



# 01. Society & Gender Perceptions

- In this practice, players explore how society defines and limits people based on their gender. They reflect on how gender expectations affect both men and women, and how these expectations can lead to harmful behaviors and unequal relationships. Players will consider how they can personally challenge stereotypes and take small steps to promote gender equality in their homes and communities.

**Goals: by the end of the practice, players should be able to...**

- Define gender, gender expectations, and gender equality.
- Discuss how gender expectations affect emotions, relationships, and opportunities.
- Commit to one action they can take to challenge gender stereotypes and support equality.

## Materials

- Flipchart paper
- Markers
- Attendance register.

## Preparation

- Read through the practice ahead of time to familiarise yourself with the steps and the process.
- Prepare 3 flipcharts with the following:
  - **Flipchart 1:** Key Definitions
  - **Flipchart 2:** Gender Boxes
  - **Flipchart 3:** Stepping Outside the Box
- Identify and be ready to share 1–2 local examples of men or women who have stepped outside traditional gender roles.

# Opening Circle // 10 min

## 1 // Energizer

- Lead an energizer and get everyone excited for the day!
- Review the latest professional soccer scores and news.
- Review the schedule for the practice.

## 2 // Team check-in

- Form a strong circle.
- Lead a quick check-in activity, such as:
  - Fuel gauge: Use your thumb to show how you feel, from 'empty' (bad) to 'full' (great).
    - ✓ Scream how you feel: Soft is bad; loud is good.
    - ✓ Water glass: Imagine you're a glass of water. With your hand, show how full you are. 'Full' represents feeling good; 'empty' represents feeling bad.
    - ✓ Animal: Name an animal that represents how you're feeling.

## 3 // Take a Stand

◆ I know what it means to be a man.

- ✓ What does it mean?

# Boxed In // 30 min

## 1 // Define gender, gender expectations, and gender equality

- Ask players:
  - ✓ What is gender?
    - Gender is what our society or culture – and those around us, including family and friends -- believes how a man or woman should act or behave.
  - ✓ What are some things that society expects boys to do because of their gender?

Coach's Tip: Feel free to integrate gender norms that are more relevant to the context and community you live in.

- Men are strong and know what to do; women are weak and do not know what to do.
- Boys should be active and play sports; girls should help with cooking and cleaning.

#### ✦ How do these expectations affect boys and girls?

- They prevent boys and girls from doing what makes them happy and comfortable.
- They prevent boys and girls from questioning the expectations that are placed on them.
- Some expectations force girls to have less power, which can affect their health and safety.

#### ✦ Is it possible to change gender expectations?

- Yes!

#### ✦ What is gender equality?

- Gender equality means that men and women have the same rights, expectations, and opportunities.
- Men and women share equal power and control in relationships.

#### ✦ In life, how does society, culture, and media 'box' people in because of

#### ✦ their gender?

- Men are not allowed to show weakness.
- Women are not allowed to be angry.
- Women do not hold leadership positions in the community or business.

#### ✦ Think about our discussion on emotions. How are men and boys "boxed in" in regards to what emotions they can show?

- Men are not allowed to express emotions, such as love, care, or weakness.
- Men are expected to express anger through violence, yelling, or intimidation.

#### ✦ Do you know of any men in your community that stepped out of the box?

Coach's Tip: Ask follow-up questions, such as: "How did they step outside of the box?" or "Was it easy for them?"

- ✦ What would make it easier for men and women to step outside of the gender box?
- ✦ What can you do personally to step out of the gender box and promote gender equality?
  - Question gender expectations that society places on boys and girls, men and women.
  - Take a more active role in household tasks that are often left to girls and women.
  - Tell family members who you are close to that you love them.
  - Support girls and women to stand up for themselves.
  - Express more words of care and compassion for others.
  - Offer love and support for younger siblings and cousins.
- ✦ How can 'acting like a man' affect a man's relationship with his partner and children?
  - He is not able to show love for his family and might be disrespectful. This can lead to anger and violence directed at his family.
- ✦ How can 'acting like a man' lead to sexual assault?
  - Men might believe that they should be in control and not ask for consent.
  - They could use their power to force someone to have sex or do something they do not want to do.
- ✦ What expectations would you like to change? How can you change them?
- ✦ What new expectations would you like to create? How do you plan to create them?

## MESSAGES!

1. Society often expects things different things from males and females
2. Gender expectations limit us, which can prevent you from being who you want to be
3. We can change harmful gender expectations.

# Closing Circle // 10 min

## 1 // Feel-Think-Do discussion

- ✓ Feel: How did today's practice make you feel?
- ✓ Think: What did the activity make you think about or question?
- ✓ Do: How will you use what you learned today?

