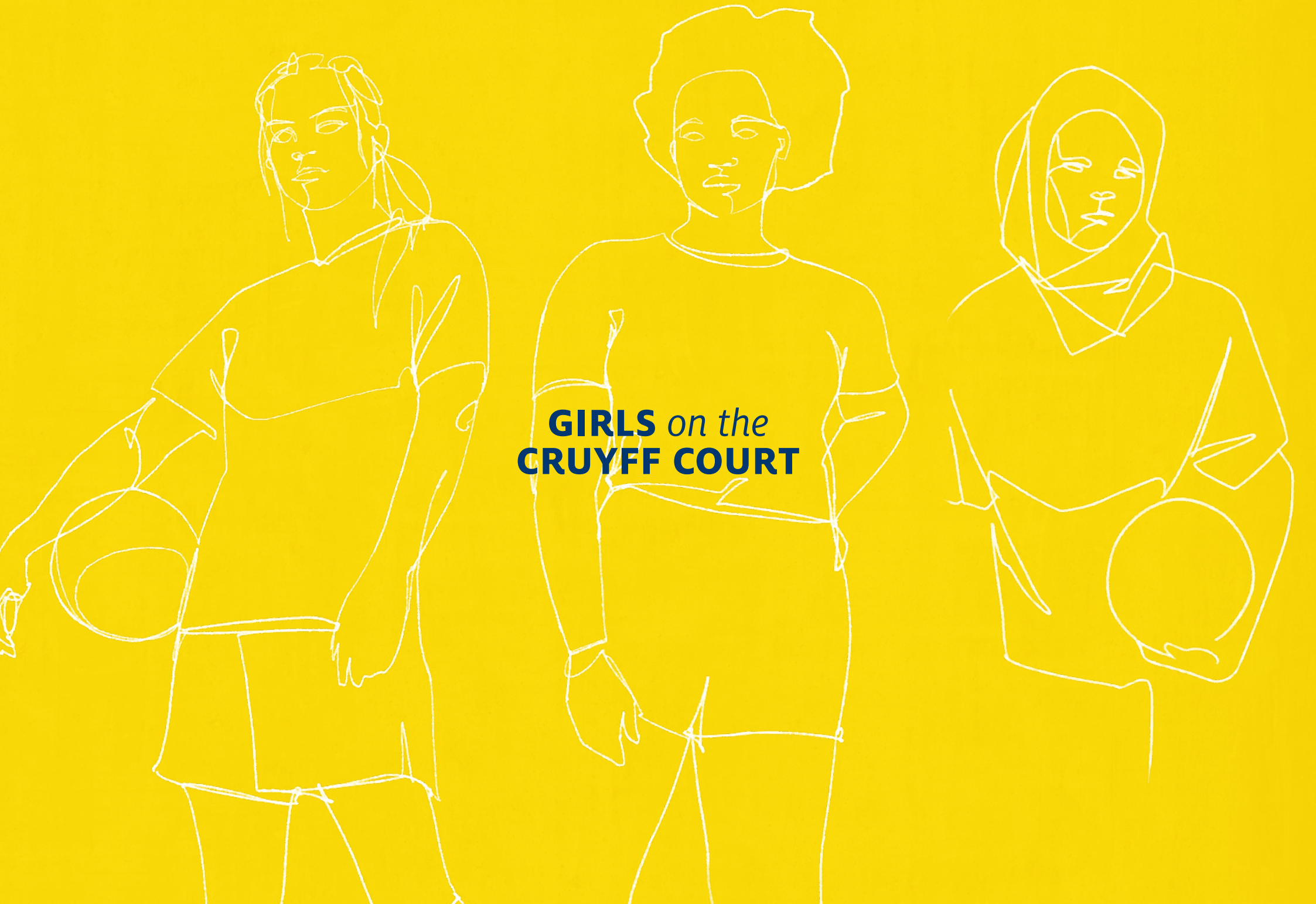
GIRLS



GIRLS
on the
CRUYFF
COURT



GIRLS *on the* CRUYFF COURT

‘HI, MY NAME IS NORAH’

I am fourteen years old. I live at home with my parents, my older brother and two younger sisters. My family, relatives and cultural traditions are very important to me. I spend a lot of time with my family and friends from the neighbourhood. I love playing sports and that’s why I like to spend time on the Cruyff Court with my friends. But this can be difficult for us at times. I’d like to tell you a little bit more about that.



We’ll be following Norah in this booklet. This fictional protagonist talks about the barriers girls can experience where playing sports and exercising on the Cruyff Court are concerned. Norah's story is based on the Cruyff Foundation Coaches’ experiences.

‘I’D LIKE TO FEEL MORE SELF-CONFIDENT’



CONFIDENCE & SELF-IMAGE

How can sports & games stimulate self-confidence?

You can exercise together and learn a great deal on the Cruyff Court, especially if everyone is being positive towards each other.

But a lot of the girls I play with are still insecure about how good they are. They sometimes feel ashamed in front of other players or spectators at the Cruyff Court. I recognise that in myself too. And I can become even more insecure if a team mate makes an unpleasant comment, or someone laughs at me if I do something wrong. Some girls then no longer feel like participating, or even coming along to the Cruyff Court. I’ve also been told that some people think we only come because we want attention from the boys and that makes me feel really uncomfortable.

NORAH

Insecurity and embarrassment can stop girls from exercising or playing sports. Creating a positive, supportive atmosphere is therefore incredibly important in order to break through this barrier.

AM I GOOD ENOUGH?

Being afraid of not being able to do something, or of being embarrassed, can be reasons for girls to adopt a cautious attitude. Or possibly not to participate with sports activities at all[1]. Their self-confidence can be affected when they feel they don't meet the level of the rest of the group. That's why it's important for girls to be positively approached by team mates and coaches. Making sure their efforts are praised more than their results and that girls are allowed to experience success at their own level[1]. This will ensure they can gain more confidence in themselves.

