



HOW TO INCLUDE MORE GIRLS IN SPORT

TOP TIPS AND LEADING
PRINCIPLES FOR ENGAGING
& RETAINING GIRLS IN SPORT



Game



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ABOUT THIS GUIDE

This guide is made in collaboration between:

- StreetGames UK
- GAME
- ISA
- Stad Antwerpen
- University of Bedfordshire

The content of the guide is based on research, learnings and experiences from a wide range of organizations working in the field, and it includes ideas and inputs from female role models, coaches, and girls - both girls who are currently active and girls who dropped out of sports.

There is need to combat the global gender gap in sports and to boost girls' participation in sports.

Coaches play an important role in getting and keeping girls active. This guide is designed to serve coaches working to include girls in sport with the goal of not just adding girls to existing programs and activities created originally for boys, but to create activities and safe and welcoming spaces for all.

The guide provides tips, suggestions and answers to your questions about how to attract and include more girls to your sessions. And it will help you run sessions that will appeal to them and keep them coming back.

It is structured according to 8 leading principles linked to different examples of good practices. You can read it as an end-to-end document, or simply jump to the sections that are most relevant to you. The purpose is to inspire, to stimulate reflections and dialogue and to bring about new ideas on how to involve girls and get them moving!

Ready to get started and help engage more girls in sport and physical activity?



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THE GIRLS' ENGAGEMENT METHOD

This guidebook is an approach to girl's participation in sport that we have chosen to call The Girls' Engagement Method.

This method is about working with the girls and actively engaging them in the development of activities and the sports community they are a part of, e.g., by engaging girls in defining the content of the training sessions. This enables the inclusion of the idea preferences, and opinions of girls, as they are the experts of their experiences and needs.

This participatory approach to the planning and facilitation of sports activities and training sessions will enhance the joy, motivation and sustained participation of girls.

In this guidebook, you will find examples of good practice that can inspire coaches to build confidence among girls in order for them to advice, input ideas and take the lead. In doing so, the guide offers an approach to include more girls in sport with the aim of not just addressing the problem of girl's lower participation in sport, but also to address the lack of girls' voices and engagement in sport.

It is important to say, that these methods work well for boys and mixed-gender teams too. Also, boys should be involved in the conversation about girls' participation in sport. Empowerment of girls is not against boys and men. Gender equity in sport means giving each and everyone the same value and chances for participation and development.



TOP TIPS: RECRUITING GIRLS INTO SPORT

Recruiting girls can be a big challenge, and a variety of strategies are necessary to get girls in the game. This will take more time and effort on your part but will likely prove much more successful in retaining participants.

Girls tend to respond to more active recruitment. Here are some general tips:

Explain activity benefits and details to girls and their families

Flyers alone are not enough. Many girls need extra encouragement, especially if they are less experienced in sports participation. Reach out; approach them and talk to the girls, throw or kick a ball with them, share with them what the activity will be like, what fun they will have, and what skills they will learn.

Use girl networks

One of the best ways to get more girls involved is to encourage them to bring their friends. Girls often feel more comfortable trying something new if they have the support of their friends. Reach out to girl networks e.g. afterschool youth clubs.

Connect with local schools

Set up simple activities close to their school or ideally on the school site and invite the girls to play. Hand out flyers about your offer, provide a sign-up sheet, and follow up with phone calls or text messages.

Involve the parents

Sharing all the potential benefits the girls can experience through sports participation sometimes gives parents the extra incentive they need to motivate their daughters to join. Make sure you leave them a flyer with your contact information. Parents want to know who is running the activity. Once they meet the coaches and get to know them, they may be more willing to let their daughter participate. Also invite the parents to drop into a session once in a while.

THE 8 LEADING PRINCIPLES – A SUMMARY

The guidebook covers 8 leading principles for coaches to consider when creating inclusive sports activities that encourage and enable women and girls to participate. This summary will provide you with a quick overview.



Be welcoming:

Create the best environment

Create a fun, supportive and trusting atmosphere. Set norms and expectations that foster a safe space where everyone feels confident that they will not be judged for showing up as they are.