## 2 // Attendance Register

- Take attendance and remind team members of the date and time of the next session

## 3 // SKILLZ Cheer

- Ask players to select one word that represents today's practice and yell it together as loud as you can!

# Team Time // 10 min

- Set up a small field for players that want to play soccer. Make yourself available to talk with players one-on-one or in small groups.

# 02. Gender and Power

- In this practice, players explore the connection between gender, power, and violence. They learn how harmful gender norms and unequal power can lead to gender-based violence. Through honest conversation, players build the courage and commitment to taking safe and effective action to stop them.

## **Goals: by the end of the practice, players should be able to...**

- Define gender-based violence and understand how it is connected to power and control.
- Identify myths and harmful beliefs that contribute to gender-based violence.
- Describe safe and practical bystander intervention strategies.

## **Materials**

- Flipchart paper
- Markers
- AGREE and DISAGREE Cards
- Attendance register

## **Preparation**

- Read through the practice ahead of time to familiarise yourself with the steps and the process.

# Agree / Disagree // 30 min

## 1 // Define gender, violence and gender-based violence

### ✚ What is gender?

- Gender is what our society or culture – and those around us, including family and friends believes how a man or woman should act or behave.

### ✚ Let us talk about violence. What is violence?

- Violence is behaviour involving physical force intended to hurt, damage, or kill someone or something.
- Violence is the use of physical force or power to cause harm or to make someone feel small.

### ✚ Why do some people use violence?

### ✚ What is gender-based violence?

- Gender-based violence is violence directed against a person because of that person's gender.

### ✚ What is Bystander Intervention?

- Bystander intervention involves witnessing and recognizing a harmful situation – AND doing something to disrupt it.

### ✚ Name some examples of behaviors we would want to disrupt and/or intervene.

### ✚ Share that there are different ways to intervene in a violent situation:

- Some things you can do are lower risk, such as distract, use education, offer support to the victim, interrupt with a comment or question, or quietly warn the target/victim.
- Other things you can do to intervene are riskier. For example, you could alert adults or people nearby, alert authorities, intervene with a group of other people, or interrupt a fight.

- Ask participants:

### ✚ What are some common reasons why people do not intervene?

- They don't know what to do.
- They are worried about their safety or the safety of others.
- They are fearful of power dynamics.
- It goes against cultural norms.
- They believe it's not their business

## 2 // Introduce the game

- Have all the players stand in the centre of the room.

- Explain the process
  - ✦ I will read a statement and you will decide if you agree or disagree with the statement.
  - ✦ If you agree, run towards the AGREE sign. If you disagree, run towards the DISAGREE sign.
  - ✦ I will then ask you your reason for your choice.
  - ✦ You are free to change your mind and your position as the discussion continues.
- Read the following statements aloud and let the players select their response.
- After they have taken their positions, have a discussion about their selected responses.
- Ensure that players understand the note below each statement box.

◆ If a man controls or beats his partner, it shows that he loves her.

- Disagree
- Abuse and violence are not expressions of love or affection.
- Someone who loves a woman or girl will not hit or harm her.

◆ Sometimes a boy can force his partner to have sex with him because it is difficult for a young man to control himself when he is sexually aroused.

- Disagree
- Forcing anyone to have sex is rape.
- Men and boys are completely responsible for their own actions; the stereotype that they cannot make decisions when it comes to sex is untrue and harmful.

◆ Some young women provoke sexual violence because of the way they dress.

- Disagree
- Women and girls have the right to dress however they wish. Looking or dressing a certain way does not make anyone more or less likely to be a victim of violence.

◆ Some women and girls like being hit.

- Disagree
- Nobody likes to be threatened, beaten, insulted or injured. This myth seeks to blame victims and makes it so that perpetrators of gender-based violence are not held responsible.

◆ What happens behind closed doors is nobody else's business. Men beating their partners is a private matter, and must be dealt with within the family

- Disagree
- Violence against women and girls is a social problem – not a private one. Gender based violence is a human rights violation, and must be addressed by all girls, boys, women and men in order to change harmful behaviour that lead to gender-based violence.

✦ How can you break the Bystander Effect when you are the person being harmed?

- Use a loud, assertive voice.
- Bring bystanders in by announcing the situation. For example, "Hey, man in the black shirt, this person is following me, and I don't want him to. Please tell him to leave me alone."

✦ Knowing what we know now, what steps can you take if you witness a harmful behavior?

- Recognize the behavior is harmful or negative.
- Think about how you're feeling: am I thinking clearly?
- Act first! Don't assume others will step in.
- Assess the situation: does the person have a weapon? Take cues from the person being harmed.