INFLUENCE OF THE IDEAL IMAGE

The body image girls have of themselves can also have a major influence. Many girls are unhappy with their bodies and will compare themselves to others[1]. They'll become aware of their changing bodies, especially during puberty, which will only serve to amplify their insecurities[2]. And as this awareness of their own body increases, the chances of them participating with sports will definitely decrease. While participating with sports can actually have a positive effect on how girls perceive themselves[3]. It's important that coaches are aware of this. Talking to girls can be an effective initial step where overcoming this barrier is concerned.

POSITIVE SUPPORT

Exercising will give girls more confidence in their abilities and possibilities. They'll be able to apply what they learn on the Cruyff Court, or during a Heroes of the Cruyff Courts project, in their everyday lives. For example, taking the **initiative**, standing up for themselves or tackling new challenges. It's important to create a positive and supportive environment in and around the Cruyff Court, free from judgment and intimidation, in order to allow them to achieve this. The Cruyff Foundation Coach can play an important role here by, for example, setting a good example and enforcing a clear code of conduct.

Confidence & self-image

TIPS & TRICKS

1 TALK TO EACH OTHER

The most important thing in order to reach more girls! Discuss the barriers, wishes and needs. Discussing these can help you to gain their trust and adjust your activities. Make sure there's a woman present when discussing personal topics!

2 CLEAR RULES

Come up with clear rules together about how to interact with each other on the Cruyff Court. Do this with the boys and girls together, regularly discuss how things are going with the group and be consistent where following these rules are concerned.

3 PERSONAL ATTENTION

Stimulate the personal development of girls. Teach them to look at themselves without comparing themselves to others. Emphasise that all players have different qualities and that this is exactly how everyone equally contributes to the team.

4 'SILENT' FORCES

Recognise "hidden" qualities, making sure girls who are naturally more withdrawn are definitely noticed too. For example, by calling out the most helpful, or perhaps the day's most sporting player. The group can also decide on this among themselves!

5 MULTIPLE ROLES

Create different roles within activities which are separate from participating, making sure girls can also feel valuable in other ways. For example, setting up the field, being a referee, or keeping the time or score lines.

Tip from a Cruyff Foundation Coach:

"Discuss the use of proper sportswear. For example, we only have a few girls who wear a sports bra. Girls can feel more comfortable in the right clothes and can subsequently exercise and move more easily."

‘I DON’T LIKE IT WHEN BOYS ACT ALL COOL’



WHO & WHAT ON THE CRUYFF COURT

What kind of influences are there around a Cruyff Court? Which ambitions are in line with the target group’s ambitions?

There will always be some lads who act quite cool on our Cruyff Court.

They feel superior to others and try to control what happens. They’ll usually be playing football, very fanatically. To them it’s really all about winning. Girls who play football well can fit in here quite well, but I also have friends who mainly come to play for fun. Winning is less important to them, as long as they’re having fun. There are also girls and boys who want to play sports, but aren’t all that keen on football. You won’t find them on the Cruyff Court all that often. The "cool" boys can sometimes be annoying, or claim the Cruyff Court for themselves. We take all of this into consider-ation on our Cruyff Court and we learn to involve everyone in sports. Our Cruyff Foundation Coach always says: “It should be less about who’s best and more about who works best together.”

NORAH

Good group dynamics start with mutual understanding. It's important for players to get to know and respect each other and each other's qualities.

LEADERS AND MACHO BEHAVIOUR

It's important for girls to feel comfortable in the group in order to get them to commit to a Cruyff Court. Whereas boys will often try to claim a leadership role, girls may be more shy, or less likely to volunteer. Especially in a mixed group. But a good balance is very important, making sure more dominant players will learn that others possess leadership qualities too. Consciously ask the more quiet boys and girls' opinion, either in the group or during a personal conversation. Look past those who are the first to raise their hands when dividing up the tasks.

Cruyff Foundation Coach

"Boys are more direct, will express things more easily. Girls are more likely to take feedback to heart. They are less likely to report problems, or discuss them behind other people's backs."

DIFFERENCES IN MOTIVATION AND AMBITION

It's important for both girls and boys to experience success. Boys often measure success in wins, while girls value the feeling of being able to do something well, or of belonging to something[4]. Of course there are plenty of girls who like competing too, but many girls really don't like this being emphasised too much[3]. The social aspect, the atmosphere within the team, is often more important to them[1].

RECOGNISING AMBITIONS ON THE CRUYFF COURT

Not every child will instantly express his or her ambitions. Some players prefer to stay in the background, which certainly doesn't mean they are any less ambitious. Children won't always be familiar with sporting ambitions either, possibly because they haven't played sports before, or perhaps because this isn't stimulated at home. They'll discover this when they get better at sports and enjoy it. Coaches can respond to this by offering different activities and asking how girls and boys experience this.

Who & what on the Cruyff Court

TIPS & TRICKS

1 AMBITIONS

Get to know the girls *and* their ambitions. Ask what they enjoy doing and what they'd like to learn. Think of suitable activities together and adapt these when ambitions change.

2 RESPECT

Make respect a topic of discussion on the Cruyff Court. Organise activities and discussions which focus on being respectful and understanding of one another, and why this is important.

3 COLLABORATION

Emphasise the importance of teamwork. Organise games and activities which focus on this, and where players need each other in order to be able to win.

4 EQUAL APPROACH

Recognise the fact that there are differences between girls and boys, but treat them equally.

5 INFLUENCE

Discuss with the young people about how they experience different ambitions on the Cruyff Court. Allow them to think about how this affects the organisation of their event and activities.