Be supportive:

Build trust and relationships

A trustful relationship between the coach and the girls is essential. As a coach you must be curious and emphatic and listen to the girls. Girls may need to talk about off-the-field issues.



Be adaptable:

Offer something for everyone

It is important to make sure to bridge the girls' different levels and to pay attention to the girls who are beginners and might need some extra support. A sport or activity that requires very specific and multiple skills at once can be difficult for girls who are not experienced in doing sports.



Be inclusive:

Focus on participation

Create a safe space where the girls can be themselves, and where it is acceptable to fail. Encourage the girls to be brave, not perfect. Positive performance is about showing the girls how to be good team players, to encourage each other, and cheer on each other.



Be reliable:

Show dedication and consistency

A good coaching team is important for a successful sport activity. Make sure to maintain stability both in terms of keeping a minimum of cancelled trainings but also in regard to the coaches.



Be social:

Encourage fun and friendship

Maintain a sport setting that supports positive social experiences within the setting and outside of sport. Feeling a sense of acceptance and group belonging and having opportunities to build and cultivate friendships strengthens continued motivation and participation.



Be encouraging:

Provide different opportunities to grow

Feeling confident about playing and developing new skills instead of how well one performs in competition are key individual factors to fuel motivation and support girls' participation in sport. Explore different ways for the girls to progress.



Be collaborative:

Share ownership

Create a culture where it is natural for the girls to speak up and give feedback and inputs. As a coach you must be willing and able to adapt to the girls wants and needs and involve the girls in defining the activities.



BE WELCOMING: CREATE A POSITIVE ENVIRONMENT

KEY POINTS

It is important that you create a fun, supportive and trusting atmosphere initiated by having a friendly and welcoming attitude.

Support the girls by fostering a feeling of togetherness where everyone feels a sense of belonging to the group. This fuels motivation and engagement.

Set norms and expectations that foster a safe space where everyone feels confident that they will not be judged for showing up as they are.

TOP TIP

Include music! Music is shown to enhance motivation to exercise and has a considerable bearing on how long participants might endure a repetitive activity and their feelings during the task. The tempo of the music must reflect the type of session and the genre of music should be appropriate to the age/profile of the participants. Let the girls decide what music is played.

VIEW FROM THE TOUCHLINE

The female coach Mariam says it's key to take the participating girls seriously and to listen to their ideas. "We get to know them better which helps us to guide them into the right direction (...) find out what they want. Dealing with children really requires something else. Patience. Listen. Only then can you help them further. Because believe me: they all want to succeed."

GOOD PRACTICE EXAMPLE

To nurture a safe space, set the tone from the get-go. This may include leading by example. Be open and vulnerable as a coach, e.g. be open and honest when there is something you don't know and show that it is okay.

As a coach you can cultivate trust in the group through a shared collective idea or mission. In one of GAME's 'Girl Zone' training sessions, the coaches organised a creative activity in between games in order to engage the girls in creating their very own identity for their sports community.

"We think it could be fun for the girls to do something creative together. We got some white t-shirts that the girls could paint with Posca markers. The girls decided what colour and logo they would paint on their t-shirts. In this way they created a very special expression of their own community"
Aivi and Denice, coaches

TOP TIP

A good way to create a feeling of togetherness and sense of belonging to the group is by having a standard way of greeting or standard rituals for how you start every session. E.g., by creating a group cheer together, that starts and ends every session or by giving everyone a high-five or a shoulder clap when they arrive and leave.

Establish a routine, so the girls know what to expect. Give the girls an outline of the session and let them share anything that they are thinking about before starting.

Start and end every session in a circle where everyone can share thoughts about the day's practice; what went well, what could be done differently. Circles create inclusion and puts everyone on the same level, including coaches. In this way, the participants feel acknowledged, knowing that their opinions are valued.





BE RELIABLE: SHOW DEDICATION AND CONSISTENCY

KEY POINTS

A good coach or leader is an important part of a successful sport activity.

