

# Safe Sport Allies

Safeguarding children in local sports clubs



Script for facilitators of the workshop 'Setting and recognizing boundaries for youth sport participants'



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# Content

A manual for applying the Safe Sport Allies workshop with youth sport participants: a workshop for youth sport participants aimed at teaching them to set their own boundaries as well as recognize the boundaries of others.



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The Safe Sport Allies consortium consists of research institutes Thomas More University of Applied Sciences (BE), Mulier Institute (NL), Haagse Hogeschool (NL), Open University (NL), sports organisations Cyprus Sport Organisation (CY) and Athletic Club Bilbao (ES), and practice organisations Centre for ethics in the sport (BE), De Stilte Verbroken (NL), and Terre des hommes – Aide à l'enfance dans le monde (RO).

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## Welcome!

Welcome to Safe Sport Allies! Safe Sport Allies, or SSA for short, is a collaborative project with several international partners: research institutions Thomas More University of Applied Sciences (BE), Mulier Institute (NL), Haaga-Helia University College (FIN) and Open University (NL); sports organisations Cyprus Sport Organisation (CY) and Athletics Club Bilbao (ES); and practice organizations Centrum Ethiek in de Sport (BE), De Stilte Verbroken (NL), and Terre des Hommes – Aide à l'enfance dans le monde (RO).

The SSA project was co-funded by the European Union's Erasmus+ Collaborative Partnership program and aims to develop education programs aimed at local sports club members to protect young sport participants from harassment and abuse.

One outcome of this project is a workshop for young sport participants between the ages of 12 and 15. The workshop, described in this script, aims to help young sport participants from local sports clubs to understand their own boundaries and how to respect the boundaries of their peers within a sports context.

This script provides you with all the information you need to prepare and lead this workshop.

## Background information






The workshop may be facilitated by club safeguarding officers, coaches or trained facilitators who can prepare by using this script. The workshop is meant for a group of approximately 8 to 12 sport participants from the same club, aged between 12 and 15 years old. Ideally, the age difference between participants should not exceed three years.

If you, as a club safeguarding officer or coach, prefer to facilitate shorter discussions on the topic, you may also use the Safe Sport Allies Conversation Cards. These cards describe different methodologies for talking with sport participants about boundaries before, during or after a training/camp/competitions or tournaments, and can be downloaded for free at [www.safesportallies.eu](http://www.safesportallies.eu).

## Structure of the script

The workshop takes approximately 90 minutes and is comprised of several exercises.

In this script we use different pictograms to assist you in easily finding the information you need.

	<b>Background information</b>	Throughout the script, background information is provided for some assignments. <b>This information is provided primarily for you, the facilitator, to help in guiding the session. You do not need to cover this information in detail with the sport participants.</b>
	<b>Exercises</b>	Throughout the workshop there are several assignments/exercises for the sport participants. You will find the explanation of the assignment at this pictogram.
	<b>Task</b>	This symbol indicates that there is a task for the facilitator.
	<b>Movie</b>	This symbol indicates that you present a video.
	<b>Important information</b>	Throughout the script, you will find some important information for each exercise. <b>Keep a close eye out for it!</b>