6 VARIATION

Provide plenty of variety in activities, both in the type of sport *and* the level of play.

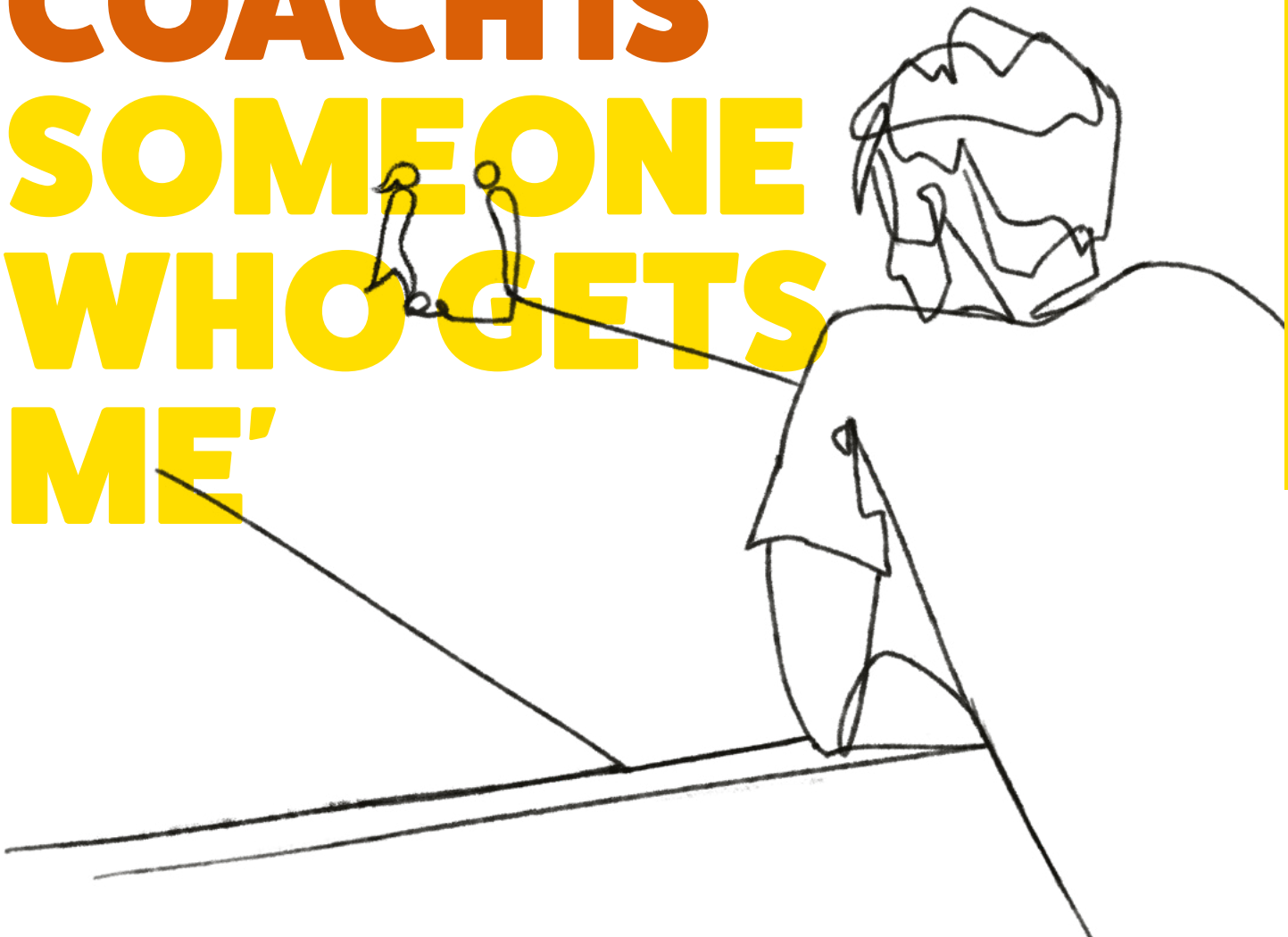
Practical example

Side events were organised for girls (make-up, manicures) in Roosendaal during an activity, with the intention of reaching new girls. Everyone should be treated equally, but that doesn't mean girls don't like stereotypical activities, or that there aren't any stereotypes anymore. Organising these types of activities can contribute to reaching new target groups.

Tip from a Cruyff Foundation Coach:

"Organise a self-defense activity. Girls will also learn about resilience and assertiveness here."

'THE CRUYFF FOUNDATION COACH IS SOMEONE WHO GETS ME'



ROLE MODELS & A SAFE SOCIAL ENVIRONMENT

How can coaches and other role models contribute to a safe environment?

You'll soon notice there are more girls when a female Cruyff Foundation Coach is present.

Girls will find a woman more appealing. But it's also important for the coach to get to know the players. Our coach is interested in our home situation. This will encourage us to participate and keep coming back. Culture certainly plays a role too. Coaches don't all have to have the same background, but it's important for them to be open to this. For example, Heroes of the Cruyff Courts was led by a male Cruyff Foundation Coach, but he always had help from a female colleague of Turkish descent. She helped to 'translate' the cultural differences in the group, as well as between the coach and the group.

NORAH

A physically and emotionally safe environment is crucial for the involvement and retention of girls in sports activities.

THE CRUYFF FOUNDATION COACH

Two important aspects of a safe environment have already been mentioned: a positive atmosphere and mutual respect. Cruyff Foundation Coaches are essential too. Girls need to be able to confide in coaches and recognise themselves in them. Take time to get to know the girls. Make sure you're aware of power relations too, especially between girls and male coaches. Pay particular attention to the fact that informal contact shouldn't be misconstrued. The ultimate goal is for girls to feel safe. Talk to them about what they themselves perceive to be a safe environment.