To maintain the girls' commitment, it is important that you are consistent both in terms of running sessions (i.e. minimising the number of cancelled sessions) but also in regard to you always being in attendance.

Consistency helps foster the feeling of unity and togetherness.

TOP TIP

Briefing: Make time to sit down with your coaching team before the session starts and plan how each session will run on the day, including who is responsible for what. Always make sure you have a 'Plan B' if things don't go as planned.

De-Briefing: Make time to sit down with your team after the session ends and discuss what worked well and what can be improved next time.

If there is any tension or conflict between trainers, it is important to address and attempt to resolve the situation as soon as possible.



GOOD PRACTICE EXAMPLE

It is a good idea to talk to the girls about their expectations of their participation, and also what they can expect when it comes to the stability and participation of the coaches. You can all together agree on a few guidelines for participation.

You can create a Facebook - or WhatsApp group where you can text each other about practical things to remember, or if you have to cancel a training session. The Facebook - or WhatsApp group can also be used as a way to motivate each other and share good stories from the training session.

"When COVID-19 forced us to put our soccer trainings on hold we were afraid that all the girls would lose their motivation to participate so that we would end up with only a small group of girls when it was possible to start the trainings again. We used our Facebook group and Snapchat a lot. We posted small challenges for the girls to do at home and we put up pictures and short videos" Maymi and Dalia, coaches

REFLECTIVE QUESTIONS

What behaviour or what signals from the group or a person are associated with experiencing "stability"? Or "instability"?

How do you as a coach deal with these behaviours?

What do you think contributes to a stability?

How can you contribute to the stability as a coach?





BE SUPPORTIVE: BUILD TRUST AND RELATIONSHIPS

KEY POINTS

The importance of supportive relations is core, including between you and the participants.

A trustful relationship between you and the girls is essential in terms of maintaining the girl's motivation and to build confidence.

You must be curious and enthusiastic and listen to the girls. Girls may need to talk about off-the-field issues. Make sure they know you are willing to talk with them

TOP TIP

Diversity in a group must be welcomed and accepted. Being different and sometimes having different opinions are natural and important aspects in a group. Everyone can learn a lot from meeting each other's differences with an open mind.

It is important to address this with the girls, and talk about how to be open-minded, and tackle disagreements and differences



GOOD PRACTICE EXAMPLE

Structure and responsibility create trust, which is why the coach should be well prepared for every session. It is a good idea to start by briefing the girls on the plan for the session. In addition, the coach should not rush in and out of sessions, but instead prioritise having some time before and after the sessions to give the girls the opportunity to talk to the coach and share what is on their mind.

As an example, start with 15 minutes to settle in the room; some choose the music, some start playing, some chat a bit. At the start of an activity, you can make a circle and discuss one question. Also take time after the activity to reflect or chat.

"It is important to create a safe environment for everyone to speak and express themselves. As an example, when you as a coach is asking the group a question about an activity, there are no wrong or right answers".

Leyla, coach

PARTICIPATORY TOOL

Feedback is important. It focuses on identifying potentials and recognise possibilities.

How to

Feedback can be used after a training session where the girls circle up and are asked to all share two positive opinions about the session and one thing they would change or remove. Coaches should note the feedback and use it to plan their future sessions.

VIEW FROM THE TOUCHLINE

A session must be a comfortable and safe place for everyone. Social connections are important for the girls' commitment to participation on a regular basis.

"I will not say that I'm a trainer, I'm more like a mentor. It is not just a training session where you show up and learn some steps and then you go home. I try to create a safe space where the girls can walk in and feel confident and just let go of all negativity. The girls get to know me and each other and they develop. I want to spread joy and happiness and create a place where the girls want to return to."

Leyla, coach





BE SOCIAL: ENCOURAGE FUN AND FRIENDSHIP

KEY POINTS

Feeling close to one's teammates, a sense of acceptance and group belonging, and having opportunities to build and cultivate friendships strengthens enjoyment and continued motivation and participation.