✦ How can we support each other to adopt these strategies

## MESSAGES!

1. Gender-based violence shows disrespect and is against the law

2. We can change harmful gender behaviour

**Closing Circle // 10 min**

## 1 // Feel-Think-Do discussion

- ✓ Feel: How did today's practice make you feel?
- ✓ Think: What did the activity make you think about or question?
- ✓ Do: How will you use what you learned today?

## 2 // Attendance Register

- Take attendance and remind team members of the date and time of the next session

## 3 // SKILLZ Cheer

- Ask players to select one word that represents today's practice and yell it together as loud as you can!

# Team Time // 10 min

- Set up a small field for players that want to play soccer. Make yourself available to talk with players one-on-one or in small groups.

# 03. Real Strength of a Man

- In this practice, players explore the true meaning of strength and challenge harmful ideas about masculinity. They reflect on their personal strengths and learn how emotional awareness, respect, and consent are powerful forms of strength. Players are encouraged to use their inner power to build healthy relationships and make respectful choices.

## **Goals: by the end of the practice, players should be able to...**

- Identify and celebrate their inner strengths and positive qualities.
- Explain the concept of consent and how it works in everyday situations and relationships.

## **Materials**

- Flipchart paper
- Markers
- A4 paper for each player
- Pens, crayons or colored pencils
- Attendance register

## **Preparation**

- Read through the practice ahead of time to familiarise yourself with the steps and the process, and practice the Power Hand activity.
- Prepare a flipchart on 'Types of Strengths':
  - **Personality traits** (e.g., kindness, honesty)
  - **Skills** (e.g., problem-solving, listening)
  - **Activities you enjoy** (e.g., art, music)
- Review the Consent Traffic Light explanation and prepare discussion prompts.
- Prepare an example Power Hand to demonstrate.

# Power Hand // 15 min

## 1 // Review Strengths

- ✦ What does it mean to be “strong?”
  - To be able to face difficult situations.
  - To be able to stand up for yourself.
  - To be able to be yourself.
  - To be able to make good choices even when it is difficult.
- Explain:
  - ✦ When we talk about strengths in SKILLZ Guyz, we don’t mean having big muscles. We talk mainly about strengths you have on the inside.
- Provide examples of different types of strengths:
  - ✦ Things about us that we like or that others like and value (personality traits).
    - Being caring, supportive, a good listener, hard-working, enthusiastic, optimistic, motivated, compassionate, thoughtful, honest, having fun, and making the best of situations.
  - ✦ Things we are good at or learn quickly (skills).
    - Fixing things, building things, solving problems, school subjects.
  - ✦ Activities we enjoy.
    - Drama, music, religion, art, poetry, games, etc.

## 2 // Strengths Circle

- Divide players into small groups and give each group markers and a flipchart or each participant an A4 sheet of paper.
- Explain to players:
  - ✦ Now, you will identify your “Top 5” strengths.
  - ✦ Take your time to think about these, and when you are ready, trace your hand on the paper and write one strength on each finger.

- Give participants time to be creative and add decoration, colour, etc
- After they complete their Power Hands, divide players into pairs, preferably in pairs that know each other already.

- Explain:

- ✦ Discuss the strengths you wrote on your Power Hand with your partner and give examples of how you use these strengths in your life.
- ✦ After sharing your strengths, tell your partner any strengths you think they have but didn't identify.
- ✦ Listen closely to your partner because you will describe their strengths to the team.



*Power Hand Flipchart from Participants.*

- Visit each pair to provide support as they discuss their strengths.
- Encourage players to ask each other questions and share stories about their strengths.
- Bring the group back together in a circle and explain:
  - ✦ You will now describe some of your partner's strengths.
  - ✦ You can tell stories and give examples to describe their strengths.
  - ✦ Describe the strengths of another coach, volunteer, or player as an example.
- Ask a few pairs to volunteer to share their strengths.

### **3 // Demonstrate and Practice**

- Instruct players to sit comfortably and choose 1 strength from their Power Hand to think about.

## MESSAGES!

1. Everyone has strengths that make them unique and amazing!
2. Use power hand to help you remember your strengths.

- ✦ We will now do Power Hand, where we breathe deeply and think about our strengths.
- ✦ Hold out one hand. Take deep breaths. Count to 4 as you breathe in and 4 as you breathe out. Close your eyes if you feel comfortable.
- ✦ Breathe in as you trace up your finger; At the top of your finger, name the strength you chose silently, and exhale down the other side of your finger.
- ✦ Continue to breathe in and out as you trace the rest of your fingers.