THE POWER OF PEER-TO-PEER SUPPORT

The presence of a female coach or role model is often decisive for girls to play sports, especially when discussing personal topics. Girls who've been playing sports on the Cruyff Court for some time can play a leadership role if no female coaches are available. For example by working with mentors: older or more experienced players who can guide new girls.

SAFE ENVIRONMENT: MIXING BOYS AND GIRLS, OR PREFERABLY NOT?

The presence of boys can be a limiting factor. Especially for girls who feel insecure or watched. They prefer to play sports among themselves. However, segregated sports can certainly also emphasise the differences between boys and girls. Girls' self-confidence can actually be significantly boosted when they are supported by boys. Ask girls what they like and organise mixed activities in such a way that they're not limited by these barriers.

It's good for both girls and boys to receive training and guidance from men *and* women. This will allow them to experience that all coaches have their own unique area of expertise.

Practical example:

Boys and girls have their own time and space for activities in Mechelen, but mixed activities are also organised every week.

Role models & a safe social environment

TIPS & TRICKS

1

UNDESIRABLE BEHAVIOUR

Clearly inform girls who they can talk to and where they can go (anonymous box) to report undesirable behaviour. Emphasise the fact that they can share this in confidence.

2

FEMALE COLLEAGUES

Work together with female colleagues, or female ambassadors from the neighbourhood, as much as possible when organising girls' and mixed activities.

3

COLLABORATION

Ask well-known or local female athletes or coaches to come along as guest trainers or speakers.

Practical example:
A Cruyff Foundation Coach in The Hague works together with players from a women's indoor football team during the girls' activities.

4

HEROES EXAMPLES

Involve Heroes girls in a new Heroes project or other activities. Ask them to share their experiences, talk about what they learned and why it's so fantastic for girls to participate. Bring Heroes back as mentors, not only during the project, but also in the longer term.

5

GIRLFRIENDS

Ask the girls to bring along new girls themselves. Girlfriends are often the most influential where starting to play sports is concerned.

Tip from a Cruyff Foundation Coach:
"Organise a girlfriends day with the girls on the Cruyff Court."

Tip from a Cruyff Foundation Coach:

"Girls are less direct and talk more. You have to be more patient. If you throw a ball to a group of boys, they'll automatically start playing football. Girls will start off watching and will need a little more encouragement before they decide to take action."

‘I HAVE MANAGED TO CONVINCE MY PARENTS TO ALLOW ME TO PLAY SPORTS’



MY FAMILY & OUR NEIGHBOURHOOD

How do parents/carers and relatives influence girls' participation with sports activities? How can parents be involved and informed?

I’m very happy that I can now go to the Cruyff Court. My parents weren’t too sure about it all to start with.

They didn’t think the coach would sufficiently take our traditions and standards into account. Many of my friends experience the exact same thing. They’re not allowed to play sports with boys, or parents are afraid it isn’t safe enough. Our Cruyff Foundation Coach is always open to parents and relatives who would like to come along to watch and is very active in the neighbourhood. That has helped me enormously. I sometimes go to the Cruyff Court in another neighbourhood with friends. They prefer to play sports there, because they’re less likely to be seen by relatives or boys from the neighbourhood. That isn’t necessarily because they’re not allowed, but also because they simply want to play sports quietly without being watched.

Mum: It’s important for parents to know who the coaches are. That they’re not just busy running around with the girls and boys. A coach who introduces himself and occasionally stops by for a chat will definitely create trust. Structure is very important too. I know my daughter is with the coach at those specific moments, so I know everything’s alright.

NORAH

Parental approval and support are often deciding factors where girls' (continued) participation with sports activities is concerned. It's therefore important to convince them that the Cruyff Court offers a safe environment.

WHAT'S IMPORTANT TO PARENTS?

There are various different reasons for parents to either encourage or disapprove of participation with activities. Concerns about safety and cultural-religious aspects have already been mentioned. Plus the girls' responsibilities for their family or school, or ignorance about (activities on) the Cruyff Court can certainly also have an impact. It's important to first understand these reasons and motivations and subsequently decide on the best way to involve parents.

STRATEGIES AND WAYS TO REACH PARENTS

Talk to parents. Talk about the progress the girls are making and how activities on the Cruyff Court are contributing to their development. Girls can provide their parents with their own feedback too. As a coach, be involved with the agreements they reach with their parents about participating with the activities. There are several parties which can be approached to reach parents within each district. Schools, community centres, but religious institutions and leaders can certainly also provide an important entry point.

The ultimate best strategy will differ per district. Cruyff Foundation Coaches are the ones who can estimate this most effectively together, based on their own experiences. It's important to remember that parents will influence each other too. Parents or family members who are enthusiastic about the activities on the Cruyff Court can bring others along.

Practical example:

Cruyff Foundation Coaches are investigating whether they can involve the imams within the Turkish and Moroccan community in Roermond, and how this could be done.

TIPS & TRICKS

1

INFORMATION

Inform parents about the Heroes project and other activities. Emphasise the ways in which the girls' safety is ensured. Do this together with a colleague if there is a language barrier or any cultural differences.

2

PARTICIPATION

Give parents the opportunity to voice questions and concerns. Perhaps during an information meeting. Do this either before or early on in a Heroes project, so they'll instantly feel involved.

3

INVOLVEMENT

Involve parents with the activities organised on the Cruyff Court. For example, a Henna tattoo booth during an event. Or organise a demo activity with Heroes for their parents.

4

NETWORK

Talk to schools, youth workers and other welfare organisations in order to reach more girls together. Discuss how you can complement each other or what you can do together.

Tip from a Cruyff Foundation Coach:

Investigate the possibility of organising a Heroes project in collaboration with school. The school's involvement can be important to parents and give girls an extra reason to participate.

