

SPORT FOR EQUALITY

Education Manual

Methods, Activities and Games for Youth Workshop Sessions
with a Focus on Gender Equality and LGBTIQ+ Rights



Partners



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Education Manual

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For further information visit our interactive learning platform at

<https://www.fairplay-education.at/en/courses/game-changers-online-toolkit/>

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PART ONE

SPORT AS A TOOL FOR SOCIAL CHANGE



1 SPORT AS A TOOL FOR SOCIAL CHANGE

Sport is often associated with competition, physical performance, and entertainment. However, beyond these aspects, it also has strong potential as a tool for social change. When used intentionally and inclusively, sport creates opportunities for learning, dialogue, and community building. It brings together individuals from different social, cultural, and ethnic backgrounds, encouraging cooperation, respect, and mutual understanding.



Globally, sport is increasingly recognised as an instrument for development and peace. The concept of Sport for Development and Peace (SDP) highlights the use of sport to promote education, conflict transformation, gender equality, and social inclusion. Through sport, participants develop key life skills such as teamwork, communication, empathy, and leadership—skills that support both personal growth and active participation in society.

For young people, sport offers an engaging environment for experiential learning. Through well-designed activities and reflection, it can address issues like discrimination, identity, and equality in accessible ways. Participants learn not only through discussion but also through direct experiences of cooperation and fairness.

Sport is especially valuable in divided or post-conflict contexts, such as the Western Balkans, where it can create neutral spaces for interaction across communities. By focusing on teamwork and shared goals, it helps build trust and social cohesion. It can also challenge traditional roles by encouraging participation from underrepresented groups, including girls, minorities, migrants, and LGBTIQ+ individuals, promoting empowerment and inclusion.

However, sport does not automatically lead to positive outcomes. It can also reproduce inequalities and exclusion if not approached carefully. This is why sport should be seen as an educational space requiring intentional, inclusive facilitation.

Combining sport with non-formal learning methods can transform it into a powerful tool for reflection. By integrating discussion and participatory activities, facilitators help participants connect their experiences with broader social issues such as human rights, equality, and solidarity.

Within the Game Changers project, sport is used in this way—as a starting point for dialogue and learning. Through workshops, training sessions, and community events, young people reflect on values like fairness and inclusion while actively experiencing them. In this way, sport becomes more than a game: it becomes a space for critical thinking, social connection, and the development of skills needed for more inclusive and democratic societies.

1.1 About the Project

The project *Game Changers – Promoting Human Rights and Equality through Sport* explores the potential of sport as a tool for promoting human rights, social inclusion, and gender equality among young people. Implemented by the **Vienna Institute for International Dialogue and Cooperation (VIDC)** together with partners in Bosnia and Herzegovina, namely **Igramo Zajedno Inicijativa (IZI)** and **Youth Initiative for Human Rights (YIHR)**, the project aims to strengthen the capacity of sports stakeholders and civil society organisations to use sport as a platform for education, dialogue, and social change.

Sport has a unique ability to bring together people from diverse backgrounds. It provides a shared space where young people can interact beyond social, cultural, or ethnic divisions. In societies facing political, social, or economic challenges, sport can therefore play an important role in fostering trust, cooperation, and mutual respect.



The Game Changers project builds on the concept of Sport for Development and Peace, which recognises sport and physical activity as effective tools for addressing broader societal issues such as discrimination, exclusion, and inequality. Through a combination of educational activities, workshops, community events, and training programmes, the project encourages young people and sport practitioners to reflect on values such as fairness, respect, equality, and human dignity.

A key element of the project is the development of this Educational Manual, which provides practical tools and methods for trainers, facilitators, educators, and youth workers who want to integrate human rights education into sport activities. The manual supports workshop facilitators in designing inclusive learning environments where sport becomes a starting point for discussing topics such as discrimination, stereotypes, identity, and gender equality.

The methods presented in this manual have been tested and refined through project activities, including training seminars, fairplay workshops, and community events implemented throughout Bosnia and Herzegovina (and beyond). They are designed to be adaptable and applicable in different contexts, including schools, sports clubs, youth centres, and community initiatives.

1.2 The Importance of Gender Equality and Human Rights

Gender equality is essential for democratic, inclusive, and sustainable societies. When all individuals, regardless of gender, have equal rights and opportunities, societies benefit from the full participation, talents, and perspectives of all their members.

In Bosnia and Herzegovina and across the Western Balkans, gender equality and the protection of LGBTIQ+ rights remain important challenges. Although legal and social progress has been made, traditional gender roles, stereotypes, and discrimination continue to limit opportunities, especially for women, girls, and LGBTIQ+ individuals. Women remain underrepresented in leadership, politics, and many areas of public life, while expectations around family, care, and “appropriate” behaviour still shape everyday opportunities.



LGBTIQ+ individuals often face social stigma, discrimination, and exclusion because of their sexual orientation, gender identity, or gender expression. Limited legal recognition and unequal protection can make it difficult for many people to live openly, safely, and with dignity. These challenges are also visible in sport, where stereotypes about masculinity, femininity, and belonging can restrict participation and reinforce exclusion.

Sport can reproduce inequality when access, visibility, and recognition are shaped by stereotypes or discriminatory practices. At the same time, sport can also challenge these patterns. Inclusive sports activities can create spaces where young people experience cooperation, fairness, respect, and equality in practice.

When combined with non-formal education, sport becomes a powerful tool for human rights learning. It helps participants reflect on discrimination, gender roles, privilege, and inclusion through direct experience. By promoting dialogue, empathy, and solidarity, sport-based initiatives such as Game Changers contribute to building more equal, respectful, and inclusive communities.

Achieving gender equality and protecting the rights of women and LGBTIQ+ individuals requires long-term commitment from institutions, civil society, educators, sports organisations, and communities. This manual supports that effort by offering practical methods that help young people challenge stereotypes, recognise discrimination, and contribute to positive social change.

1.3 Material for Facilitators: Key Concepts on Sex, Gender and Gender Roles

This section supports facilitators in summarising and concluding workshop sessions that address gender equality, identity, and discrimination. It provides basic concepts that can help participants better understand the differences between biological and socially constructed aspects of identity.

Sex and Gender – Understanding the Difference

People are generally born with biological characteristics that are categorised as female or male. This is referred to as **sex**. When we talk about sex, we are referring to biological and physical characteristics of the body, including reproductive functions. These biological differences between female and male bodies exist across all societies, regardless of social conditions, cultural background, or geographic location.

For a long time, it was widely believed that these biological differences also determine the roles of women and men in society. For example, the division of tasks into “male” and “female” roles, or differences in status and power, were often seen as natural. The idea that women should take care of children because they give birth, or that men should lead and make decisions because they are physically stronger, has been deeply rooted in many societies. However, these assumptions do not reflect the full reality of human experience.

Gender as a Social Construct

Unlike sex, **gender** refers to the social and cultural meanings attached to being female or male. It describes how societies define the roles, behaviours, expectations, and characteristics associated with women and men.

Gender includes ideas about:

- how people are expected to behave
- how they should look
- what roles they should take in society
- what abilities or qualities are considered “typical” for women or men

These expectations are not innate. They are learned over time through family, education, media, religion, cultural norms, and social institutions. Gender is therefore not fixed. It is a dynamic and changing concept that varies:

- across cultures
- between different social groups
- across generations
- even within the same society

For example, expectations of women and men in one country or region may differ significantly from those in another. Similarly, younger and older generations may have different views on what is considered appropriate behaviour for women and men.

Gender Identity and Diversity

While societies often recognise only two categories — female and male — the reality is more complex. People are born with biological characteristics, but they learn how to become boys or girls, women or men, through socialisation.

Gender identity refers to how individuals understand and experience their own gender. This may or may not correspond to the sex assigned at birth. Some people identify as non-binary or outside traditional gender categories. Understanding this diversity is important for creating inclusive environments, especially in sport, where rigid gender expectations can sometimes limit participation and belonging.

Gender Roles

Gender roles are the set of expectations, behaviours, and responsibilities that a society assigns to individuals based on their perceived gender. These roles include norms about:

- how women and men should behave
- what responsibilities they should have
- what activities they should engage in
- what is considered appropriate or inappropriate

In many cases, gender roles are not based on biological differences but on stereotypes and social expectations about what women and men are “supposed” to do. These roles can become problematic when they:

- limit individual choices and opportunities
- reinforce inequality
- exclude people who do not fit traditional expectations
- are applied rigidly across all members of society

Why This Matters in Sport

Sport is a space where gender roles and expectations are often visible. For example:

- some sports are labelled as “for boys” or “for girls”
- boys may feel pressure to conform to certain ideas of masculinity
- girls and women may face barriers to participation
- LGBTIQ+ individuals may experience exclusion or discrimination

By reflecting on these dynamics, sport can also become a space to challenge stereotypes and promote equality.

