SPORT AGAINST GENDER INEQUALITY

ACTIVITY WORKBOOK I
TEAMWORK AND COMMUNICATION

Online Sport for Development Activity Resource in Response to COVID-19
This activity workbook, part of the Sport Against Gender Inequality (SAGI) online resource pack, provides practitioners with a guided sport activity-based session to help mixed-gender participants learn how to communicate with each other effectively, cooperate with each other and work together as part of a team, in order for them to support each other to dispel gender-based stereotypes.

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.

SAGl 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, SAGl 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 SAGl, 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, SAGl 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 develop effective communication and team working skills in young people.

**Learning Outcomes**

- Participants learn how to work together as a team in order to achieve common goals and outcomes.
- Participants learn to communicate using different mediums, including verbal and visual methods.
- Participants learn how to listen to and respect others’ opinions.

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**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 small verandah, on the balcony.

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

#### Time

**Total Session Time:** 60 minutes

- Preparation & Introduction (10 mins)
- Conducting Session Activity (30 mins)
- De-brief & Conclusion (20 mins)

#### Equipment

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

**In-Person:**
- 10 Flat cones
- 5 long cones
- 1 face covering/mask per participant
- 1 small tennis/soft ball per participant (or any other small non-injurious sports equipment such as flat cones)
- 1 bottle of hand sanitiser

#### Participants

**Total Participants:** 10

- Between the ages of 14-18 years
- Mixed-gender group, including at least 50% girls
Notes for Instructor for Session Preparation:

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

Session Methodology

Introduction (10 minutes)

- Welcome the participants to the session.
- Enquire about how they are feeling and ensure they are comfortable before you start.
- Inform the participants about the objectives of the session.
- If it is in an online delivery mode, ensure you explain to the participants how to use the technology in order to maximize their learning and participation experience.
- Ask the participants to share what they understand by the terms teamwork and communication.
- Make a note of their answers, and inform them that you will discuss these with them at the end of the session.
- Prepare for the delivery of the main activity for the session, by ensuring that you start organizing adequate space and equipment required for the activity.
Conducting Session Activity (30 minutes)
Name of the Activity: Beat the Ball

Setup the activity as shown below.

**Online Setup**

**In-person Setup**
Conducting Session Activity (30 minutes)

Name of the Activity: Beat the Ball

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

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

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

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

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

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

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

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

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

Give every participant the opportunity to express their ideas and feelings: The instructor should consider a participant’s ideas and suggestions, give added responsibility to individuals, and allow them to make decisions during the session.
De-brief & Conclusion (20 minutes)

- Gather all the participants together after the completion of the activity; ensure all participants are wearing their masks or covering their faces with a cloth and keeping a minimum distance of 1 meter between each other.
- Ask the participants how they are feeling after playing the game. Ask the participants if they enjoyed the game or not, and what did they specifically enjoy or dislike.
- Lead the de-brief by initiating a discussion with the participants; the discussions can be initiated by asking a series of questions.
- Start by de-briefing the outcomes of the activity, along with the behaviour of the participants within the activity; relate these to the learning outcomes as well as the participants’ responses to what they understand by the terms teamwork and communication. Instructor can utilise the below questions to initiate the same:
  - What were the reasons behind teams winning or losing? What could each team have improved?
  - What strategies did the teams come up with after the first round of the activity? Did these help in improving outcomes for the team?
  - How important was it to rely on your teammates during the activity? Why or why not?
  - In order to succeed in the activity, was communication within your team important? Why?
  - What were the different ways that your team were able to communicate with each other? What challenges did you face while communicating in your team?
  - During the activity, were participants listening to each other? Did they respect each others’ views? Why or why not?
  - What roles did participants of different gender play within each team? Were these roles equal?
  - How did participants of different genders feel when working as a team together?
• In case any learning outcomes of the activity are missed during the participants’ response to the above questions, the instructor should add the same to the discussions.

• The instructor then moves on to relating these learning outcomes from the activity to the participants’ everyday lives, encouraging them to provide real life examples. Instructor can utilise the below questions to initiate the same:
  ○ In your everyday lives, how important is it to communicate effectively in groups to solve common problems? Can you give some examples?
  ○ In your everyday lives, how can you work with others, especially those of different genders, to achieve shared goals/ tasks? Can you give some examples?
  ○ Why is it important to respect and listen to others in your everyday lives? Can you give some examples.

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

• Conclude the session by thanking the participants for their active participation and highlighting the main learning outcomes of the session.
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Activity Workbook 1
Teamwork & Communication