Practical example:

A mother's day is regularly organised for girls and their mothers, or other female relatives, in Mechelen.

‘I’VE MET SOMEONE WHO IS TRANS-GENDER’



GIRLS & LGBTIQ+

We don't just look at a person's sex to determine if someone is a boy or a girl. Gender is all about how someone identifies, but what does that really mean?

A girl we often play football with on the Cruyff Court recently brought someone along who is transgender and now identifies as a girl.

We didn't know her, but we welcomed her and she played along nicely and she was great at football. I couldn't tell at all that she used to be a boy. At first she was very quiet and didn't say much. We asked some questions when we took a break to have a chat. Where she lives, the school she attends, what sports she likes to play. She told us she was going to change football clubs, because she no longer felt comfortable at her old club because she was being bullied. She soon revealed she’s transgender and that she is currently transitioning.

This is the first time I’ve met someone who is trans-gender. I think it's great that she was able to talk about it so openly and that we were allowed to ask questions. She now plays along more often and simply belongs to the group.

NORAH

An open dialogue and safe environment is important when talking to teenage girls. They are at the age when they're experiencing physical changes, getting to know themselves better and they're starting to discover their sexuality. You'll find a "gender dictionary" in the appendices.

THE ROLE OF THE COACH

Many aspects have already been mentioned, but it's important to always remain objective where conversations about sexuality or gender identity are concerned. Try to leave out your personal opinion as much as possible and listen to what the young person needs. Be aware of the fact that it can be difficult for that person to start a conversation with you and/or ask for help.

BE OPEN TO CHANGE

The Cruyff Foundation feels it's important for the Cruyff Court to be a social, safe place in the neighbourhood. You play an important part in this as a coach and role model for young people. Be open to the LGBTIQ+ community and try to make the Cruyff Court a safe place for them too, by setting a good example. For example, be open to a gender neutral person indicating they want to be addressed as 'them'.

THERE IS NO MANUAL

Every individual is different. This also applies to anyone who doesn't identify as either male or female. If a girl transitioning to a boy wants to join the boys, then involve her with the boys' activities. But always set the boundaries with the person concerned. Some may be very open and others more private. Don't put a spotlight on anyone without checking this with them first.

Facts[5]

- *Women who participate with traditionally feminine sports and are suspected of being lesbian are often singled out of other players*
- *LGBTIQ+ community members are less likely to participate with sports than heterosexual and cisgender peers*
- *LGBTIQ+ community members drop out of sports more frequently than heterosexual and cisgender peers, or feel that medical interventions are necessary to continue participation*
- *LGBTIQ+ community members experience social isolation if they remain in toxic sport environments*
- *LGBTIQ+ community members wished they had more role models when they were young*

Girls & LGBTIQ+

TIPS & TRICKS

1

GENDER NEUTRAL LANGUAGE

It may take some getting used to, but it can help you create a pleasant atmosphere. NS (Dutch Railways) is a good example of this, as they address people with 'Dear passengers', rather than 'Ladies and gentlemen'.

2

INVOLVE PARENTS/ GUARDIANS

This may well be very new to you, but the parents/guardians will undoubtedly have known about this for longer and in more detail. Make sure you talk to them too, or involve them in conversations with the child/young person. They can help to further explain the request for help and/or the young person's needs.

3

BE HONEST

Be honest with the person who asks for your help or confides in you. Dare to be honest if you don't know much about it, or if you can't help any further. As a coach, you have a responsibility to help if someone opens up to you. Dare to ask for help yourself when necessary, or transfer the request for help to someone or an organisation which has a greater understanding and knowledge about the subject.

4

TALK TO EACH OTHER

Talk to both girls and boys. Find out about the different genders and what they mean. Knowledge and information about the subject and the different genders can lead to more respect and understanding. You can always refer to the rules of conduct. Make sure you talk to the boys and girls about this too if you haven't come across someone with a different gender identity before. The LGBTIQ+ community still has to deal with discrimination and violence all too often.

Want to learn more? Take a look at these organisations:

- *Sport and Dev* ↗
- *Equality Network* ↗
- *Women Win* ↗

ABOUT THIS BOOKLET

GIRLS AND WOMEN IN THE DUTCH SPORTS WORLD

The amount of time men and women in the Netherlands exercise is roughly the same, but women and girls do so less often at a sports club. About one in three members of Dutch sports federations is female[6]. The differences between men and women are considerably greater in terms of coaching and involvement in sports boards. The share of female directors in Dutch sports associations is around 20 percent. One in three unions in the Netherlands has no women on their board at all[7]. Women are also less likely to be found in a trainer or coach position. Men make up eighty percent of all trainers and coaches in the Netherlands[6].

IT STARTS ON THE CRUYFF COURT

These statistics show that women and girls are very much under-represented on several levels in the Dutch sports world. The Cruyff Court offers an excellent environment to change this. Cruyff Courts make sports and games accessible to everyone. Girls and boys who are not used to playing sports can get acquainted with this on the Cruyff Court. Cruyff Courts can therefore, in addition to stimulating the healthy development of children, also contribute to breaking the stereotyping in relation to girls' participation in sports.

WOMEN WIN

Women Win is an international non-profit organisation which aims to improve the rights of girls and young women through sport. Women Win has been active on five different continents since 2007. We support local partners with implementing sports and life skills programmes in which girls and young women develop leadership skills and learn to stand up for themselves. We use the power of sport to enhance the well-being and empowerment of girls and young women in our programmes.
www.womenwin.org

MARTINE PRANGE

Martine Prange is a Professor of Philosophy of People, Culture and Society and a Sports Philosopher. She has led several research projects into women's football in the Netherlands. She and Martijn Oosterbaan, together with the Johan Cruyff Foundation, published the Meidenvoetbal (Girls' Football) book in 14 stories (Utrecht: Klement, 2017). She edited the Vrouwenvoetbal in Nederland (Women's Football in the Netherlands) book together with Martijn Oosterbaan: mirror and catalyst of social change (Utrecht: Klement/ Amsterdam: Atria, 2017).