KEY MESSAGE FOR FACILITATORS

When concluding the session, it is important to emphasise:

- ✓ Differences between people are not only biological — they are also shaped by society
- ✓ Gender roles are learned and can be changed
- ✓ Everyone should have the right to participate in sport and society without discrimination
- ✓ Inclusive environments benefit everyone

Encourage participants to reflect on how they can contribute to more equal, respectful, and inclusive spaces in sport and everyday life.



PART TWO

REFLECT CONNECT APPLY

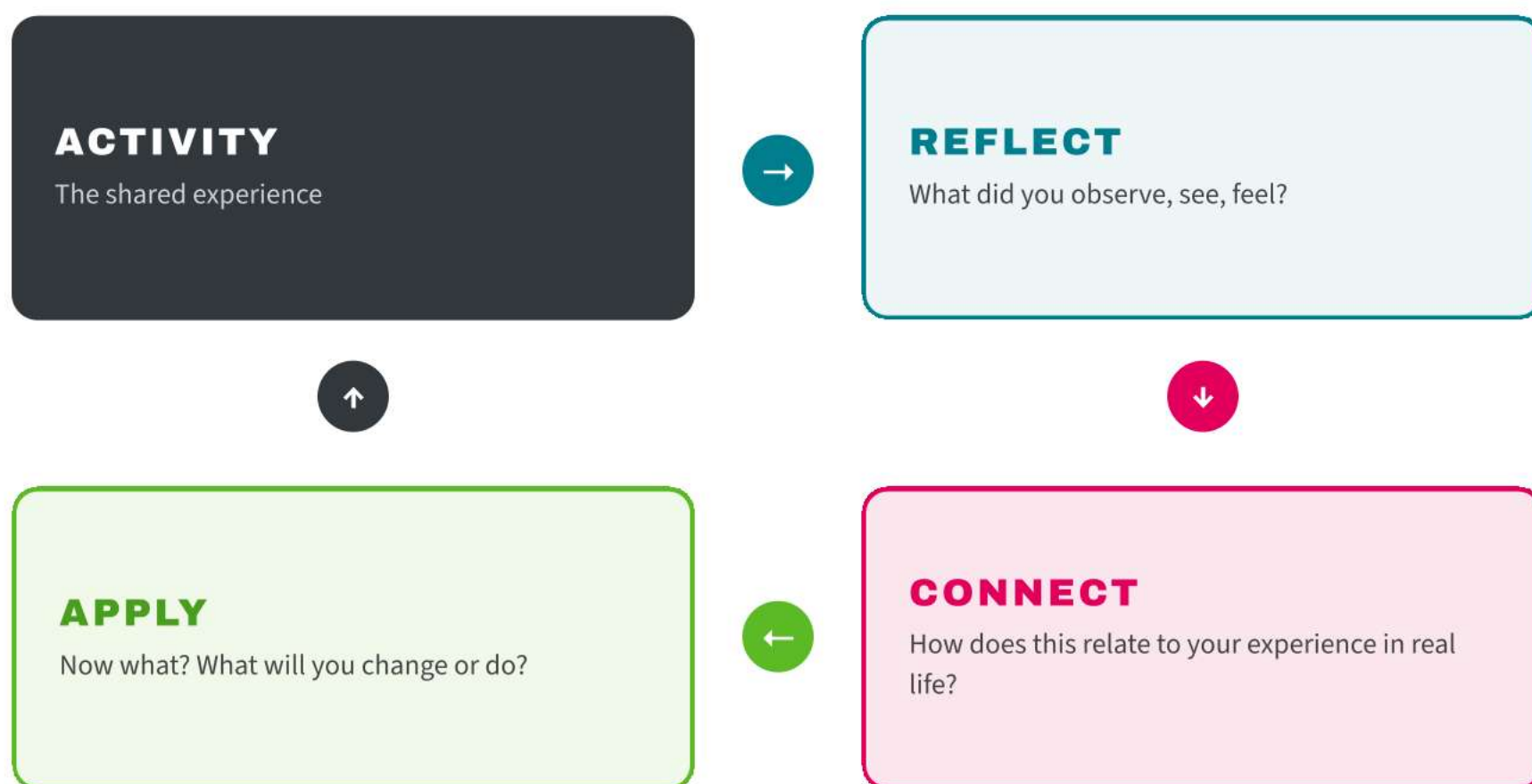
02

2 REFLECT – CONNECT – APPLY

The method “Right To Play” (RTP) is a global organisation committed to protecting, educating, and empowering children to rise above adversity. Right To Play and the fairplay Initiative developed practical methods in the so-called EDU:PACT project (<https://edupact.eu/>) using the RTP methodology Reflect – Connect – Apply.

A key aspect of this methodology is the **experiential learning cycle**.

This means that during each play session, coaches and facilitators introduce and reinforce the key messages of each activity through guided discussions. The experiential learning cycle begins with a multiplier selecting a key learning – or learning outcome – such as cooperation. The key learning shapes the entire session, including the opening discussion. During the discussion, facilitators plant a seed by asking one or two simple questions, so that participants think of the learning outcome (i.e., cooperation) while playing. Facilitators then lead the children through a warm-up, as good practice before engaging in physical activity. Then they engage the participants in the shared experience - a game or two related to the learning outcome. All activities are followed by a discussion.



This reflective process is described as **REFLECT – CONNECT – APPLY**. It is a teaching strategy that guides the learners through three-steps that help them process their experience:

- 1 Reflect:** What did I just experience? Children and youth are taught the vocabulary to share their ideas and feelings and to respect the ideas and feelings of their peers.
- 2 Connect:** How does this experience relate to earlier ones? How is it relevant to what I already know, believe, or feel? Does it reinforce or expand my view?
- 3 Apply:** How can I use what I have learned from this experience? How can I use it in similar situations? How can I use this learning to benefit myself, and my community?

When students and athletes look back on an activity via the guided discussion, they understand the meaning and carry it forward to new experiences. Furthermore, this approach not only supports the delivery of activities from this handbook but can also be used to connect other activities that you may know to relevant intercultural topics.

What are teachable moments?

A teachable moment can be a positive or negative event. As a **positive event**, it could include:

- A random act of kindness among children
- An incredible moment of support, encouragement, or teamwork among players
- A moment where the group achieves a goal it has been working towards for a long time
- Players displaying a key learning that could be used as a model for the rest of the team

It is important to see these moments as **powerful learning opportunities**, through which you can extend or expand the thinking of participants. In these situations, you may want to stop the session in the middle of play to ask some questions to help the participants to get the most out of the experience. Alternatively, you may want to wait until the end of the session before discussing this issue. Here are some sample Reflect–Connect–Apply questions you can ask:

Reflect: What's something exceptional that happened during the session? How did it make you feel?

Connect: What similar accomplishments have you experienced? How did you reach those achievements?

Apply: What can you do to encourage similar successes in your life?

Teachable moments that stem from **negative events** could include:

- A conflict between students and athletes
- An activity that fails (for example, if somebody breaks the rules, or an accident happens)
- An unexpected question or a raised concern

In these situations, you may want to stop the session in the middle of play to ask some questions to the students and athletes. Alternatively, you may want to wait until the end of the session before discussing this issue. Here are some sample Reflect–Connect–Apply questions you can ask:

Reflect: What happened? Why did it happen?

Connect: When in your past has something like this happened to you? What did you do to resolve it?

Apply: How can we prevent it from happening again? What is it our responsibility to prevent it from happening?

How do I know when a teachable moment is happening?

When you work with children and youth, teachable moments are happening all the time. The key is to determine which teachable moment is the most important to truly focus on.

PART THREE

EXAMPLE OF A FAIRPLAY WORKSHOP SESSION



03

3 EXAMPLE OF A FAIRPLAY WORKSHOP SESSION

Each workshop session should be adapted as best as possible to the participants, their groups size, age, and environment (football field, seminar room, etc.).



Warm-up phase

15–30 minutes

Introduction of the workshop facilitators and the content of the workshop session, giving background information on the project, getting to know each other, and setting common rules for the group

Playtime

90–120 minutes

interactive methods and games with a focus on the content of the project (non-discrimination, social inclusion, diversity, human rights) with discussion round (reflect – connect – apply) and brakes

Extra time and interviews

15–30 minutes

group dynamic game, teambuilding, feedback rounds

3.1 Warm-up Phase / Fairplay Warm-up

In the warmup phase, the participants should be given the opportunity to approach the topics and get to know each other. The aim of this phase is also to create a pleasant and safe atmosphere for the rest of the training. This is done, among other things, with warmup games, icebreakers, and the establishment of common agreements (rules) for the workshop.



The first phase of the workshop session is dedicated to playfully getting to know each other and creating a pleasant and safe atmosphere for participants and facilitators.

- What does the project do, what is the background?
- Why are we here?
- Who are the facilitators?
- What can the participants expect?