## Preparing the workshop

<b>Target group</b>	<ul style="list-style-type: none"> <li>▪ Group of 8 to 12 sport participants</li> <li>▪ Age: 12-15 years old</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>▪ Face-to-face workshop of +/- 90 minutes</li> <li>▪ Can be organized instead of a training session</li> </ul>
<b>Aims</b>	<p>After the workshop sport participants:</p> <ul style="list-style-type: none"> <li>▪ know that there are different forms of harassment and abuse,</li> <li>▪ understand the meaning of consent,</li> <li>▪ recognize that they are allowed to set their own boundaries when faced with an unwanted or uncomfortable situation,</li> <li>▪ understand that everyone's boundaries/limits are different,</li> <li>▪ are able to assess situations as harassment and abuse,</li> <li>▪ can say "No" when faced with an unwanted or uncomfortable situation,</li> <li>▪ and know when and how to notify an adult in a situation of harassment and abuse.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>▪ Based in part on <a href="#">Child Sexual Abuse Stay Outside</a> (UNICEF) and <a href="#">Sport with Boundaries for Young People</a>(ICES)</li> <li>▪ Exercises that primarily encourage interaction and discussion</li> <li>▪ Cases of physical, psychological and sexual harassment and abuse</li> <li>▪ Movie "<a href="#">Consent in Sport</a>" (IOC) available in English, and with <a href="#">NL subtitles</a></li> </ul>
<b>Setup</b>	<p>The workshop can take place in a gym, sports field or room in the sports club where the safety and privacy of the sport participants can be monitored.</p>
<b>Material</b>	<p>The material needed by the facilitator can be found in the appendix of this script. They can be printed and cut out in advance. The facilitator should check before the start of the workshop that they have all the materials needed including:</p> <ul style="list-style-type: none"> <li>▪ Stickers for name tags / Pens</li> <li>▪ Laptop (possibly projector + screen)</li> <li>▪ USB stick containing the IOC video 'Consent in Sport' or the video link</li> <li>▪ Who-what-where cards + 4 cards with reflection questions</li> <li>▪ Square game: Cards</li> </ul>

## Content of the workshop

Content	Duration
Welcome, explanation and introduction	5'
<b>Square game</b> <ul style="list-style-type: none"><li>▪ Square game</li><li>▪ Ladder competition</li><li>▪ Reflection questions</li></ul>	25'
<b>Game of statements</b> <ul style="list-style-type: none"><li>▪ Game of statements</li><li>▪ Reflection questions</li></ul>	25'
<b>No is okay</b> <ul style="list-style-type: none"><li>▪ Round 1</li><li>▪ Reflection questions</li><li>▪ Round 2: Bystander perspective</li><li>▪ Reflection questions</li></ul>	25'
<b>Kennismaking club-API</b> <ul style="list-style-type: none"><li>▪ Exercise: Who is the club safeguarding officer?</li></ul>	5'
<b>In closing</b> <ul style="list-style-type: none"><li>▪ Take home message</li></ul>	5'



# 1. Welcome, explanation and introduction – (5 MIN)

## Materials

- Ground rules
- Stickers for name tags
- Pens

## Introduction

Start by welcoming the sport participants. Introduce yourself briefly and indicate that you are there to talk about and do exercises together about recognizing and indicating boundaries.



## Getting to know each other

Next, proceed with a round of introductions and have everyone write their names on a sticker/name tag.

## Setting the ground rules

Before getting started with the exercises, set some ground rules with the group.

Ask the group if there are things they feel are important to have rules around such as listening while others speak, being respectful of each other, etc. Let this input come primarily from them.

Below are a few examples:

- We let each other speak and listen to each other.
- We respect each other's opinions and feelings.
- Everyone is different, and that's okay.
- You choose what information you want to share.
- There are no right or wrong answers.
- Everything said in this group is and will remain confidential. Stories discussed today will remain among us/in this room.
- We understand that this is a difficult topic. If certain emotions and/or memories arise during or after the session, please let us/the facilitators know, reach out to the club safeguarding officer, or speak to someone that you trust.
- If someone finds themselves overwhelmed, they can take a break.

**Tip:** For exercises 1 and 2, work with small groups. As a facilitator, choose the groups yourself so that there is a good mix. You can let them make their own groups first and then split up these groups to make new groups.

## 2. Square game – (25 MIN)

### Materials

- Print outs of the 7 situations for each group (See Appendix 1A,1B,1C)
- 5 squares/areas + 5 A4s reading 1.) physical abuse, 2.) psychological abuse, 3.) sexual harassment and abuse, 4.) neglect, and 5.) no harassment and abuse
- Pen per group
- Laptop with video (USB-stick) or link
- A projector and screen (if available in the club)



### Preparation

Find an open space and create 5 (imaginary) squares. Place one of the 5 response possibilities 1. *physical abuse*, 2. *psychological abuse*, 3. *sexual harassment and abuse*, 4. *neglect*, and 5. *no harassment and abuse* into each square.