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Design & illustration by Studio TOMIS

It has become clear over the years that girls are under-represented on the Cruyff Courts.

We have entered into a partnership with Women Win because we, as the Cruyff Foundation, want to create safe play and sports areas for all children. We want to work together to attract more girls to the Cruyff Courts in the Netherlands.

We've taken the initial step with the La League project: an initiative by Plan International in collaboration with Women Win and the Cruyff Foundation. Football is used as a means. Not only for the physical development of girls, but also to reduce inequality between girls and boys. We aim to eliminate child marriages and teenage pregnancies with La League in Brazil and Nicaragua.

We have now also created a translation to the Cruyff Courts in the Netherlands together with Women Win. Women Win has written this toolkit especially for and with Cruyff Foundation Coaches to help you to empower more girls. Because everyone deserves equal opportunities!

Niels Meijer



Appendix 1

GENDER DICTIONARY

Gender identity
An individual's personal sense of having a particular gender. Gender refers to the characteristics, behaviours and role patterns a society has defined for each gender.

Biological Gender (sex)
The genitals a person is born with determine the sex of a child. These are male or female genitals.

Gender
The cultural expression of the various biological differences.

Gender vs. Sex
Gender, unlike **sex**, doesn't refer to biological characteristics, but to social, cultural and psychological characteristics associated with a gender. Gender can include what is traditionally seen as 'masculine' and 'feminine', but also everything in between. The sex of a person is therefore biologically determined at birth.

DIFFERENT GENDERS

Cisgender
Someone whose gender identity matches their gender at birth.

Transgender (or transsexual)
Where the birth gender and gender identity don't match.

Non-binary
Someone who doesn't feel part of the male or female **binary** gender categories and feels better about a different, non-**binary**, gender identity. This is sometimes expressed in gender expression, by combining or rejecting certain male and female characteristics.

The trans community chose **gender-neutral** personal pronouns for individuals who feel neither male nor female in 2016. In such cases we need to use they/them/their instead of he/him/his or she/her/her.

Avoid words which specifically refer to one gender, such as husband, wife, ladies, gentlemen, when writing/speaking to an unknown person. Children, young people, athletes and participants are gender neutral words you can use.

LGBTIQ+ COMMUNITY

A loosely defined group of lesbian, gay, bisexual or transgender people, LGBT organisations and subcultures, united by a common culture and social movements. These communities generally celebrate pride, diversity, individuality and sexuality. **LGBTIQ+** is the abbreviation for the different gender identities outside of man and woman.

L – Lesbian
Lesbian is a term for women who are sexually and/or romantically attracted to women. For example, women will have a relationship with another woman, live with another woman, be in love with another woman or share their bed with another woman.

G – Gay
Gay is a term for men who are sexually and/or romantically attracted to other men. Sometimes the term is also used to refer to all people who are attracted to the same sex (including lesbians and bisexuals). Gay men may, for example, live with a man, have (sexual) relationships with other men, or be in love with another man.

B – Bisexual
Bisexual is a term for people who are sexually and/or romantically attracted to women and men.

T – Transgender

A transgender person is a person who has a gender identity or expression which doesn't match their gender at birth. Transgender is an umbrella term for people who do not, or only partially, identify with their birth gender. Some transgenders may undergo surgery so their body matches their identity more effectively, others will only take hormones. There are also transgender people who will only wear clothes which better match their identity.

Transman

A transgender person who identifies with a male gender identity with usually a female birth gender.

Transwoman

A transgender person who identifies with a female gender identity with usually a male birth gender.

The medical transition is a long process. There are long waiting lists at the moment, sometimes more than two years. The entire medical transition can take up to five years or longer, depending on the treatments chosen.

I – Intersex

Intersex people have a medical condition which creates a variation on what is considered a male or female sex. The body doesn't fit the definitions of what is referred to as a woman and/or man. This isn't always visible from the outside; the differences can be external, but also internal or genetic.

Q – Queer

Queer is an umbrella term for anything that doesn't fit within the heterosexual and gender norm. It includes everything described above, but often queers also oppose the existing boxes as mentioned above. People use this term if they, for example, don't feel they fit into the male and female division, and/or the division between homosexuality and heterosexuality.

+

The + after LGBTIQ+ indicates the term is inclusive for people who refer to themselves as something other than what LGBTIQ stands for.

The LGBTIQ+ community is often associated with the rainbow flag. Each colour has a different meaning, but many genders also have their own flag. The eight colours of the original rainbow flag have the following symbolic meaning:

- **Pink** sex
- **Red** life
- **Orange** healing power
- **Yellow** sunlight
- **Green** nature
- **Turquoise** magic
- **Blue** serenity
- **Violet** character

SOCIAL CHALLENGES

The oppressions and social challenges within this spectrum are a popular topic of discussion. A number of important concepts within this framework are explained below.

Gender inequality (gender bias or gender gap)
The unequal position of individuals based on their gender. Gender inequality arises from differences in social gender roles. This includes, for example, the gender pay gap, the difference between what men are paid compared to women in the same position.

The feminism and masculinism movements were the first within the context of gender inequality

Women's emancipation
a worldwide movement for women's equal rights in legal, political, economic, social and cultural fields.

Feminism
The collection of social and political currents or movements, including the women's movement, which critically analyse unequal relationships between men and women and pursue emancipation on an economic, political, social and personal level.

Activity 1

PLAY IN SILENCE

Players will learn the importance of non-verbal communication during this activity, by playing a game where no one is allowed to use their voice.