After a short introduction of the facilitators, the project and the process, common rules are agreed upon with the group, and agreements for the workshop are made. These can be written down on a flipchart for all to see.

IMPORTANT!

The workshop session is based on voluntariness – each participant may stop a game or skip an exercise at any time!



● Fairplay Warm-up

GOAL

Reduce distances among participants, form groups without a selection procedure.

CONTENT

Sporty warmup for the workshop. The participants can make body and eye contact with each other through different exercises and get to know each other's names.

METHOD SEQUENCE

- 1 The facilitators set out a field with four cones. In this field, various warmup exercises are guided (heeling, running sideways, lifting the knees, running backwards, swinging the arms, etc.). Balls can also be used.
- 2 Each participant stops when meeting another participant. Both join hands and say their own name.
- 3 In the next round, each participant names the other person.
- 4 The participants continue running in the field. When they meet another person, they both give each other a high-five with their right hand – each person only once! This is followed by a round of high five with the left hand, followed by a high five with both hands, followed by a high five with both hands while jumping, followed by a high five with both hands, jumping at the same time and naming the other person, and so on.
- 5 The participants are running again. The facilitators name any low number. The group can first try to represent the number. In the following rounds, the participants form a group size that corresponds exactly to this number (e.g., facilitators call out 'Three!' A group of three people should get together as quickly as possible and name the other participants within this group). Using this method, groups of the desired size can be formed. These groups can be used for the next method.

DURATION

10–15 minutes

MATERIALS

Four cones or another demarcated field, balls, if needed

TIPS FOR FACILITATORS

Give clear instructions; the participants should make eye contact with each other during the exercises and give the high five gently

IMPORTANT!

With this exercise, groups can be formed without resorting to classical election procedures, which can often be uncomfortable for participants. Another advantage is that the group constellation is random.



3.2 Playtime / Privilege Ball

In this phase of the workshop, intensive work can be done in terms of sports and content. This part includes methods that involve more movement, as well as methods that focus on small group work and discussion.



GOAL

Learn and experience fair play and forms of discrimination with a focus on sexism, homophobia and about LGBTIQ+ rights through play. Understand issues such as privilege, teamwork, inclusion and exclusion through sports.

CONTENT

The participants learn through play what effects different forms of discrimination - particularly sexism, homophobia, and discrimination against LGBTIQ+ individuals - and exclusion of individuals and cultural groups can have. Everyone is equally important for the game, but each player has different preconditions and privileges. This exercise is a role play, and therefore, the players need time to get into the role and then enough time to get out of the role. The goal of the discussion is to transfer the experience to social aspects, especially regarding gender roles, sexual orientation, and identity, and to break down prejudices.

DURATION

90–120 minutes

MATERIALS

Ball (depending on the sport: football, basketball, etc.), sports hall or sports field, goals or markers, bibs, role descriptions, possibly whistle.

TIPS FOR FACILITATORS

- The players and, if possible, the facilitators should make sure that the role is not too similar to their own participant identity when choosing a role at random. If this is the case, a new role card should be drawn. Otherwise, the roles remain as they are drawn – no exchange is possible.
- The role cards can be adapted to different focus topics. Likewise, the language level, age and so on of the target group should be considered in the role cards.
- Each participant should take enough time to put themselves in the role as firmly as possible (see guiding questions).
- Interruptions of play should take place when the ball is more in the middle of the field, or the ball has just gone out.
- Both at the beginning and at the end of the exercise, make sure that all players can play together (approx. 2–3 minutes each).
- It is helpful to make references to the participants' own lives so that they realise that many people have privileges but also that many people have little or no privileges. (For example, who has their own room? Who has older siblings who can do things that I am not allowed to do myself? Do I get enough pocket money?)

METHOD SEQUENCE

PREPARATION

- 1 The facilitators indicate that a game (e.g., football) will now be played. Two teams with the same number of players and a similar level of play are formed.
- 2 The facilitators hand out role cards to each team, which are read secretly by each player. Both teams are given the same role cards/role identities to choose from.
- 3 The participants should take their time and think about the biography/life history, career path etc. of the role plays.
- 4 The facilitators ask questions to identify with the roles. The questions are asked in such a way that there is enough time for reflection and empathy. Questions about the role or questions of understanding can be asked after this phase and should be clarified individually.

- What was your childhood/youth like? Easy, difficult?
- How did you get into sports?
- Is it easy for you to play sports with others? Do you feel accepted regardless of your gender or identity?
- What do you do in the morning, during the day, in the evening?
- What is your lifestyle? Where do you live? Who do you live with?
- Do you have the time and resources to train?
- What did you like to play with?
- What does your everyday life look like? Do you have many hobbies? Leisure activities?
- What kinds of people do you have to deal with? Do you have many friends or few? Do you find it difficult to make new friends? Do you experience exclusion or discrimination?
- Do you have to work a lot? Do you have a lot of money and time for leisure? Do you have a family to take care of?
- Are you healthy? Do you have any limitations? Do social expectations or norms affect your ability to participate?
- What frightens you? What makes you happy?

- 5 The facilitators now explain the further course of the game: The respective game is played until the game is stopped on instruction (e.g., shouting or whistling). All persons must then stop playing and remain exactly where they are ('freeze'). During this interruption of the game, the facilitators ask all the players a question.

IMPORTANT!

The participants should always have the assigned role in front of their inner eye and think/feel from this role but not show or 'play' the role to the outside.



START OF THE GAME

- 1 After these first explanations, the common game (football, basketball, etc.) starts for a few minutes, and everyone can join in. After a few minutes of play, the game is interrupted (call 'stop' or blow the whistle), and the first question (see guiding questions) is asked. The players should now – in their role identity – think about whether they can answer YES or NO to the question asked. Each participant should decide on the answer for themselves.
 - YES** the player may continue playing normally on a signal.
 - NO** the person is not allowed to play until the next round. They remain standing in the place where they were last standing. They are not allowed to move or play if the ball comes towards them.
- 2 When all participants have silently answered the question, the game continues (in a reduced round) for about 1–2 minutes until either a goal is scored, or the next question is asked. Optionally, after a goal is scored, all participants can play again until the next question (recommended, especially for a younger target group). This process is repeated until all the selected questions have been asked.

IMPORTANT!

At the end, a regular round should be played in which all the participants can take part in the game (2–3 minutes).

DISCUSSION AND REFLECTION

- 1 After the end of the game, the participants should take off their role identities and shake them off. The facilitators guide the participants to leave their role (shake out, take off, etc.) and asks them to take off their bibs. It is important to give this point enough time and space so that the experience does not stick to the participants. The facilitators should also ensure that participants do not exchange roles with one another.
- 2 **Reflection guide:** After finishing the game, the group should come together in a plenary session (sitting circle) to talk about and reflect on the exercise. The reflection phase is very important in this exercise, and the facilitators are asked to make sure that stereotypical and clichéd opinions are not reproduced.



IMPORTANT!

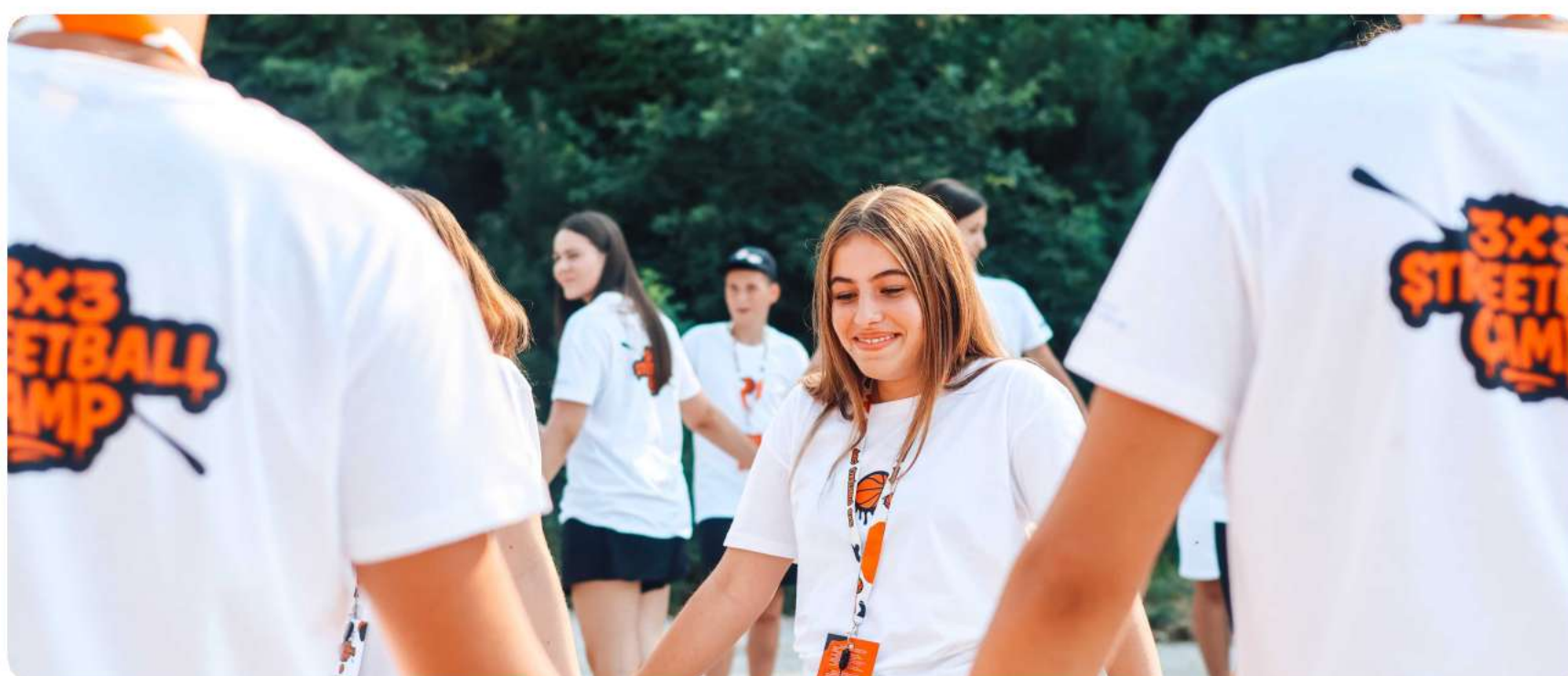
Categorical, prejudiced statements ('They are just like that and that's why . . .') should be taken up and deconstructed together in the group.