## 4 // Discussion

- ✦ Why is it important to recognise your strengths?
  - You are your own most powerful supporter!
  - We all need reminders that we have strengths.
- ✦ When can you use Power Hand in life?
  - When you need to build confidence, saying your strengths will remind you who you are and why you're unique.
  - When dealing with challenges in reaching your goals.
  - When you need to calm down, deep breathing will bring oxygen to your brain to help you make good decisions.
  - Before an exam, sports match, or whenever you need to focus your energy.
  - In the morning, start your day fresh; in the evening, before bed to clear your head.

# Consent // 10 min

## 1 // Discuss Consent

- Ask:
  - ✓ How do we know when someone wants to have sex with us?
    - They should be enthusiastic and interested, kissing and touching us voluntarily, smiling and initiating, etc.
  - ✓ If someone does not want to have sex with us. It is important that we respect that. If someone does not want to have sex and we force them to do it, that is called rape and it is a crime. It is also considered rape if we have sex with someone under the age of 16 as they are still considered a child under the law.
  - ✓ So how do we make sure that we only have sex with people who actively want to have sex with us? The answer is a word called consent.
  - ✓ Consent is when you agree or give permission to do something. Consent, in a sexual relationship, is an agreement to engage in sexual activity between BOTH partners.

## 2 // Consent and the Traffic Light

- ✓ Now, we will have a discussion about the traffic light game that we played at the start of this practice because it shows us how consent works!
- ✓ What do traffic lights tell us to do?
  - They tell us when we can go, when to slow down and when we must stop.
- Explain:
  - ✓ In the game, the traffic light represents a person you want to do an activity with. For example, if you want to play a game with someone, they have to give you a GREEN LIGHT to play with them.
  - ✓ Or if you want to have a romantic relationship with someone, they have to give you the GREEN LIGHT to start the relationship. If you want to have sex with someone, they have to give you the GREEN LIGHT.

- ✦ Other people have rights, and like a traffic light they decide whether to give you a GREEN LIGHT or a RED LIGHT. Sometimes someone gives you a GREEN LIGHT at first but then they change their mind and give you a RED LIGHT. It is important that you listen to them and respect the RED LIGHT and stop what you are doing.
- ✦ In life, why is it important to listen when someone says stop?
  - We should respect their 'NO.'
  - No one should touch you when you have told them not to.
  - You may think the other person likes what you're doing, but they actually might not.
- ✦ What if they don't SAY no, but you can tell they don't like what you are doing?
  - Stop and ask.
- ✦ This is like an ORANGE LIGHT which tells us to slow down and check in with them. Just because someone has not said 'NO' does not mean they like what you are doing. The only way someone can agree to something is if they say 'YES', so we must always respect someone's right to say 'NO!'

## MESSAGES!

1. Sex can be very nice but we need to be physically and emotionally ready to have sex.
2. Sex can come with dangers that can change our lives and we need to understand this before we have sex.
3. We need to take care of our partner every time we have sex and we need to make sure that they are comfortable with everything we are doing together.

**Closing Circle // 10 min**

## 1 // Feel-Think-Do discussion

- ✓ Feel: How did today's practice make you feel?
- ✓ Think: What did the activity make you think about or question?
- ✓ Do: How will you use what you learned today?

## 2 // Attendance Register

- Take attendance and remind team members of the date and time of the next session

## 3 // SKILLZ Cheer

- Ask players to select one word that represents today's practice and yell it together as loud as you can!

# Team Time // 10 min

- Set up a small field for players that want to play soccer. Make yourself available to talk with players one-on-one or in small groups.

# 04. Levelling the Field

- In this practice, players consider what women are up against and how roles and expectations, biology and the economy create challenges for them in life. Players will pledge to do one small thing to support women and girls.

## Goals: by the end of the practice, players should be able to...

- Describe challenges women face due to roles and expectations, biology and the economy.
- Identify small ways that they can support women and girls with what they are up against.

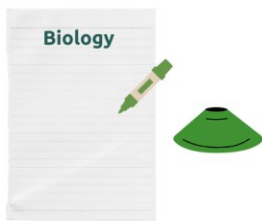
## Materials

- Flipchart paper
- Markers
- Soccer ball
- Cones

## Preparation

- Read through the practice ahead of time to familiarise yourself with the steps and the process.
- Prepare 3 flipcharts with the following:
  - ✓ **Flipchart 1: Roles and Expectations**
    - What roles are women expected to play?
    - How are women expected to behave?
  - ✓ **Flipchart 2: Biology**
    - What aspects of women's biology provide particular challenges for them?
  - ✓ **Flipchart 3: The Economy**
    - What stops women from being able to fully participate in business and work?