45 MINS

Objective: *Learning to collaborate without verbally communicating (eye contact, body language, awareness of surroundings)*

Material: *Caps, Balls (1 during the game, spare to continue playing quickly when the ball goes out of play)*

SETUP

Set up a field with a row of caps on two sides which form the back line. Each team defends a line and tries to score across the line on the other side. The sides should also be marked, making sure the players stay within the box.

RULES

Use the first round to just explain the rules of the game and start the game without giving any tips or strategies. Players are given time to reflect (what went well and what didn't) and come up with a strategy during the second round.

1. Divide the players up into two teams. Both teams must defend their own line.
2. Explain that you can score by throwing the ball to a player on your team when he or she is behind the opponent's line. Teams can get to the other side by passing the ball to each other. The player who has the ball can't run. The ball mustn't be knocked out of a player's hands. The opponent gets the ball when the ball hits the ground.
3. The only rule is that no one is allowed to talk. The game is played in silence. When someone talks or yells, the player must immediately stop what he or she is doing and do a push-up (variation: burpee, spin around, sit on the floor for 5 counts). The coach will monitor this.

ROUND 1

Start the game and let the players play for 10 minutes. When one team scores, the ball is given to the other team. The team with the most points wins the first round. After the first round, the teams can discuss what went well and what went less well and then devise a strategy.

ROUND 2

Restart the game and play for 10 minutes, with the teams using the strategies they've come up with. The teams will come together again after this round.

ROUND 3, ETC.

Think of different rules and then play for 5-10 minutes per rule. Examples:

- Don't clap your hands
- Every player must have thrown the ball before you can score
- Voice may be used, etc...

Discussion:

- Was it hard not to talk?
- How could you effectively work together? Were there other ways you all communicated? How important was your body language?
- Which strategies were used? Did you need to be more aware of your team mates? What is awareness of your team mates/environment and why is this important in sports?

Activity 2

FOLLOW ME

Confidence is something players can practice and develop as they gain more experience. Players will learn to take on a leadership role in this activity. They'll discuss among themselves how they felt (1) being the leader and (2) following others.

Encourage players to talk about their experiences, but don't force it if they're not ready yet.

30 MINS

Objective: *Understanding that trust must come from within and not by putting others down*

Material: *Caps*

SETUP

Use half a Cruyff Court or set out a square (depending on numbers). Create groups of 5 or 6 players and ask them to line up in a row somewhere on the field, about 1 meter apart, and have 1 person in front as the leader or captain.

ROUND 1

1. When the coach starts the game, each group moves around, without getting in the way of the other groups' lines. The captains lead their group and choose which exercises their group should perform (hop, skip, jump, jump up, hit the ground, etc.).
2. The back player comes forward and becomes the captain when the coach whistles/calls.
3. Continue to the next exercise when everyone has had at least one turn.

ROUND 2

1. Players stand in a line next to each other (spaced out so they can just about touch each other's fingertips). The captain will now need to stand 5 meters in front of the group.
2. The captain tells the group which way to move: right, left, forward, back. They can only use their bodies (hands/arms) to signal and are not allowed to speak.
3. Continue switching and play until everyone has had at least one turn as captain.

Discussion:

- What was it like to be captain? Exciting, fun, frustrating, exhausting? What was it like following the captain?
- Do you ever get nervous when you have to take charge? If so, why is that?
- Are there times when you're nervous when you're exercising?
- Are there any moments in your everyday life, outside the Cruyff Court, when you feel nervous at times?
- Did you become less nervous after taking the lead a few times?
- How can we improve self-confidence in everyday life?
- Respect: while it's important to respect others, it's also important to respect yourself. How is self-confidence connected to respecting yourself?
- When we feel pressure from friends or classmates, is it always because of what they say?
- Is it easier to think of what you're good at compared to what you're not so good at? What are you good and less good at?
- When a person makes fun of or treats another person disrespectfully, does that person have self-confidence?

Activity 3

GENDER VS. SEX

This activity can effectively be played with a group of young people. We devote attention to the difference between sex and gender. We thereby distinguish between natural differences and social differences. We'll also discuss how gender roles are presented in and by society.

60 MINS

Objective: *Discussing the differences between girls and boys' natural characteristics (sex) and girls and boys' social characteristics, which are formed within society and culture (gender).*

Material: *Flip chart paper, old newspapers/magazines or websites with lots of advertisements*

Your *sex* **is biological** – *this is what you are born with as a girl or boy; various different hormones and sex organs. These are natural, physical differences between girls and boys.*

Gender – *attitudes and aspects of behaviour or identity which are attributed to girls and boys within a society. A distinction is made between the two sexes by assigning these characteristics to girls and boys (men and women). This can differ per culture.*

SETUP

1. Ask the players to prepare a list with characteristics or traits they feel are appropriate to girls within their society and culture (what girls should do, or need). Write these on a sheet of (flip chart) paper. Don't distinguish between "natural" and "social" differences just yet.
2. Then ask them to list any characteristics or traits which they feel are appropriate to boys within their society and culture (what boys should do, or need). Write this on (a new) sheet of (flip chart) paper.
3. Create small groups (4 or less).
4. The groups will act out a short situation, they'll receive the scenario from the coach. As a group, they'll show how a boy will react or act and how a girl will react or act, in line with the list they prepared earlier.
   Scenarios: a foul during a football game, someone making a disrespectful comment to someone else on the street, sitting in the classroom at school, talking and interacting with parents at home, an argument on the Cruyff Court, seeing someone on the street who you think is nice or attractive, disagreeing with a (close) friend's decision, losing an important game, being fooled by your friends, (any other possible scenarios which the coaches may come up with!)
5. Once everyone has had a turn, discuss the following with the whole group: if we keep the same lists but switch the boy/girl title, will the lists still be correct? Which properties or characteristics are correct and which are not? Which are 'natural' characteristics and which are 'social' characteristics?
6. Discuss the difference between gender (characteristics shaped by society and culture) and sex (biological/natural characteristics).
7. Use the newspapers/magazines or websites. Ask the players to search for ads which specifically target men/boys or women/girls. Give them 10 minutes and subsequently discuss what they've found.