Maintain a setting that supports positive social experiences within the setting and outside of sport.

Make room for the girls to join as a group of friends who already know each other.

TOP TIP

Girls appreciate humour and will often bond easily through laughter. Activities which help girls' not to take themselves too seriously and that produce laughter will enhance positive friendship development.



GOOD PRACTICE EXAMPLE

When the training season starts, there are different ways for a coach to create opportunities for building supportive relations. One of the female coaches in GAME who run weekly soccer trainings for girls in her local neighborhood explains the importance of dedicating time for the girls to talk:

"We always provide some flexibility in the program of the training session so there is time for the girls to chat and to discuss daily-life issues. We can see that it is important to dedicate time to this more informal talk. It gives the girls a chance to have their voices heard and learn more about and connect with their teammates."

Create a common ground for your group that goes beyond the activity itself, and where the social aspect is the main focus. This can be done by meeting up and cooking together or where everyone brings something to the table for a shared meal. The meal can be used as a focal point for interaction, sharing cultural backgrounds and understanding each other.

Use fun activities to strengthen social interactions, which can easily be used in the training sessions. A good example is the Power Mingling exercise, where the girls partner up two and two for one minute and find as many things as possible, they have in common. After one minute they have to find a new partner and power mingle again.

PARTICIPATORY TOOL

Co-role is used to let the girls develop, discuss, negotiate and try out different roles and positions in a group. Co-role can be used to create a dynamic group and align expectations of each other's role in the group.

HOW TO

The group identify and discuss different roles that are present in the group. The trainer notes the girl's understandings of the roles and what attributes each role has. The girls use these roles to discuss who, where, when and for how long the different positions are in play.

It is important that everyone try out different positions during the process. Co-role can also be used within the group of trainers.





BE SOCIAL: ENCOURAGE FUN AND FRIENDSHIP



REFLECTIVE QUESTIONS

What are the characteristics of teamwork?

Include the participants in a discussion about the characteristics of a good team and a bad team.

Teamwork is a group of people working together towards a common goal. Teamwork is an important part of any team sport. It is also an important part of supportive relationships.

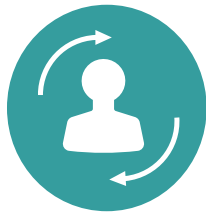
Characteristics of a good team could be:

- They share a common goal
- They play by the rules
- They try their best every time
- Players are comfortable and relaxed together
- Everyone participates (no-one is left out)
- Decisions are made as a group

Characteristics of a bad team could be:

- Everyone has a different plan of attack
- They cheat or break the rules
- They give up easily
- There is tension and fighting among players
- Some people are more important than others
- Decisions are made by a few





BE ADAPTABLE: OFFER SOMETHING FOR EVERYONE

KEY POINTS

You must be able to accommodate the different levels of skill and motivation and pay attention to the girls who are beginners and might need some extra support.

A sport or activity that requires very specific and multiple skills at once can be difficult for girls who are not experienced in doing sports.

TOP TIP

When the training season starts it is a good idea to have a talk with the girls about the fact that it is okay to be on different levels and that everyone is progressing at their own pace in their own way.

Make sure to include the girls' reflections in the talk, i.e., by letting the girls do short 1-on-1 discussions followed by a plenum talk where they can share what they talked about. This kind of dialogue can be repeated once in a while during the training season to highlight once again that it is okay to be on different levels.

It is very important to know the goals and the reasons why the girls participate in the sport or training session in order to level the playing field. If you as a coach is aware of this, you can adapt to these goals and reasons and come up with activities that take them into consideration.

GOOD PRACTICE EXAMPLE

Streetmekka Girls is a girl's only sports community who once a week get together in an indoor facility to do all kinds of activities ranging from different games to basket drills, roller skates and skate boarding. The coaches always make sure to plan and facilitate activities where different levels of skill can be integrated.