### Introduction

Divide the group into 3 or 4 smaller groups and have them each sit equidistant from the 5 squares. Explain that you want to introduce them to a number of situations that may occur in sport. The idea is for them to quickly decide within their small group whether they think the situation is physical abuse, psychological abuse, sexual harassment and abuse, neglect or no harassment and abuse. In addition, each team should also rate how serious they think the situation is by grading it from 0 (not serious at all) to 10 (very serious).



### Exercise

#### I. **Square game**

- You, as facilitator, choose a situation card and read it out loud.
- The teams then have 20 seconds to decide what square they would place that situation. (For each situation, a different designated runner from each team should run to their chosen square so that everyone gets a turn).
- As the facilitator, count down from 20. Once the clock has run out, the runners from each team may run to the square they have chosen.
- As a facilitator, you then discuss with the group the choices that the sport participants have made and give them a brief explanation of the types of harassment and abuse.
- Finally, have each group rate the severity of the situation between 0 and 10 (0 = not at all serious; 10 = very serious). They can note this on their printed situation sheet.

**Tip:** Feel free to make this exercise sport specific. For example, you can ask the sport participants to first perform a technical exercise (e.g., dribble + score, 3 cartwheels on 1 line, etc.) before they run to the square. You can also work with colored pylons to represent the five squares so that a cognitive element is added during the exercise.

### Situations team sports:

- A. A member of the boys' team (16 years old) sometimes slaps or pinches the backside of a member of the girls' team (16 years old) during training.
- B. The head coach continuously makes small comments about the weight of one of the sport participants (14 years old) in front of the entire team.
- C. Bart (21 years old), a sport participant, often stares at a group of girls from the sports club (15 years old) while they are training on the field next to his team. This makes them feel uncomfortable.
- D. Members of a team (16 years old) exclude one of their teammates from their WhatsApp group.
- E. A group of players (14 years old) sitting on the bench during their game throw cans of soda in the direction of their opponent's during the break.
- F. Frank (42 years old) shouts and offends the adult players of the team when the opposing team scores during the cup final.
- G. Aster (age 15) is asked by the coach to focus completely on their sports career and to waste as little time as possible on homework and school.

### Situations individual sports:

- A. A male sport participant (16 years old) sometimes slaps or pinches the backside of a female sport participant (16 years old) which whom he often trains with.
- B. Sofie, the head coach, continuously makes small comments about the weight of one of the sport participants (14 years old) in front of other sport participants.
- C. Bart (21 years old), a sport participant who often trains in the same gym, regularly stares at a girl from the club (15 years old). This makes her feel uncomfortable.
- D. Members of a team (16 years old) exclude one of their teammates from their WhatsApp group. They do not train together, but are from the same club.
- E. After an event, a parent scolds their child and calls them a "loser" and "good-for-nothing" in front of other parents and sport participants because, according to them, the child did not do their best.
- F. Frank (42 years old), a coach, asks Lisa (16 years old) to compete during the game even though she is injured. The physiotherapist strongly advises against this because it may worsen her injury.
- G. Ismail (age 15) is asked by the coach to focus completely on their sports career and to waste as little time as possible on homework and school.

## II. Laddercompetitie

- In Part 2 of this exercise, you will use the severity ratings that the groups decided on in Part 1.
- When all the groups have finished rating the situations, have them put them in order from least severe to most severe.
- Then ask the groups to compare their ratings/rankings with the other groups. Do they match up? What are the biggest differences?
- Once all of the groups have seen each other's lists, begin a discussion with the whole group using the reflection questions.

### Reflection questions

- *What makes you feel that the situation is okay/not okay?*
- *Is this a certain moment where you feel that a line was crossed?*
- *Do you agree with the order of the other groups? Why yes/no?*

During this discussion, link the conversation to consent. Explain the meaning of consent, and that it plays an important role in determining whether an action is over the line or not. Consent is personal and important, and every sport participant's boundaries are going to be different. It is important to note that sometimes it may seem like someone is giving permission/consent, but they are only doing 'it' because they feel pressured. If this is the case, there is no consent.