- 3 The focus of the discussion will be on the topics of privilege and discrimination and their effects on persons or groups of persons. Finally, an attempt will be made to find strategies for what an inclusive group/team/class might look like and what each individual person (or club, association, etc.) might contribute to it.
- 4 **Meta-level:** What happened in the game? What did you observe? Describe the situation. This is to reflect on the game in general, and not on the personal role.
- 5 **Personal level:** This discussion point is to talk about and reflect on the experiences of the assigned role identity during the game.
- 6 At this point, the facilitators clarify that the roles in both teams were the same and that despite having the same role, people may have reacted differently to the questions – some stopped, some continued. It should be noted in the discussion that people and their life experiences can look or be defined very differently, but that categorising people creates privilege and can create exclusion.

- What was your first reaction when you received the role card? What did you think about your identity role/role card?
- How was the game for you, personally? What happened in the game for you?
- How did it feel that the others could play, and you could not? Or how did it feel to play while others could not?
- What were your teammates' reactions?
- What was it like to be in this role? How did it feel for you?
- Did you have to stop often or were you always/often able to play?
- What was it like for the team when people from the team could not play?

SUMMARY

- 1 The facilitators summarise the main points and leads the discussion on fair play, inclusion and exclusion, discrimination and privilege. The discussion can relate both to sports and, by extension, to society at large.
 - What is the purpose of the exercise?
 - What have you learned?
 - What do sports have to do with privilege/exclusion/discrimination/human rights?
- 2 **Strategies/Outlook:** What can we – every single person – do to be inclusive in the group, in the sports team, in the club, in the class? What strategies can we find?



3.3 Extra Time and Interviews / Yardstick

The conclusion of a workshop includes a group dynamic game, which is intended to introduce a positive and motivating end to the fairplay workshop. At the end, the participants also have the opportunity for reflection, open questions, and feedback.



GOAL

The group experiences positive closure, and communication is an important part of the exercise.

CONTENT

Solving the task together creates a sense of unity. The ability to work in a team is put to the test again. Forms of communication are practised, and roles in the team are revealed.

METHOD SEQUENCE

- 1 The participants line up in two rows facing each other.
- 2 The facilitators place a yardstick between these two rows.
- 3 The participants pick up the yardstick and place it at shoulder height on the index fingers of the right hand.
- 4 The group now tries to place the yardstick on the floor together and WITHOUT talking to each other.
- 5 The exercise is completed when the yardstick reaches the ground without a participant losing contact with the yardstick!

DURATION

10–15 minutes

MATERIALS

Wooden yardstick

TIPS FOR FACILITATORS

- Give clear instructions at the beginning. Then, the facilitators take only a passive role, observing. Intervene only when the participants talk to each other or when the group becomes destructive.
- If the exercise does not work without verbal communication, ‘talking to each other’ can be allowed as a second step.

3.4 Feedback

At the end of a fairplay workshop, there are again short oral feedback rounds:

- How did you like the fairplay workshop?
- What was good? What was less good?

The results can be communicated by thumb barometer (thumbs up, horizontal, or down) or by the participants humming (each participant hums as loud as he/she wants; very loud = very well liked; quiet = less well liked).

Afterwards, the facilitators clarify any open questions and moves on to the written part of the feedback (evaluation).



3.5 Evaluation

The project team evaluates every workshop-session. For this purpose, the following evaluation forms are handed out after the workshop:

- Workshop report (by facilitators)
- Feedback form for supervisors
- Feedback sheet for participants

At the end of the workshop, there will be a team photo, if desired, and fairplay will provide various information materials.

It is also possible to offer more advanced workshops in an organisation



PART FOUR

ACTIVITIES



04

4 ACTIVITIES



This section of the manual presents a series of interactive, movement-based activities designed to explore topics of gender roles, gender equality, and discrimination, including challenges faced by LGBTIQ+ individuals. Using sport and play as educational tools, these activities create a dynamic learning environment where participants can actively engage with complex social issues through experience, reflection, and discussion.

The activities are based on non-formal education principles, combining physical participation with guided reflection to support learning beyond theory. By placing participants in different roles and situations, they encourage empathy, critical thinking, and a deeper understanding of how social norms, stereotypes, and power dynamics shape everyday experiences.

Facilitators are encouraged to create a safe and inclusive space where all participants feel respected and heard. The goal is not only to raise awareness but also to empower young people to question inequalities, challenge discrimination, and contribute to more inclusive and equitable communities.

How to Use This Manual

This manual is designed as a practical toolkit for facilitators, educators, coaches, and youth workers who want to address gender equality and LGBTIQ+ rights through sport and non-formal education. The activities can be used in workshops, school settings, sports clubs, or community initiatives and should be adapted to the specific context, group size, age, and experience level of participants.

The methods follow the principle of **experiential learning (Reflect – Connect – Apply)**. This means that each activity combines physical participation with guided reflection. The discussion phase is essential—it is where participants make sense of their experiences and connect them to broader social issues such as gender roles, discrimination, and inclusion.

Facilitators are encouraged to:

- ✓ Select activities based on the needs and sensitivity of the group
- ✓ Create a safe, respectful, and inclusive environment from the beginning
- ✓ Establish clear group agreements (e.g., respect, confidentiality, listening without judgment)
- ✓ Adapt language and examples to the local and cultural context
- ✓ Allow participants to engage voluntarily—no one should be forced to share personal experiences

IMPORTANT!

When addressing topics such as gender identity, sexual orientation, and discrimination, facilitators should avoid putting participants in situations where they feel exposed or pressured to disclose personal information. The focus should remain on social norms, experiences, and perspectives rather than individual identities.



4.1 RIGHTS, VOICES AND CHANGE

GOAL

Familiarizing participants with human rights and social activism.

CONTENT

Participants first explore their own views on rights and equality by physically taking positions and discussing their perspectives. They then work in groups to imagine themselves as leaders creating laws, reflecting on human rights, women's rights, and the role of activism in shaping society. The session ends with a playful group activity that strengthens connection and reinforces a sense of shared experience.

METHOD SEQUENCE

Introduction / Where do I stand on ...?

- 1 The facilitator asks the participants to stand up. She says that she will read several statements to them. If they agree with a statement, they should stand on the left side of the room; if they disagree, they should stand on the right side. If they cannot decide, they should stand in the middle.
- 2 After each “taking a position,” they will have the opportunity to explain their stance and exchange opinions.

STATEMENTS

- Women and men should have equal rights.
- Women should decide for themselves whether they want a family or not.
- Women should also vote in elections.
- Children should decide for themselves which school they want to enrol in.
- Women should have jobs outside the home.

- 3 In the concluding comment, the facilitator notes that the aim of the activity was to encourage participants to reflect on which rights they have and which they do not have, and which rights they would like to exercise in order to feel good and safe in the community where they live. They will address this further in the next activity.



Central Activity / If I were president...