"When we use the skateboards the girls' level of skill varies a lot. We make sure that many coaches are present so that we can support and help the girls one-on-one. Also, it gives us a better chance to challenge the girls who learn quickly. We like to do different variations of obstacle courses where it is possible to complete the course standing on the skateboard but also while sitting down on the skateboard. In that way all girls – also the ones who are not as comfortable in skating as others, can join".
Isabella, coach

PARTICIPATORY TOOL

Idea clouds can be used to bring the participants together and engage them in coming up with ideas for the training content.

HOW TO

On a big piece of paper, you write 'ACTIVITIES' in the middle. Now the participants generate ideas together. The ideas can be sketched or written down. Photos can also be used. Once the first ideas have been created, they are hung up in clouds of ideas around the headline. It's important not to require participants to generate an equal number of ideas or to generate ideas in a specific order. Instead, use a time frame for idea generation and let the participants' inspiration determine the pace and number of ideas.

At the end of the session, the participants can put one or two dot votes on the ideas that they like the most. As a coach you can use the ideas in your training planning.

VIEW FROM THE TOUCHLINE

Pep talks help break down insecurities and increase girls' confidence in believing that they can do it. Taking the example of a longboarding activity in the Netherlands where the girls were nervous to use the board at a higher skill-level. The coach told them:

"Do you remember that when you started longboarding, you didn't know how to do it? Remember how you learned to stand on it / surf in a straight way? This is the same, you can do it! I know you can".





BE ENCOURAGING: PROVIDE DIFFERENT OPPORTUNITIES TO GROW

KEY POINTS

Explore different ways for the girls to progress in order to boost the girl's confidence to try out different sports, and to increase their body and mind positivity.

Feeling confident about playing and developing new skills instead of simply how well one performs in competition are key individual factors to fuel motivation and support girls' participation in sport.

Progression may happen over time, or by setting small and realistic goals for every training session.

TOP TIP

An effective way to inspire a girl's growth is to help her set goals and to track her development.

If you have access to video cameras, have girls do "before" and "after" video interviews about their goals. Show girls their interviews halfway through the programme and see if they have reached their goals.

Start the season by asking each girl to pick one skill she wants to improve that season. Take two minutes every practice to work on the skill and the coach periodically records how each player is doing. At the end of the season, each girl sees how she's improved.

Have girls keep diaries or journals during the programme, where they can write down how they see themselves progressing.



GOOD PRACTICE EXAMPLE

One way to explore different ways of progression is by having a monthly session that is run and organised by 2 or 3 of the participating girls. The coach can help the girls with planning and bringing ideas to the table, but the girls will be in charge of the training.

Using dance as an example you can make a session where the girls have to use new steps and moves, they have learned, and create their own dance routines in smaller groups. This gives the girls time to practise moves and steps in their own time, and also bring in their own creativity and favourite moves into the routine. At the end, the girls perform the routines to each other.

When Leyla started as a dance coach, she learned that the participating girls had very different dance skills so she had to find a level where everyone would feel confident in dancing while also learning something new. She tried to give the girls different kinds of responsibilities in order for them to feel recognised by the coach and peers.

"Sometimes I would challenge the more experienced girls by giving them the responsibility of being in charge of the training and preparing a choreography and I would support the girls in the preparation. That gave me the opportunity to pay attention to the girls who were beginners and needed some extra support." Leyla, coach

VIEW FROM THE TOUCHLINE

Sports and play can be an effective teaching tool e.g., by relating the activities to the participants own life experiences or by working with life skills as an integrated part of the activities.

"We evaluate how the game went and start talking to each other. Young people learn most from these reflective conversations. They really go on about the experience. All these experiences lead to change within the youth, but also, within the community".
Female coach





BE INCLUSIVE: FOCUS ON PARTICIPATION

KEY POINTS

It is important to create a safe space where the girls can be themselves, won't be judged, can push themselves and where it is acceptable to fail. Encourage the girls to be brave, not perfect.

Increase the girls' feeling of self-efficacy e.g., by recognition from peers and from the coach. You must make sure all girls, regardless of skills or experience, are part of the activities.

A focus on participation is about showing the girls how to be good team players, to encourage each other, and cheer on each other.