## Reflection questions

- *What makes you feel that the situation is okay/not okay?*
- *Is this a certain moment where you feel that a line was crossed?*
- *Do you agree with the order of the other groups? Why yes/no?*



If the accommodation allows, show the IOC video “Consent in Sport”: <https://www.youtube.com/watch?v=4m1nQxiyriE>



## important information

- It is important to give them an idea of what harassment and abuse can entail and that it may come in different forms.
- Explain to them why consent is important. You can do this using the background information outlined below.
- Emphasize that a sport participant may not feel comfortable with certain things and that it is okay for them to say something; to say No. Explain that you are ready to listen and that there are other people (safeguarding officer, parents, friends) who are also there to listen and support.



## Background information

### Definition of harassment and abuse:

*There are many forms of harassment and abuse. Broadly it can be defined as any unwanted or unwelcome behavior that looks to intentionally harm another person.*

### Types of harassment and abuse:

- **Sexual harassment and abuse**  
*Refers to any unwanted attention or conduct of a sexual nature. This may include non-verbal, verbal, or physical acts. Sexual harassment and abuse includes conduct that is contact (such as inappropriate touching or hugging), non-contact, (such as sexual comments or being shown or sent an inappropriate video), and penetrative or non-penetrative sexual activity where consent is coerced or cannot be given.*
- **Physical abuse**  
*This involves deliberate physical acts that cause or are meant to cause injury. Examples include hitting, kicking, punching, biting, and burning.*
- **Psychological abuse**  
*Psychological abuse includes a pattern of deliberate, prolonged, repeated non-contact behaviours within a power differentiated relationship. Examples include name calling, isolation, bullying, or cyber-bullying.*
- **Neglect**  
*This means that an environment is insufficient in providing the young person with their basic needs in relation to health, education, emotional development, nutrition, accommodation and/or safety. Some examples may include letting the sport participant train with an injury, refusing to provide psychological care when a sport participant needs it, etc.*

### Definition of consent:

**Consent (or giving permission)** is yours and is only yours to give, and it is an important part of setting your personal boundaries. Your body is yours, and if you are not comfortable with something, you can say so. You are the decision maker, and you do not have to do things that you are uncomfortable with. Consent means that you decide who touches your body and in what way; it means that you have control of what goes into your body; and it means that you cannot be forced, guilted or pressured into doing something that

you do not want to do. If you find yourself in any of these situations, you may say No to that person. If this is too difficult for you, talk to your parents or another adult that you trust.

*The table below is illustrative for you as facilitator, but can be also be used to discuss the wide range of harassment and abuse.*

*Harassment and abuse is any form of behavior that crosses the boundaries of one or more people involved. We distinguish 4 different types or types of harassment and abuse:*

<b>Neglect</b>	<b>Psychological abuse</b>	<b>Physical abuse</b>	<b>Sexual abuse</b>
<b>Medical neglect</b>	<b>Being threatened, name calling, verbal abuse</b>	<b>Physically harmful initiation rituals</b>	<b>Sexual looks</b>
<b>Failure to supervise</b>	<b>Being ignored or excluded</b>	<b>Forced doping</b>	<b>Sexual images (receipt manufacture, transmission or forced to watch)</b>
<b>Not having basic needs met such as food or water</b>	<b>Not receiving appreciation for sports achievements</b>	<b>Being forced play or train while being ill, exhausted or injured</b>	<b>Made to undress</b>
<b>Educational neglect</b>	<b>Unrealistic high expectation pattern</b>	<b>Hitting, slapping, punching, pinching, biting, burning, kicking, etc.</b>	<b>Sexually touching</b>
<b>Lack of safe athletic equipment</b>	<b>Psychologically harmful initiation rituals</b>	<b>Physically harmful/painful corrections</b>	<b>Sexual assault</b>
			<b>Genital, oral, anal penetration (or attempt)</b>
			<b>Sexually harmful initiation rituals</b>

### 3. Game of statements – Sports with boundaries suited for youth (25 MIN)

#### Materials

- Cards: ‘who’, ‘what’, ‘with whom’, and ‘where’ (see Appendix 2)
- Card with reflection questions (see Appendix 3)

#### Introduction

In this exercise, you will work with cards that together form a situation. There are 4 types of cards:

- ‘Who’ and ‘with whom’ are the 2 people involved in the situation
  - Who (blue cards)
  - With whom (green cards)
- ‘What’ briefly describes a situation (pink cards)
- ‘Where’ describes where the situation occurs (yellow cards)



#### Exercise

- Each group may create 3 different situations by combining different cards each time.
- First, discuss the situations within the small groups using the reflection questions and then discuss them with the whole group.
- For the discussion with the whole group, ask each small group to choose the most interesting or salient situation and explain it to their fellow sport participants. Another option is to have them rank the situations from least serious to most serious and then have them discuss the most serious situation with the group.
- When the sport participants are engaged in small groups, walk around to make sure they are thinking carefully about the situations they have drawn.
- For the large group discussion, delegate two people per group to come forward and explain their reasoning to their fellow sport participants.