- 1 The facilitator divides the participants into small groups. She instructs them to imagine that they have just been appointed presidents of a country. They have the power to write laws and fully adapt them to their needs. Their task within the small group is to think about which rights they would ensure for the citizens of their country, and then write them on flipchart paper, thus creating their own Charter of Rights and Freedoms.
- 2 The groups present their work.
- 3 The facilitator connects the presented content with human rights and with rights covered by other sectoral laws and international instruments (for example, if aspects related to protection within the family are mentioned).
- 4 In the concluding comment, she introduces the participants to the concept of human rights and to the legal acts in which they are defined (the Universal Declaration of Human Rights of the UN, the European Convention on the Protection of Human Rights). She speaks about the implications of the European Convention for the lives of citizens in countries that have ratified it. She then focuses her comments on women's rights and the protection of women and children. She mentions the Council of Europe Convention on preventing and combating violence against women and domestic violence, and the implications of the Convention for women living in countries bound by it.
- 5 The facilitator then talks about the importance of citizens' initiatives in encouraging social change. She introduces the concept of activism as a form of organized social action (we do not have to be at the top of political power — presidents, as they just imagined themselves to be — in order to influence the shaping of the society around us). This gives them the power to oppose behaviours that endanger them and to fight for change. Destination countries are bound by the mentioned legal acts, and activism is present there, meaning there is social support for such engagement.



Final Activity / The baby elephant in prison...

- 1 Participants stand in a circle facing each other's backs (like a "train"); each person places their hands on the shoulders of the person in front of them. The facilitator tells a story and makes movements on the back of the person in front of her. The other participants repeat these movements on the back of the person in front of them.

STORY

Once there was a large forest of dense conifer trees (diagonal movements from top to bottom). One day woodcutters came and cut down the forest (axe-like chopping movements). Only tree stumps remained (circular movement with the index finger). A baby elephant came into the forest and stepped on the stumps (fist movements imitating the elephant's stomping). Because of this, guards came and put it in prison (straight downward movement). In prison, the baby elephant was bored, so it typed letters on a typewriter (finger-tapping movements). When it finished one letter, it pulled in a new sheet of paper (palm movements from top to bottom), and then typed again (repeat finger-tapping movements). When it finished writing the letters, the baby elephant put stamps on them (pressing movements with the thumbs) and sent them to all parts of the world (open palm movements from the centre of the back outward).

MATERIALS

Flipchart paper; marker; adhesive tape

DURATION

75-90min



4.2 MOVE & EXPRESS / IDENTITY RELAY

GOAL

To explore and challenge gender roles, gender inequality, and discrimination against LGBTIQ+ individuals through movement and teamwork. Participants experience how identity, stereotypes, and social expectations influence participation, confidence, and inclusion.

CONTENT

Participants explore how gender norms and expectations shape behaviour, opportunities, and participation in sports and everyday life. Through role-based movement tasks, they experience how discrimination, stereotypes, and privilege affect individuals differently. The activity encourages empathy, critical thinking, and awareness of inequalities related to gender identity, expression, and sexual orientation. Reflection connects the physical experience to broader social issues such as sexism, homophobia, and exclusion.

DURATION

90–120 min

MATERIALS

Cones or markers; Task cards (movement challenges); Role cards (gender identities, stereotypes, privilege conditions); Bibs (optional); Stopwatch or whistle; Flipchart and markers



METHOD SEQUENCE

PREPARATION

- 1 The facilitator explains that participants will take part in a relay-style movement game.
- 2 Participants are divided into small mixed groups.
- 3 Each participant receives a role card describing a person (e.g., a girl discouraged from sports, a transgender youth, a boy pressured to “act tough,” a non-binary person facing exclusion, etc.).
- 4 Participants take time to reflect on their role using guiding questions:
 - What expectations does society have of you?
 - Do you feel accepted in sports or social groups?
 - What challenges or barriers do you face?
 - What gives you confidence or limits you?

START OF THE ACTIVITY

- 1 A relay course is set up with different stations (running, balancing, teamwork tasks, coordination exercises).
- 2 All participants begin equally and complete tasks in teams.

INTRODUCING INEQUALITY (mid-game changes)

- 1 At intervals, the facilitator pauses the game and introduces conditions based on roles:
 - Some participants must complete tasks with restrictions (e.g., slower pace, fewer attempts, waiting turns longer).
 - Some receive advantages (e.g., shortcuts, extra help, more time).
 - Some are temporarily excluded from tasks or must observe instead of participating.
- 2 Participants must act according to their assigned role internally (not exaggerating externally).



DISCUSSION AND REFLECTION

Participants gather in a circle. First, they “leave” their roles (shake out, remove bibs). The facilitators start the reflection round by asking general questions about the activities.

What happened during the activity?

- What did you observe in the group dynamics?

Personal level:

- How did your role affect your experience?
- Did you feel included, excluded, advantaged, or disadvantaged?
- How did it feel to have more or fewer opportunities than others?

Group level:

- How did inequality affect teamwork?
- What happened when some members could not participate equally?

Connecting to gender & LGBTIQ+ topics

- How do gender roles influence who participates in sports?
- What barriers might girls, boys, or LGBTIQ+ individuals face?
- How do stereotypes (e.g., “boys are stronger,” “girls are less competitive”) affect inclusion?
- What forms of discrimination exist in sports and society?

SUMMARY — THE FACILITATORS HIGHLIGHT KEY POINTS:

- ✓ Gender roles and norms influence opportunities and behaviour.
- ✓ Discrimination and privilege affect participation and confidence.
- ✓ Inclusion requires awareness and active effort.

IMPORTANT!

Ensure all participants can fully participate again at the end. Keep interruptions structured and fair.

TIPS FOR FACILITATORS

- Ensure a safe and respectful environment, especially when discussing identity and discrimination.
- Emphasize that roles are fictional and not reflective of participants' identities.
- Adapt role cards to age and cultural context.
- Encourage reflection without forcing personal disclosure.
- Be prepared to address sensitive or biased comments constructively.

4.3 BREAKING THE GENDER BOX

GOAL

Encouraging recognition of the social influence on the formation of gender roles; encouraging participants to follow their individual inclinations.

CONTENT

The activity begins with participants sharing and acting out childhood games, highlighting how certain games are socially labelled as “for girls” or “for boys.” It then explores gender roles by having participants reflect on societal expectations for men and women, discuss how these roles shape their experiences, and consider possibilities for change and support. The session concludes with a symbolic group exercise that fosters connection, emphasizing mutual respect and the importance of supportive relationships.

METHOD SEQUENCE

Introduction / Girls' Games & Boys' Games

- 1 Each participant should name one childhood game, briefly present it, and then all participants symbolically “play” it (everyone at the same time verbally and nonverbally simulates the movements of the game).
- 2 They alternately name a girls' game and a boys' game, regardless of the participant's gender.

Central Activity / Gender Roles

- 1 Building on the introductory activity, the facilitator introduces the topic by explaining that society, depending on gender, directs us in certain ways from the moment we are born. Even games and toys are seen as “for boys” or “for girls,” as are ways of dressing, behaving toward others, etc. Each person is guided toward the role that society has assigned to them.
- 2 The following activity will lead participants to explore their gender roles.



OPTION 1

- 1 Participants are divided into two gender-balanced groups.
- 2 Each group should reflect on what their female or male role is: what their parents told them a girl, or a boy should/should not do; how they should behave; what society expects from them now, etc.
- 3 They write this on paper; women place their papers into the “female” box, and men into the “male” box.

IMPORTANT!

If only girls and women are present at the workshop, there is no division into groups. They first write how they see their own, female role and place the papers into the “female” box. Then they reflect on how society sees the male role, write it on papers, and place them into the “male” box.

- 4 The facilitator reads the notes from the “female” box and summarizes how participants see the female role.
- 5 Then the facilitator reads the notes from the “male” box and summarizes how participants see the male role.
- 6 The facilitator opens space for discussion, inviting participants to share how they feel in their roles. What do they like about their role? What bothers them?
- 7 Summarizing participants' statements, the facilitator notes that societal expectations, on one hand, provide clarity while growing up (who we are and how we organize relationships with others), and can strengthen the sense of belonging to a community. On the other hand, regardless of gender, they place us “in a box” — imposing a framework within which we move, reducing freedom of choice, and threatening our individuality.