To show individual weaknesses and vulnerability towards each other is a strength. Share your mistakes so that the girls feel safe to make their own.

TOP TIP

Try to sometimes include activities that no one in the group has ever tried before. This is a way to equalize the participation and acknowledge that everyone can learn something new.



GOOD PRACTICE EXAMPLE

Leyla has been a volunteer street dance instructor in GAME in almost 4 years. She has a lot of experience in how to make inclusive sports activities for girls and at the same time create an environment where the girls can push themselves. Leyla explains that to each training session she awards the 'dancer of the day' who will receive a little star on a piece of paper.

"I had the overall idea of awarding a dancer of the day, but the participating girls have decided the criteria. They have decided that this is not about being the best dancer. Instead, one of the criteria is that the girls feel they have developed. Another one is that they must help each other and show up to as many training sessions as possible".
Leyla, coach

REFLECTIVE QUESTIONS

Can every girl identify what she brings to the team?
Ask the individual players what they think they are contributing to the team.

Have you shared an example of a time you tried something new and failed recently?

How can you encourage the girls to ask each other for help and help out each other, when finding an activity difficult or really easy?

PARTICIPATORY TOOL

Penguin Soccer is a brilliant activity that focuses on having fun together and being silly. In penguin-soccer everyone plays on equal terms not being able to see properly.

HOW TO

Make 2 teams consisting of 10-20 participants. All participants make a large conical out of a piece of cardboard or a newspaper. You cut a hole at the pointy end of about 5-10 cm. in diameter. In the opposite end you mount 2 rubber bands on each side of the conical, which will be used to attach the "beak" to the ears.

All participants attach their beaks and are now turned into penguins. Now it's all about playing football, with ordinary rules. It might be a good idea to have a judge, as none of the penguins have a great overview.





BE COLLABORATIVE: SHARE OWNERSHIP

KEY POINTS

It is important to create a culture where it is natural for the girls to speak up and give feedback and ideas.

You must be willing and able to adapt to the girls wants and needs and involve the girls in defining the activities.

You must also allow the girls to view sport and physical activity differently.

TOP TIP

Let the girls draw up their own rules. For example, sit together in a circle with a piece of paper and ask the girls what rules they think are important, and why. Write the rules down on big posters.

Does everyone agree on the rules? Which one should be changed or added? Try to end the session by having everyone to agree on the rules. Stick them on the wall for everyone to see.

VIEW FROM THE TOUCHLINE

Houda is a female role model. She is one of the first Moroccan women to do kickboxing, and she became youth champion in her weight class. When she decided to give kickboxing lessons in her own neighborhood, the girls could identify with her. She wore a headscarf for example, like most of the girls in that neighborhood. Because of this identification the girls dared to speak up and raise their voice. Houda and the girls, together, were collaborative. "You really see them grow, blossom. They gain more self-confidence and dare to ask for more. A number of things, such as how things are going at school, become more open to discussion for them. We are all women, we have to support each other

GOOD PRACTICE EXAMPLE

Linnea and Michelle coach one of GAME's 'Girl Zone' training sessions; a multi-sport activity concept for girls aged 8-12 who are looking for the benefits of sport and afterschool activity. The coaches encourage the girls to define what the Girl Zone community should be like and also to give input to the specific training content.

"In the very beginning of the training season we gathered the participating girls for an association game. We asked the girls "What do you think of when you think about GAME Girl Zone?" We had big posters and colour pens and the girls visualised their answer and wrote specific words and sentences on the posters. We also asked the girls to write down what activities they would like us to try out together. Now we have some cool posters showing what kind of sport community the girls want to be a part of" Linnea and Michelle, coaches

PARTICIPATORY TOOL

Mood board can be used to create a common understanding and sense of unity among the girls by visualising the group's values together.

HOW TO

Start by formulating an idea, challenge or question. It could be "what are the characteristics of our community?" Divide the participants into smaller groups of 4 to 5. Let the groups use pictures, materials and text clippings on the words they have in mind to create a poster with the visualisation of the characteristics and values of the community.