**Tip:** You may choose to use the cards that best represent situations that strongly relate to what young sport participants might experience within their own sports club. If you know of situations that have already occurred in the club, you can explicitly put these in as well.

## Cards

See appendix 2

*Some examples:*

Who?	What?	With whom?	Where?
A 12-year-old sport participant	touches the breasts of	a 12-year-old sport participant	in the communal showers
A 36-year-old physio-therapist	forwards a nude photo to	a 54-year-old coach	in the locker room
An 18-year-old sport participant	takes sexually explicit photos of	an 18-year-old sport participant	in the mixed dressing room
A 22-year-old sport participant	enters the locker room of____ without notice	a 22-year-old sport participant	in a sports hall with spectators
An 18-year-old coach	stares at and makes a sexual comment to	an 18-year-old sport coach	after training

## Reflection questions

The reflection questions can be asked after each situation:

- *As a sport participant, what would you do in this situation?*
- *Why is this behavior okay/not okay for you?*
- *What would you do if you witnessed such a situation?*
- *Would you keep the incident to yourself, or would you talk to someone about it? Why?*
- *To whom would you talk to about it?*



## Important information

- When discussing, emphasize the importance of notifying an adult (parent, safeguarding officer, confidant) when a situation does not seem okay.
- Important to point out that it is not so much about “right” or “wrong,” but rather the motivations for why something is considered not okay.
- It is not the sport participants fault when they find themselves in such a situation.
- For odd situations, you can have the young people think about what it would be like if it were about other people. You can also have them draw a new card, so the situation makes more sense.

## 4. “No is okay” – (25 MIN)

### Materials

- Cards with yes/no questions (see Appendix 4)

### Introduction

In the previous exercise, you discussed various situations and considered whether or not you thought they were okay or not okay and why; this exercise build on that.

It is important that sport participants learn to say “no” and also accept “no” from others when they find themselves in a situation that is uncomfortable or when they observe behavior that is inappropriate. You will put this skill into practice with the sport participants throughout this activity.

Place the sport participants in two rows (Row A and Row B) so that they are facing one another. Make sure there is enough distance between the two rows and point out an imaginary line down the middle that the participants will need to cross. When you introduce a statement, Row A repeats the statement to Row B, and they (Row B) will answer using a one of the movements explained below.

- **Yes** = take one step forward
- **No** = stay in place and stand with your hands on your hips



Example:

- Coach perspective: Row A - Imagine you are a coach. Ask the person in front of you (Row B) the question “May I hold your hand?” The sport participant from Row B then answers using a movement.
- Sport Participant perspective: Row A - Imagine you are a sport participant. Ask the person in front of you (Row B) the question, “May I hold your hand?” The sport participant from Row B then answers using a movement.



### Exercise

#### Round 1

- First, row A asks something to row B and then vice versa.
- Indicate if they need to ask the statement from a coach or sport participant perspective.

**Tip:** You can adapt the exercise sports specific (e.g., if they say yes, they score with the field hockey ball in the left goal, if they say no, they score in the right goal).

- For each form of harassment and abuse, you find 2-3 questions. Cover at least 1 question per form. If you have enough time, you can have the sport participants ask all the questions to each other.



- After each question, discuss briefly why they answered “Yes” or “No.”
- At the end of the round, ask some reflection questions.

Some additional information: not all questions are examples of harassment and abuse. It depends on who the questioner is, what the subjective boundaries are, etc. Again, you can link this to consent (which has been previously discussed).