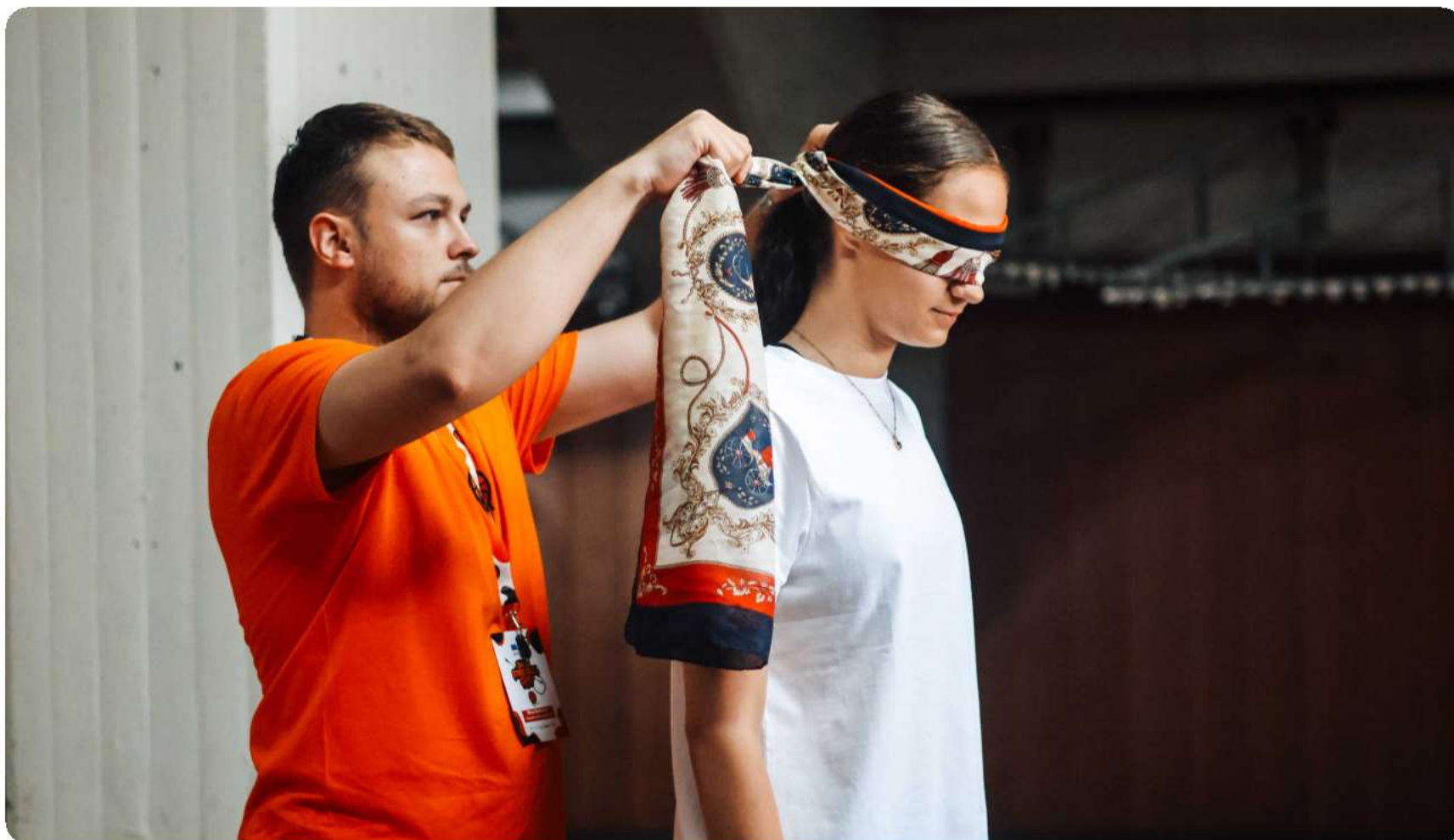
4.3 • BREAKING THE GENDER BOX • OPTION 1 (CONTINUED)

- 8 The facilitator encourages participants to reflect on potential change: Would they change something about their role? Are they concerned about initiating change?
- 9 Finally, the facilitator directs the discussion toward possibilities for protection: What can they do to reduce those concerns/risks? Can they count on someone as an ally/support in this?
- 10 The facilitator summarizes the mentioned possibilities and highlights the importance of understanding and support among members of the same gender, as well as recognizing potential allies (for girls, this could be younger male family members who are more open to such ideas, or new friends they will meet in the destination country).
- 11 If men/boys who attend the workshop accept the idea of changing the female role, this should be particularly emphasized (as an indicator that change is possible and that the structure of relationships is not rigid).



OPTION 2

- 1 Participants are divided into two gender-balanced groups. Each group receives flipchart paper and markers. Girls and women will work on the female gender role, and boys and men on the male gender role, by drawing the corresponding (male or female) figure (silhouette), and inside it writing or visually presenting the characteristics of the assigned role.
- 2 Groups present their work; the facilitator summarizes the observed characteristics of the gender roles.
- 3 The activity then continues in the same way as described in Option 1.



OPTION 3

- 1 Participants are divided into two gender-balanced groups.
- 2 The facilitator draws a female and a male figure on flipchart paper and hangs them in the room.
- 3 Each group stands in front of “their” drawing; group members line up one behind the other. The first person in line holds a marker.
- 4 The facilitator explains that their task is, within 10 minutes, to list as many different characteristics as possible of the assigned role. The first person writes one characteristic inside the figure, hands the marker to the next person, and goes to the end of the line. They rotate in this way until time runs out. At the end, they count which group managed to list more different characteristics.
- 5 After declaring the “winner,” the facilitator summarizes the characteristics of the female and male roles as perceived by participants.
- 6 The activity then continues in the same way as described in Option 1.

Final Activity / The Traveling Gift

- 1 Participants stand in a circle facing each other. The person who begins the activity symbolically gives something, through a gesture, to the person on their right (for example, drawing a heart in the air with their fingers). The second person nonverbally receives the gift and thanks them and then gives something to the next person. Each person can invent their own gift.
- 2 The game ends when the person who started the activity receives a gift.

MATERIALS

Flipchart paper; marker; adhesive tape; a “male” and a “female” box (if implementing Alternative 1)

DURATION

60-75 min

4.4 GENDER EQUALITY BINGO

GOAL

Getting to know and mapping the internal capacities of the group, as well as of the individual group members.

CONTENT

Participants move around the room to find peers with experiences related to gender equality and human rights, filling in their Bingo sheets through conversation. The activity encourages interaction, awareness, and sharing of personal engagement with topics such as activism, feminism, and advocacy. In the reflection, participants discuss these experiences, highlighting different ways individuals can contribute to promoting gender equality.

METHOD SEQUENCE

- 1 The facilitators distribute pre-prepared sheets and give participants a maximum of 5 minutes to move around the room and talk to others to add their names next to the tasks, depending on what each of them has had the opportunity to experience or try.
- 2 An important instruction is that they should try not to repeat names, meaning they should not write the same person's name twice on their sheet.
- 3 When the 5 minutes are up, everyone sits down again. The facilitators ask whether anyone has Bingo.
- 4 The participants read the questions one by one and talk with the others about who has experience with those activities. Everyone who does have such experience raises their hand, and the facilitator asks them for more details, depending on the available time.

MATERIALS

Printed Bingo sheets; pens or pencils; (optional) flipchart

DURATION

15-20 min



Find a person in the room who:

... signed or liked a petition related to human rights

NAME:

... participated in a protest or event on women's rights or issues that women face

NAME:

... met a decision-maker (e.g., a politician or a leader of a women's organization, etc.)

NAME:

... saw a campaign addressing violence against women

NAME:

... participated in a workshop on gender equality

NAME:

... openly speaks in their environment about the issue of gender (in)equality

NAME:

... talked with boys/men about gender equality

NAME:

... tried to influence negative opinions or someone's attitudes about gender equality

NAME:

... would describe themselves as a feminist

NAME:

4.5 SPORT MEDIA MIRRORS

GOAL

To explore how (sports) media shapes gender roles, stereotypes, and perceptions of LGBTIQ+ individuals and athletes, and to critically reflect on representation, visibility, and exclusion.

CONTENT

Participants analyse how women, men, and LGBTIQ+ individuals are portrayed in sport media. They identify stereotypes, norms, and patterns of inclusion/exclusion, and reflect on how media influences identity, self-image, and social expectations.

METHOD SEQUENCE

Introduction (5–10 minutes)

- 1 The facilitator opens with guiding questions:
 - What messages about male and female athletes do we see in media?
 - Do we see LGBTIQ+ people represented? How often and in what way?
 - Who is visible, and who is invisible?
- 2 The facilitator leads a short discussion to activate prior knowledge.

Group work – Media analysis (25–30 minutes)

- 1 Participants are divided into two groups (if possible):
 - Group 1: “Women's” magazines; Group 2: “Men's” magazines
- 2 Each group creates a collage showing:
 - the “average woman” / “average man”
 - additionally: how (or if) LGBTIQ+ identities are represented
- 3 Participants should also note:
 - What is shown? What is missing? What is stereotypical or unrealistic?



Presentation and discussion (25–30 minutes)

- 1 The two groups present their collages.
- 2 The guiding questions can be:
 - What kind of bodies, behaviours, and roles are shown?
 - Are there expectations about masculinity and femininity?
 - Are LGBTIQ+ people present? If yes, how are they portrayed?
 - Are these representations diverse or limited?
- 3 Encourage comparison across groups.