Ask the groups to describe the collage, and what the various elements represent.



YOUR RESOURCES: EXAMPLE ACTIVITIES

ROLE PLAY-TAG

Topic: Levelling the Playing Field

Participation step: Experiencing (see game) and Advising (see variation)

Time: 30 mins: 20 min play + 10 min reflections

Materials: Pieces of paper with a variety of roles on it: no handicap, injury, never played, etc. Ribbons for taggers.

Preparations: Set the field and give the taggers a ribbon.

Then you give each girl a piece of paper. Some will have a handicap/limitation, others won't.

GAME

Goal of the game: To not get tagged.

Rules: Every player needs to play according to her handicap/limitation. Have the girls experience it for a few minutes, then come together to discuss: How can you challenge a certain handicap; How can your teammates help you? Switch roles and play again.

Variations: Make the girls think about their own variations or how to deal with handicaps.

REFLECTION

Reflect: How did you like the game? How did you feel in the game?

Connect: Is it similar in daily life? In this group? What do you think about it?

Apply: What is the best way to deal with a handicap yourself/when a teammate has one? How would you like to act next time?

TIPS FOR THE COACH

This game is great for creating a group culture together. Do not make the girls feel called out - make sure the questions are centralized and everyone can answer, not directed towards one person. Make the girls think of questions also.

Tag is a great option as many variations can be thought of on the spot and it is very low-key. Of course, you can use any other (team) sports here as well.



YOUR RESOURCES: EXAMPLE ACTIVITIES

IDEA-BOX

Topic: Build supportive relations

Participation step: Advising

Time: 50 min: 10 min preparations + 40 min play

Materials: Paper, pen, basket/box

Preparations: Have a talk/dialogue with the girls about: What does build supportive relations mean to them? What does friendship mean? For example, sit in a circle and ask this to the girls.

GAME

Goal of the game: To engage the girls in giving inputs and ideas for activities that can build supportive relations.

Rules: We want the girls to 'advise' the coach. What are the ideas for social activities? They can think of anything, think outside the box. It can also be a very informal activity (baking etc.), having the first exercise in mind. Girls, individually or in pairs, can write down or draw their ideas on a paper. They present their ideas and put it in the 'Idea-Box' which the coach can use for future planning.

Variations: Include an active component e.g., the girls must write down/draw their idea and then complete an obstacle course before they can put the idea in the box.



REFLECTION

Reflect: Was it difficult? Did you like to come up with your own suggestions/ideas and advise the coach?

Connect: What are your ideas for advising regularly to the coach on activities?

Apply: How can we do that more regularly as a group from now on?

TIPS FOR THE COACH

Consider doing the brainstorm in pairs and mix the girls. So, the same girls are not always with each other.



YOUR RESOURCES: EXAMPLE ACTIVITIES

TRUST GAME

Topic: Building trust

Participation step: Co-leading

Time: 15 min play + 10 min reflection

Materials: none

Preparations: Make teams of approx. 6 players. Give a demonstration of the game for the entire group.

Discuss rules to deal with in the group, how to interact with each other.



GAME

Goal of the game: To build trust in the group

Rules: Each team makes a circle and chooses one person to stand in the middle of it. This person lets herself fall back to be caught by the team. Make sure everyone takes her turn.

Variations: You may come up with variations as a team, for example: building a living pyramid, carrying a person as a team from one place to another, helping one person to cross a volleyball net



REFLECTION

Reflect: How did you like the game? How did you feel in the game?

Connect: Is it similar in daily life? In this group? What do you think about it?

Apply: What is the best way to deal with these kinds of practices? For you? And for the group? What would you like to do next time?



TIPS FOR THE COACH

Explain that players can choose different styles of conflict handling. They can become part of the trust process by their actions. Examples are:

- Avoid
- Accommodate
- compromise / negotiates
- control
- co-create

Be non-judgmental in your questioning of personal situations. Building trust around the diversity of the girls' voices, about their experiences.

