, etc.
ADAPTATIONS

- Facilitators on the sports field should be aware of each participant’s individual needs and adapt their communication style to ensure the inclusion of children for those with hearing or visual impairments or learning difficulties.

- The size of the area in which dribbling is practiced can be reduced or increased depending on available space and the number or ability levels of the participants.

- Age appropriate specific sports balls are ideal but if they are not available other balls can be substituted. Everyday objects such as shoes, plastic water bottles can be substituted for cones if none are available.

- If you are at the sports field with a group and do not have enough balls for each participant, you can adapt activities so that participants can complete an exercise then pass the ball to another participant.