## Questions

Psychological	Physical	Sexual	Neglect
Can you stand on the scale and tell me your weight? (= coach)	Since you were 5 minutes late for practice today, I need you to stay for an extra hour. (= coach)	May I touch your body to help you with that exercise? (= coach)	Would you please give up dating and concentrate exclusively on your sport? (= coach)
After losing at the last competition, can we start calling you Chubby McFat-Bottoms? (= coach / sport participant)	Today is the first day with the new team members. Time to initiate them after practice! Are you in? (= sport participant)	May I give you a hug when we score or if you had a good game? (= coach / sport participant)	I know that you are still injured, and the doctor told you not to play, but it's an important game and we really need you. Will you play? (= coach)
May I have the access code to your cell phone? (= coach / participant)		May I kiss you to welcome you to/ say goodbye to you after practice? (= coach / sport participant)	I can see you don't feel well. Is it okay for me to help you? (= coach)
		Will you send me a photo of yourself in the shower? (= sport participant)	

## Reflection questions

- *How does it feel to say 'no'?*
- *How does it feel when someone says 'no' to you?*
- *How does it feel to you when a coach asks this?*
- *How does it feel to you when a sport participant asks this?*
- *What would you do if someone asked you something you didn't want to do?*
- *Who (or when) would you like to say 'no' to?*
- *How could you say 'no' in a clear way?*
- *Are there people (e.g., coach, manager, parent of another sport participant, ...) in the club who it is harder to say 'no' to? Why?*

## Round 2 – Bystander perspective:

- Have everyone sit on one side of the room.
- During this round, each sport participant must empathize as a bystander; they observe the situation rather than act as a perpetrator or victim.
- The intention of the exercise is to see how the sport participants would react if they were to see certain situations happening.
- Place 5 pylons in a vertical line over a set distance while placing all sport participants on the same starting line. As you read out the statements, have the sport participants approach the pylon they feel most at comfortable with as a bystander.
  1. **First pylon:** I believe the situation is okay. I don't need to take further action
  2. **Second pylon:** I'm not sure if the situation/behavior is acceptable and I'm not sure what I can do in this
  3. **Third pylon:** I believe the situation/behavior is unacceptable, but as a bystander, I would not take any action
  4. **Fourth pylon:** I believe the situation/behavior is unacceptable and would respond as a bystander, even if I wasn't sure how to right away.
  5. **Fifth pylon:** I believe the situation/behavior is unacceptable and I would definitely respond as quickly as possible.

## Situations:

- You witness a sport participant make a joke about another sport participant's weight.
- You witness a coach pinching the backside of another sport participant.
- When the sport participants are getting dressed, you notice someone taking pictures of them in the dressing room.
- You witness one sport participant pushing another, and the spectators laugh.
- You witness a sport participant reprimand someone and then others join in.
- You witness a coach repeatedly criticizing a sport participant and using profanity to refer to them.
- You witness that someone really hurt themselves during practice and nobody responded.
- On a hot day, you witness a coach telling a sport participant not to eat or drink anything throughout a challenging workout. He demands discipline.
- During training, you notice that a sport participant is uncomfortable with a situation. The coach is aware because you heard the sport participant mentioned it to them, but the coach does not address it.
- You see some fellow sport participants hiding someone's clothes and cell phone.
- You see a photo of a fellow sport participant circulating in a WhatsApp group that he himself is not in. The photo shows his bare upper body as he was showering.

## Reflection questions:

- *Why would you respond/not respond?*
- *What would you do?*
- *What impact could this situation have on the sport participant if no one does anything?*