Discussion:

- What did the scenes show? Are girls and boys always like that in reality, or did it show certain stereotyping? Is stereotyping always true?
- Where do these social characteristics or gender norms come from? How is this created?
- Can these social characteristics (gender norms/roles) change? Should we always behave like this? And if we don't, what would the effect be?
- Which girls and boys' social characteristics are positive and which are negative?
- What if girls behave according to social characteristics associated with boys? And vice versa?
- Who influences how we think about qualities which suit girls and boys? Family, friends, media?
- How can we change certain stereotypes about girl or boy characteristics, or make it open to discussion?
- Are we always aware of stereotyping, for example in the language we use? (you throw like a girl, act like a man, etc.) Is it easier to think of what you're good at compared to what you're not so good at? What are you good and less good at?
- When a person makes fun of or treats another person disrespectfully, does that person have self-confidence?

Activity 4

RESILIENCE

Players must completely rely on their team mate during this activity. The meaning of resilience is also discussed. Why are players sometimes less optimistic? What does it mean to be resilient when you encounter obstacles, stress, or difficulties in everyday life?

45 MINS

Objective: *Work together, communicate and trust each other*

Material: *Caps, pens, paper, blindfold (players can possibly also keep their eyes closed)*

SETUP

1. Set out a field of approximately 5 by 5 metres, this can also be larger depending on the number of participants.
2. Give each player a piece of paper and ask them to fold it in half. On one half they'll need to write an obstacle, something that is difficult, in their (daily) life. Then something they're afraid of on the other half.
3. Then ask the players to scrunch both pieces of paper up into a ball. They'll need to throw these into the set up field, with all of the scrunched up balls roughly evenly distributed across the field.
4. Get into pairs. One person is blindfolded (or closes his/her eyes). The other person leads his or her partner to the edge of the field and stays just off the field to give instructions. They may stand anywhere around the field, but may not enter the field.
5. The blindfolded person has to walk from one side to the other, through the 'minefield', not touching the 'mines' (scrunched up paper balls). The partner off the field can only help by giving instructions (to walk in which direction, which way to turn, etc.)
6. Players have to go back to their starting position when they hit a mine.
7. Make sure no more than 5 players are playing at the same time, so everyone can clearly hear the instructions. (Divide the pairs into different groups if there are larger numbers)
8. The players switch roles and the activity is repeated once everyone has had a turn.

Discussion:

- Was it difficult to walk blindfolded? How did it feel?
- What was it like giving instructions? What was it like to be helped?
- Do you ever have difficulties or fears that make you feel less optimistic? Do you think you can be helped with this?
- Were you able to start again after hitting a mine?
- When there are difficulties in your everyday life, when you experience sadness or stress, can you still effectively focus on other things? Why?
- Is it difficult to get over this? How do you think you could do this?
- What role do family and friends, or other persons, play in this?

This activity can also be played without the discussion afterwards. Then the focus of the activity is purely on working together, communicating well and trusting each other. You can replace the balls of paper with caps or other materials.

Activity 5

TRUST

Trust is central to this activity. Players will need to listen and trust each other to be successful as a group. Attention is also devoted to what inner trust is. What does it mean to trust yourself and why is it important?

45 MINS

Objective: *Work Together, Communicate, Trust Yourself and Each Other.*

Material: *Balls (or objects which are easy to carry), caps.*

SETUP

1. Use the lines on the Cruyff Court, or use caps or pawns to mark a start and finish line. Make the distance between the lines 20-25 metres and make the lines about 15 metres wide. (The field can be wider or narrower depending on numbers).
2. Divide the players up into groups of 3 or 4 and divide the groups over the start line. Each group gets 4 balls (or light objects).
3. The goal is to get the balls/objects across the line on the other side, but each player is given certain rules he or she must abide by.
4. The first group to get all the balls/objects to the other side wins. You can, of course, continue playing until all groups have reached the other side.
5. Don't give the players any strategies to start with. They have to think for themselves and come up with solutions to get the balls/objects to the other side. Give them a few minutes to discuss this among themselves.

Player 1
Don't: Look (blindfold or close eyes) or Speak
Do: Use hands (pick up ball/object)

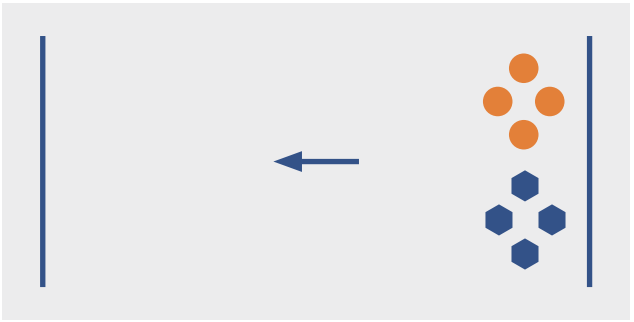
Player 2
Don't: Move
Do: Look and Speak

Player 3
Don't: Speak or Use arms
Do: Look and Move

Player 4
Don't: Look, Speak or Use Hands
Do: Use feet (kick ball/object forward)

Discussion:

- How did the game go, was it difficult? Which strategy did your group use?
- What did each player have to add? Did it get better or faster once everyone started using their strengths to help the group?
- What strong characteristics do you have on the Cruyff Court and beyond?
- How are you valuable to your family and friends? What characteristic or quality do you have that you are proud of, which others may not know about?




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