Critical reflection – Representation & impact (10–15 minutes)

- 1 The facilitator structures reflection on three levels:

sex vs. gender — i.e. biological vs. socially constructed roles

gender roles & stereotypes — i.e. expectations placed on men and women

LGBTIQ+ representation — i.e. visibility vs. invisibility; stereotypical vs. realistic portrayals; tokenism or exclusion

MATERIALS

Flipchart paper; marker; adhesive tape, scissors, magazines

DURATION

60–75 min

4.6 FOOTBALL FIELD

GOAL

To promote teamwork and communication while exploring gender equality in sports, recognizing how gender roles and stereotypes influence participation, opportunities, and experiences.

CONTENT

Participants cooperate in a playful way while reflecting on how gender shapes experiences in sport. Through group work and discussion, they identify positive and negative aspects related specifically to gender roles, stereotypes, and equality in sports. The activity encourages participants to share personal experiences, challenge assumptions, and explore ways to create more inclusive and equal sporting environments.

METHOD SEQUENCE

Part I: Drawing a football field

- 1 The participants are already divided into small groups of 4–5 people. The groups can be taken over directly from the warmup exercise. The facilitators explain the procedure of the exercise.
- 2 Each group gets a flipchart sheet and a pen.
- 3 At the facilitators' command, each group draws a football pitch with the following rules:

- ! Each participant must touch the pen throughout!
- ! Once begun, the tip of the pen must not be lifted from the paper until the exercise is finished. The participants are not allowed to talk to each other!

- 4 The facilitators give a start signal. As an additional stimulus, the time can be stopped (1 or 2 minutes, depending on the age group).
- 5 Each group presents their football pitch and gives feedback on the performance of the exercise.
- 6 Finally, there is a reflection: Who gave the directions? Did everyone touch the pen? How was communication with each other? How was a 'set of rules' established?

Part II: Determine content and theme and divide them into negative and positive halves

- 1 The football field is divided into a negative (-) and a positive (+) half.
- 2 In the first step, each group thinks about the negative aspects related to gender in sport and writes keywords on the flipchart sheet. After about five minutes, the same exercise is done with the positive aspects.
- 3 The groups present their results.
- 4 The facilitators summarise the most important points and highlights connections between gender roles, inequality, and inclusion in sport.
- 5 Finally, there is a discussion and reflection with the participants in a sitting circle, where the topics and keywords of the exercise that are relevant for the workshop are taken up.

POSSIBLE TOPICS / CONTENTS

- Do girls and boys have the same opportunities in sport?
- Have you ever experienced or witnessed inequality?
- What stereotypes exist in your environment?
- What can we do to make sports more inclusive for everyone?

DURATION

30 minutes

MATERIALS

Flipchart paper (one per group); pens (one per group); clock

TIPS FOR FACILITATORS

- Keeping to time when drawing the football pitch or collecting individual aspects is not the priority of the exercise – be tactful.
- As facilitators, please pay attention to the surface on which the exercise is done. The (flipchart) pens often go through the paper and leave marks.
- When collecting the different aspects, the group can be provided with several pens.
- Pay attention to the culture of discussion (let participants talk, observe the agreed-upon rules, etc.).
- The content should be adapted to the target group and the age of the participants.
- Just take your time. This exercise provides the opportunity and space for discussion. The exchange of experiences among the participants is important!



4.7 DON'T JUDGE TOO FAST

GOAL

Encouraging the recognition of prejudices, stereotypes, and different forms of discrimination; becoming familiar with ways to overcome thinking in the form of prejudice.

CONTENT

Participants explore how stereotypes and prejudices are formed through quick judgments, limited information, and personal interpretations. Through interactive exercises and storytelling, they experience how easily people assign meaning and value to others' behaviour, often without full context. The activity encourages critical reflection on one's own assumptions, promotes empathy, and introduces strategies for recognizing and overcoming prejudiced thinking, particularly in relation to gender roles and social expectations.

METHOD SEQUENCE

Introductory activity – Teach your Martian (15 min)

- 1 The facilitator asks for three participants to volunteer; the remaining participants are divided into three groups.
- 2 The facilitator tells them that the members of the small groups are inhabitants of planet Earth who have met Martians. The Martians feel very cold on our planet. They managed to find pieces of clothing and footwear they need to protect themselves from the cold, but since they don't have these on Mars, they don't know how to put them on. A group of friendly women from Earth will help them. Each group will get one Martian. Their task will be to teach her how to get dressed, with the limitation that Martians understand only two words from our language: up and left. The groups must teach the Martian to perform the task herself—they are not allowed to do it for her.
- 3 The facilitator then assigns one Martian to each group.
- 4 One group gets the task of teaching the Martian to zip up a jacket (she comes to the group wearing an unzipped jacket).
- 5 The second group teaches the Martian to tie a shoelace (she comes with one shoelace untied).
- 6 The third group teaches the Martian to put a scarf around her neck and tie it into a bow (she comes holding a scarf in her hands).
- 7 At the end of the game, the facilitator explains that this activity required them to find a way to communicate with a person with whom they do not share the same language, background, etc. She connects this to the topic of attitudes toward differences, which will be the focus of the workshop.



Central activity – Lejla and Muhamed (45 min)

- 1 The facilitator tells participants that she will read them a story, and for now they should just listen carefully. She emphasizes that the story is not connected to any specific country or culture.
- 2 The facilitator reads the story.
- 3 The facilitator then says that five characters are mentioned in the story and repeats their names (Lejla, Muhamed, Ahmed, Tarik, and Džafar). The participants' task will be to individually rank these five characters based on how positive or negative they consider them, on a scale from 1 to 5.
 - The most positive character gets rank 5
 - A slightly less positive character gets 4, and so on
 - The most negative character gets 1
- 4 Ranks must not be repeated—each character must receive a unique score.
- 5 Participants receive a copy of the story as a reminder and complete the ranking.
- 6 Meanwhile, the facilitator prepares a table on the flipchart board.

Participants	Lejla	Muhamed	Ahmed	Tarik	Džafar
1					
2					
3					
4					
5					
6					
7 ...					

Rankings are recorded here during the activity – first round, then the second round in a different colour.

- 7 The facilitator invites participants to present their rankings and explain them; she records the rankings in the table.
- 8 Once all rankings are recorded, the facilitator says that the morning edition of the newspaper has brought a continuation of the story; she reads the second part.
- 9 The facilitator asks participants how they now perceive the characters in the story. Were they surprised by the new information? She instructs them to rank the characters again, this time taking into account the full story.
- 10 Participants share their new rankings and explain them; the facilitator records them in the same table using a marker of a different colour (so the change is visible).
- 11 The facilitator comments on the differences in how the characters are perceived, emphasizing how we tend to make quick conclusions by interpreting people's behaviour and colouring it with our value judgments. This is how prejudices are formed.

- 12 The facilitator explains the formation of prejudice using examples from participants' comments during the workshop.

FOR EXAMPLE:

- In the story, it is said that Lejla spent the night with Tarik—we interpret this as them having had a sexual relationship—we add our value judgment (Lejla has questionable morals; or Tarik is manipulative; he uses others' difficult situations to exploit them...).

Or:

- In the story, it is stated that Džafar approached Muhamed and hit him in the face—we interpret this as defending Lejla's honour—we add a value judgment (Džafar is a hero, a gentleman).

IMPORTANT!

Overcoming prejudice-based thinking about people involves recognizing our interpretations and value judgments (and not confusing them with facts), trying to translate them into descriptions of behaviour (what exactly the person did or said that led us to think this about them), and then considering whether the behaviour could be explained in another way that is not harmful to the person (not labelling or offensive).

- 13 The facilitator asks participants for impressions and comments. She asks whether they recognized any of their own prejudices; they reflect on them together with the facilitator.
- 14 At the end of the workshop, the facilitator refers to discrimination as the enactment of prejudice—behaviour caused by prejudice. She mentions different types of discrimination and asks participants about their experiences (what forms of discrimination they have encountered). She notes that one way to combat discrimination is through civic activism, which will be the topic of the next workshop.



Final activity – swinging in groups of three/five (15 min)

- 1 This activity requires open space, so tables and chairs are moved to the sides of the room.
- 2 The facilitator divides participants into groups of three (or five). Each group takes a position in the space.
- 3 If there are three people: two stand facing each other, and the third stands between them.
- 4 If there are five people: four stand in a circle facing inward, and the fifth stands in the centre.

IMPORTANT!

It is important that the people forming the outer circle stand close together, without large gaps. The person in the centre lowers their arms along their body, closes their eyes, and slowly leans toward one of the people in the outer circle. That person catches them and gently passes them to another person in the circle. In this way, they gently “swing” the person.

- 5 At the end of the activity, the facilitator asks those who were in the centre how they felt. The facilitator comments in the direction of building trust and connects it with observations of how the activity unfolded (usually, the person in the centre leans only slightly at first, then relaxes over time and leans more).
- 6 The goal of the activity is to encourage the development of trust, acceptance, and support among participants.
- 7 If participants wish, the activity can be repeated with a different person in the centre.