- Set up 3 cones on the field in the shape of a triangle and place a flipchart and marker at each cone



## Schedule

- Opening Circle (10 min)
- What Women Are Up Against (25 min)
- Closing Circle (10 min)
- Team Time (10 min)

# Opening Circle // 10 min

## 1 // Energizer

- Lead a calming activity like Team Wave.

## 2 // Check-In

- Lead team check-in.
- Recap MicroMove
  - ✓ What did we learn last practice?

## 3 // Take A Stand

◆ Women have it easier than men.

- ✓ Why or why not?

# Levelling the Field // 25 min

## 1 // Setting Up the Activity

- ✓ In the last practice we looked at all of the pressure that we experience as men and boys. Now we are going to think about all that women and girls are up against.
- Show the players the big triangle you have set up on the field with cones.
- Explain that they will be looking at 3 different aspects of life that hold women back. Walk to each point of the triangle and show them “Roles and Expectations”, “Biology” and “The Economy”.
- Divide the players into 3 teams and assign each team a point of the triangle.
- Explain that in their groups, they have 5 minutes to discuss the question on their flipchart page and to write down as many answers as possible. When the 5 minutes is up, they should jog to the next point of the triangle in a clockwise direction. They have 5 minutes to look at what the previous team wrote and to add as many answers as they can. You should then repeat this for a third time so that each team has spent 5 minutes on each poster.
- When all of the teams have spent time at each poster, send the teams back to their original poster. They can spend a minute looking at what the other teams have added.

- Each team has 2 minutes to feed back all of the responses on their poster to the rest of the team.

## Notes for the Coach:

- Roles and Expectations

### ✦ What roles are women expected to play?

### ✦ How are women expected to behave?

- Women are expected to be mothers, nurturers, childbearers and carers.
- They are expected to cook, clean the house, do laundry and take care of the elderly.
- Women are supposed to be gentle, quiet, compliant, supportive and in the background of life.
- Women are expected to follow orders and not to have an opinion. They should be respectful of men and always put others first.
- Women should be self-less. They should not earn more money than men and are often excluded from decision-making.

- Biology

### ✦ What aspects of women's biology provide particular challenges for them?

- Once girls hit puberty, adult men start paying attention to them. Monthly menstruation can disrupt life in many ways; bleeding can keep them out of school or work, pain can make normal life difficult and changes in hormones can be emotionally challenging. Sanitary products are also expensive.
- Pregnancy, birth and breastfeeding take an enormous toll on women, often keeping them out of school or work and this can keep women and girls trapped in a cycle of poverty.
- Taking care of young children is a full-time job and requires a lot from women and can also keep them out of school or work.
- Later in life, women experience menopause and some of the changes in their bodies can make things very difficult for women.
- Older women whose childbearing years are over and women who can't have children are not considered to be "real women".
- Women are not as physically strong as men and this can make them vulnerable to violence and rape. Women face more health risks and their symptoms can often be dismissed by doctors.

- The Economy

### ✦ What stops women from being able to fully participate in business and work?

- Often schooling is interrupted for girls and they are forced to take on low income generating work.

- As we explored in biology, there are many things that disrupt school for girls such as menstruation, pregnancy and families prioritising boys education.
- Even if a woman has a high paying job, taking time off to have children interrupts her earnings and her career.
- They may not be promoted and may be paid less money than a man in the same position.
- The majority of the informal workforce is made up of women and they don't have any of the legal protection or benefits of employment like pensions and medical aid.
- The informal sector is also very vulnerable to changes in the economy, politics or the environment.
- If women are not able to earn enough money to support themselves, they may become financially dependent on men and this puts women at an additional power imbalance.
- Women often prioritise spending money on their children before themselves.

## 2 // Discussion

- Ask:
  - ✓ How do you feel when you see what women and girls are up against?
- Explain that each of the points of the triangle supports the other points and trap women and girls in an impossible situation. In spite of this, you will see your mothers, sisters, friends and girlfriends navigating this and still finding success.
- Ask:
  - ✓ How can we support the women and girls in our lives to navigate this triangle more easily?

# Closing Circle // 10 min

## 1 // Feel-Think-Do discussion

- ✓ Feel: How did today's practice make you feel?
- ✓ Think: What did the activity make you think about or question?
- ✓ Do: How will you use what you learned today?

## 2 // Attendance Register

- Take attendance and remind team members of the date and time of the next session

### **3 // SKILLZ Cheer**

- Ask players to select one word that represents today's practice and yell it together as loud as you can!

## **Team Time // 10 min**

- Set up a small field for players that want to play soccer. Make yourself available to talk with players one-on-one or in small groups.