## Important information

- Point out that boundaries are different for everyone and that it is important to respect that.
- Make sure that sport participants feel safe enough to say no and emphasize that it is okay to say no at any time.
- Explain to younger children that ‘good touches’ are positive and make you feel comfortable and appreciated, whereas ‘bad touches’ make you feel uncomfortable, make you feel embarrassed or hurt you.
- Emphasize that it is not their fault if someone touches them. Tell children that if they are in such a situation they should say ‘No’ if they can. Explain that you understand that that might be difficult or scary. They should GO AWAY from the person/place as soon as they can and TELL AN ADULT, for example the safeguarding officer, what is happening.
- Give them tips on how to say ‘No’ to someone in a correct way, for example
  - Look the person in the eyes when you say ‘no’ and explain why you are doing so
  - Speak to your parents and ask them to address the person.
  - Ask your fellow sport participants to say ‘no’ with you.
  - If you feel like you can’t say ‘no’, talk to an adult that you trust (club safeguarding officer, parents, grandparents, etc.).
- Emphasize that a sport participant does not have to explain why he/she is not okay with something.
- Emphasize that it is wrong to engage in harassment and abuse
- Emphasize that it is not okay to laugh at other sport participants when they are victims of harassment and abuse.
- Discuss the importance of reporting harassment and abuse to an adult.
- Involve the club safeguarding officer/focal point

## Background information

During this exercise, sport participants discover that everyone’s boundaries are different and how to assess this and respect each other.

In addition, they also learn how to express themselves verbally when they don’t think something is okay.

## 5. Introduction – club safeguarding officer – (5 MIN)



### Preparation

If you are organizing the workshop yourself, contact the club safeguarding officer and ask them to attend and introduce themselves to the sport participants present.



### Exercise

- First, have the sport participants explain what they think the safeguarding officer (integrity contact) does and what they would like him/her to do.
- Have the safeguarding officer respond, introduce and explain their role within the club. It is important to mention that the club safeguarding officer is also always available when there are questions or concerns.
- If there is no safeguarding officer in the club, it should be discussed in consultation with the club administration whether another person (youth officer, ethics officer, federation safeguarding officer) may be invited.

## 6. In closing - (5 MIN)

### Materials

- Factsheet for sport participants

### In closing

While concluding the session, reflect briefly on the session using the following questions:

- How did you like the workshop?
- What will stay with you after you leave today?

### Take home messages

The most important thing to remember from today is:

- Know that getting and giving consent is essential
- Everyone has different boundaries and that's okay
- It is okay to say no
- Speak to an adult if your boundaries are being crossed or if you are concerned about it



### Promotional material

Provide the available factsheets to the club safeguarding officer and take a moment to ask if they would like to hand them out or hang them in the club.

## Appendix 1A: Situations square game – Team sports

**A member of the boys' team (16 years old) sometimes slaps or pinches the backside of a member of the girls' team (16 years old) during training.**

Not severe  
(0)

Very severe  
(10)



**The head coach continuously makes small comments about the weight of one of the sport participants (14 years old) in front of the entire team.**

Not severe  
(0)

Very severe  
(10)



**Bart (21 years old), a sport participant, often stares at a group of girls from the sports club (15 years old) while they are training on the field next to his team. This makes them feel uncomfortable.**

Not severe  
(0)

Very severe  
(10)



**Members of a team (16 years old) exclude one of their teammates from their WhatsApp group.**

Not severe (0) Very severe (10)



**A group of players (14 years old) sitting on the bench during their game throw cans of soda in the direction of their opponent's during the break.**

Not severe (0) Very severe (10)



**Frank (42 years old) shouts and offends the adult players of his team when the opposing team scores during the cup final.**

Not severe (0) Very severe (10)



**Aster (age 15) is asked by their coach to focus completely on their sports career and to waste as little time as possible on homework and school.**

Not severe (0) Very severe (10)



## Appendix 1B: Situations square game – Individual sports

**A male sport participant (16 years old) sometimes slaps or pinches the backside of a female sport participant (16 years old) which whom he often trains with.**

Not severe  
(0)

Very severe  
(10)



**Sofie, the head coach, continuously makes small comments about the weight of one of the sport participants (14 years old) in front of other sport participants.**

Not severe  
(0)

Very severe  
(10)



**Bart (21 years old), a sport participant who often trains in the same gym, regularly stares at a girl from the club (15 years old). This makes her feel uncomfortable.**

Not severe  
(0)

Very severe  
(10)





**Members of a team (16 years old) exclude one of their teammates from their WhatsApp group. They do not train together, but are from the same club.**

Not severe  
(0)

Very severe  
(10)



**After an event, a parent scolds their child and calls them a “loser” and “good-for-nothing” in front of other parents and sport participants because, according to them, the child did not do their best.**

Not severe  
(0)

Very severe  
(10)