YOUR RESOURCES: EXAMPLE ACTIVITIES

PARTICIPATION DRILLS

Topic: Positive performance culture

Participation step: Co-leading

Time: 40 min play + 20 min reflection

Materials: (depends on drill)

Preparations: First the girls will need to understand the topic in a fun way. What is participation? Let the girls speak, facilitate the conversation.



GAME

Goal of the game: (depends on drill)

Rules: Show a drill in your favorite sports, which does focus on performance. And have everybody try it a few times.

Then reflect: What would they change?

How would they make sure to work with positive performance and participation?

Co-leading: together/in smaller groups they adjust the drill using the common vision they created in the first step.

REFLECTION

Reflect: How did you like to do the drill? How did you like it when it got adapted?

Connect: What works better for your group, do you think?

Apply: How can we use this in other games we play?

TIPS FOR THE COACH

Also have players lead a drill.



YOUR RESOURCES: EXAMPLE ACTIVITIES

DESIGN YOUR OWN SOCCER GAME

Topic: Progression

Participation step: Leading

Time: 60 min: 10 min preparation + 40 min play + 10 min reflection

Materials: Cones, goals, balls, ribbons

Preparations: Make teams of four or 5 players. Each team designs a game with soccer materials.interact with each other.



GAME

Goal of the game: To give the girls a leading role in developing and facilitating a game.

Rules: Every group shows their game. All girls together pick the game they like best and play it.

Variations: Stop the game when it's still fun and discuss variations. Think about STEPS: Space, Task, Equipment, People, Speed. Or pick one of the other games and play.

REFLECTION

Reflect: How did it feel to design a game?

Connect: What worked best for you? And for my teammates?

Apply: How would you like to act next time? And as a group?

TIPS FOR THE COACH

Ask questions to lead the girls' discussion, instead of giving the answers, to help them in picking the best game or design variations for it.

Not into football? You can do this with any other sports.



HOW TO PLAN AN ACTIVITY

1

Choose one topic from the guidebook that you find interesting for your group of girls

2

Write down the 3 main characteristics of the topic:

- 1.
- 2.
- 3.

3

Where is your group on the participation ladder? And what does that show?



EXPLAINING STEPS OF THE PARTICIPATION LADDER

1. EXPERIENCING

Coach runs a physical activity for the girls, and they have the opportunity to give feedback.

Example: After an activity, the coach asks the girls how they liked it on a scale of 1-5; 1 for not so good, and 5 for really great and asks them to rate it accordingly.

2. HELPING THE COACH

Coach gives specific instructions to specific girl(s).

Example: Girl(s) set the field, prepare a game or lead a warm-up activity; and then ask how they liked it and how it can be improved?

3. ADVISING

Coach facilitates input from the girls on a specific issue, and the girls advise and/or vote about issues that affect them.

Examples: Survey: Ask open questions about what they like, their goals or what could be better

Poll: Give multiple options and ask girls to choose one or more options they like.

Vote: Majority counts or everyone has to agree

4. CO-LEADING

Coach facilitates co-creation and shared decision making with the group, and the girls lead those tasks and activities that they are ready to lead.

Examples: Co-adapting the game with the girls (Think about STEPS: Space, Task, Equipment, People, Speed)

Co-creation, for example using a mood board, idea cloud, or co-role.

5. LEADING

Coach guides, questions and facilitates reflection and the girls lead the activity (with support when needed)

Examples: The coach can ask questions that make the girls reflect on their choices or plans.

Or reflect together during preparation and after activity / event.

ACTIVITY PREPARATION FORM

CHECK THE TOPIC AND THE PARTICIPATION LADDER STEP YOU WANT TO FOCUS ON IN THIS LESSON WITH YOUR GROUP:

Time needed for the activity	Draw the activity (how would you organize it?)
Materials needed	
Description of activity	
What would you tell the players? On reflection, safety, variations	
Reflection (self, from peer, from trainer and/or great ideas from other groups) Write down the tips/observations/possible variations:	

ACTIVITY PREPARATION FORM

NOTES SECTION