The story about Lejla and Muhamed

Nil is a big, long river with a lot of crocodiles in it. There are only a few bridges on that river. Lejla lives on the river coast. She is seventeen years old and she is madly in love with Muhamed. He lives on the other side of the river. Lejla decided to visit him so she goes to Ahmed and begs him to take her to the other side of the river. Even though Ahmed has enough time and has a boat, he doesn't want to. Lejla didn't give up. She goes to Tarik and begs him to take her on the other side of the river. Tarik says that he will do it but under one condition: Lejla needs to spend the night with him and then he will take her to the other side early in the morning. Lejla accepted the offer because she wanted to see her love badly. Tarik took her to the other side in the morning. Lejla was so happy and she barely could wait to see Muhamed. When she finally found his house, she told him the story of how she came to the other side. Muhamed told her to go away. Lejla took a walk along the coast, she was crying. She ran into Amir. He asked her what is wrong. She told him her story. Amir went to Muhamed and punched him twice in the face without saying a word.

The story about Lejla and Muhamed – Part II

Lejla is a seventeen-year-old high school student, and Muhamed is her teacher. He is happily married. Ahmed is also a teacher in the same school; Muhamed is his friend. Tarik is Lejla's grandfather, he just wanted to spend some time with his granddaughter. They drank tea and talked until the dawn. Amir is a psychopath killer and Muhamed was lucky that he just punched him.

MATERIALS

Flipchart paper; marker; a copy of the story Lejla and Muhamed (Part 1) for each participant; 4–5 copies of the continuation of the story about Lejla and Muhamed

DURATION

Approx. 75 min

4.8 INSPIRATION IN MOTION

GOAL

To inspire and motivate young people—especially girls—to engage in sports by connecting with diverse sports role models and reflecting on perseverance, equality, and overcoming gender barriers.

CONTENT

Participants engage with athletes or sports role models through storytelling, discussion, and interaction. They explore personal journeys, challenges, and achievements, with a focus on breaking gender stereotypes and promoting equal participation in sports. The activity encourages participants to reflect on their own goals, aspirations, and opportunities in sport and beyond.



METHOD SEQUENCE

Introduction (5–10 minutes)

- 1 The facilitator introduces the session and invites participants to reflect:
 - Do you have a sports role model? Why?
 - What makes someone inspiring?
- 2 Participants briefly share their thoughts.

Role model interaction (20–25 minutes)

- 1 Invite one or more athletes (live or via video/interview format).

The role model(s):

- Share their personal journey (how they started, challenges, successes)
- Reflect on obstacles (e.g., gender expectations, access to sport, discrimination)
- Highlight the importance of persistence, confidence, and support

Guided discussion / Q&A (15–20 minutes)

- 1 Participants ask questions such as:
 - What challenges did you face as a woman/man/person in sport?
 - Did anyone ever tell you that you could not succeed?
 - What advice would you give young people?
- 2 Facilitator ensures a safe and respectful discussion.

Gender reflection (10–15 minutes)

Facilitator leads a focused discussion:

- Are there differences in opportunities for girls and boys in sport?
- What stereotypes exist about who “belongs” in certain sports?
- How can we challenge these stereotypes?

MATERIALS

Flipchart paper, markers; video clips/interviews if no live guest is available

DURATION

60–75 min

TIPS FOR FACILITATORS

- Ensure diversity among role models (gender, background, experience)
- Pay special attention to female and underrepresented voices
- Create a safe space where participants feel comfortable asking questions
- Encourage realistic and relatable storytelling—not only success but also struggles
- Support participants in connecting the stories to their own lives

4.9 SUPERHEROES ON THE FIELD

GOAL

Through this game, we aim for girls and boys to understand that everyone is equally important and capable of achieving success through cooperation and support from their teammates. This game can help build respect, understanding, and gender equality.

CONTENT

In this activity, participants take on the role of “superheroes” who work together to overcome challenges and achieve a common goal. Each child is encouraged to recognize their own strengths and contribute to the success of the team. Through playful interaction and cooperation, participants experience how teamwork, communication, and mutual support lead to success. The activity also creates space to challenge gender stereotypes, showing that abilities are not determined by gender and that everyone can take on important roles within a team.



METHOD SEQUENCE

- 1 Girls and boys are divided into teams with an equal number of players
- 2 Each team selects one “superhero” from their group
- 3 The goal of the game is for the “superheroes” to help their team win the field through teamwork and strategy
- 4 “Superheroes” have special powers they can use to support their team (e.g., running faster, throwing the ball better)
- 5 The game consists of a series of challenges and obstacles that teams must overcome
- 6 The winning team is the one that completes the most obstacles in the shortest time

MATERIALS

Ball, frisbee, climbing equipment, hoops, other sports equipment

DURATION

60-120 min

TIPS FOR FACILITATORS

- **Encourage teamwork:** Emphasize the importance of cooperation. Support participants in communicating effectively and working toward a shared goal.
- **Develop leadership:** Identify and support leadership within the team. Encourage participants to take initiative, make decisions, and motivate others.
- **Promote inclusivity:** Create a welcoming and inclusive environment where every “superhero” feels valued and respected. Celebrate diversity and encourage open-mindedness among participants.

4.10 BURSTING PREJUDICES

GOAL

Introduction, motivation for the workshop, approaching the topics of the workshop, reducing distances between participants, forming groups without a selection process.

CONTENT

The game offers an ideal opportunity for a content-related introduction with movement and fun. The questions can be adapted to the respective planned focal points. The participants try to work as a group and can get to know other participants in a protected setting and discuss the topics of the workshop. With specific questions, the participants can already be sensitised to the first content-related topics.

METHOD SEQUENCE

- 1 Form a playing area by marking out a space with hats or chairs.
- 2 Explain the procedure of the game calmly. Hand out balloons and have them inflated (if necessary, get support from the group).
- 3 Have the participants stand up and spread out in the demarcated space (possibly adjust the playing area).
- 4 Start music or give a command to start.
- 5 Instruct the participants to throw/shoot balloons into the air (approx. 1 minute).
- 6 Ensure that the balloons do not fall on the ground! (If they do, they should be picked up as quickly as possible.)
- 7 Stop the music or call 'Stop.'
- 8 Announce the first question.
- 9 Repeat the question loudly and clearly.
- 10 Instruct the participants to pair up according to the colour of the balloons, shake hands, introduce themselves by name and take turns answering the question in pairs (1–2 minutes for both).
- 11 Repeat the sequence (music starts again).
- 12 Announce the second question.
- 13 Repeat the process with further questions, first asking very 'simple' questions (How was your journey today? What is your favourite sport? etc.) and only then asking more substantive questions (Why are sports important for society? What does fair play mean to you? What are the challenges in training with intercultural groups? etc.).
- 14 If possible, at the end, have all participants with the same balloon colour come together and then form groups/teams.
- 15 Have the participants go into an armchair or sitting circle and sit very carefully on the balloon (so that it does not burst!).
- 16 Transition to the theme 'Bursting prejudices' – each balloon stands for a prejudice that I have in my head and am now symbolically bursting. The prejudice can also be written on the balloon.
- 17 Debriefing and reflection!

DURATION

20 minutes

MATERIALS

Balloons depending on the participants (3–4 colours in equal numbers); music(-box); hats/chairs



TIPS FOR FACILITATORS

- Explain the course of the game calmly and clearly!
- Think about the questions in advance and adapt them to the group and the age group.

Possible questions at the beginning of the method:

- How did you get here? What are your hobbies?
- What is your favourite sport/team/food?

In the middle of the method:

What does football/sports mean to you? Have you ever been outside Europe? Have you ever felt treated unfairly?

As a final substantive question:

What is the value of sports for society? What are the challenges of training with intercultural groups? What do you associate with the terms discrimination/racism/homophobia?

It is also important to allow people to talk freely with each other!

- The questions should be kept simple at the beginning and can then become more and more complex. The questions should always be participant/group specific.
- Music intervals should be approx. 1 minute long. Music can also be suggested/offered by the participants (smartphone, iPad, etc.).
- When choosing songs, make sure that the lyrics are not discriminatory (racist, sexist, etc.).
- Have reserve balloons ready.
- Remember that there are children/young people/adults who are afraid of balloons!
- When bursting balloons, participants who do not like the sound should leave the gym/hall briefly (e.g., for a drink break).

IMPORTANT!

This exercise can also be done without balloons. For example, you can dribble with different balls (football, basketball, volleyball, gym ball, etc.) and at the (music) stop the two participants who have the same ball go together. The whole gym can be used for this. It is also possible to use only one type of ball (e.g., footballs, basketballs, etc.). All participants can also dribble, e.g., with a football, and at the (music) stop, the facilitators give commands where the participants should look (e.g., 'Turn to the left'). Afterwards, you can go together with the participant standing closest to you and answer the question.

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