**Frank (42 years old), a coach, asks Lisa (16 years old) to compete during the game even though she is injured. The physiotherapist strongly advises against this because it may worsen the injury.**

Not severe  
(0)

Very severe  
(10)



**Ismail (age 15) is asked by their coach to focus completely on their sports career and to waste as little time as possible on homework and school.**

Not severe  
(0)

Very severe  
(10)



# Appendix 1c: Forms of harassment and abuse



# Physical abuse





# Psychological abuse





# Sexual harassment & abuse





# Neglect





# No harassment and abuse



## Appendix 2: Cards Statements game




Who?	What?	With whom?	Where?
A 12-year-old sport participant	touches the breasts of	a 12-year-old sport participant	in the communal showers
A 14-year-old sport participant	forwards a nude photo to	a 14-year-old sport participant	in the locker room
An 18-year-old sport participant	takes sexually explicit photos of	a 16-year-old sport participant	in the mixed dressing room
A sports hall employee	enters the locker room of _____ without notice	an 18-year-old sport participant	in a sports hall with spectators
A referee	stares at _____ and makes a sexual remark	a 20-year-old sport participant	after training
A sport participant from another team	sends a flirty message to	a 22-year-old sport participant	after a victory
A supporter	kisses _____ on the mouth	a 24-year-old sport participant	at a sports camp/internship
A sports doctor/physician/masseur	asks _____ questions about sex	a 26-year-old sport participant	on the way home from training
A sports psychologist	gives _____ a compliment about his/her outfit	a 28-year-old sport participant	during warm-up
A parent of one of the sport participants	puts a hand on the buttocks of	a 30-year-old sport participant	during training
A 20-year-old sport participant	tries to _____ kiss	a 40-year-old sport participant	before training






A 24-year-old sport participant	whistles at	a 50-year-old sport participant	during a group hug after a goal
A 26-year-old sport participant	asks _____ for his/her number or social media	a 60-year-old sport participant	While sitting alone with them in the car
A 28-year-old sport participant	asks many personal questions of	an 18-year-old coach	While out and about with friends
A 24-year-old coach	asks _____ for a sexy photo	a 20-year-old coach	in the parking lot of the sports hall
A 30-year-old coach	scolds/yells at	a 22-year-old coach	at a party
A 40-year-old coach	excludes _____ from	a 24-year-old coach	in the communal showers
A 50-year-old coach	cries out against	a 26-year-old coach	in the locker room
A 60-year-old coach	threatens	a 28-year-old coach	in the mixed dressing room
A board member	pulls the hair of	a 30-year-old coach	in a sports hall with spectators
	goes nose to nose with	a 40-year-old coach	after training
	pushes	a 50-year-old coach	after a victory
	humiliates	a 60-year-old coach	at a sports camp/internship
	gives a lot of attention to		on the way home from training

	makes fun of ____ in front of the whole group		during warm-up
	makes a vitriolic comment about the weight of		during training
	Gives advice to vomit after meal to		after a loss
	Refuses to give water to ____ on a very hot summer day		during a group hug after a goal
	intentionally does a dangerous move to injure ...		While sitting alone with him/her in the car
	asks ____ to still play with an injury		While out and about with friends
	Asks ____ to take suspected performance- enhancing pill		in the parking lot of the sports hall
			at a party

## Appendix 3: Cards Statements game

-  **Why is this behavior not okay/okay for you?**
-  **As a sport participant, what would you do in this situation?**
-  **What would you do if you witnessed such a situation?**



-  **Why is this behavior not okay/okay for you?**
-  **As a sport participant, what would you do in this situation?**
-  **What would you do if you witnessed such a situation?**

## Appendix 4: Yes/no question cards

Psychological	Physical	Sexual	Neglect
<p>Can you stand on the scale and tell me your weight?</p> <p>(= coach)</p>	<p>Since you were 5 minutes late for practice today, I need you to stay for an extra hour.</p> <p>(= coach)</p>	<p>May I touch your body to help you with that exercise?</p> <p>(= coach)</p>	<p>Would you please give up dating and concentrate exclusively on your sport?</p> <p>(= coach)</p>
<p>After losing at the last competition, can we start calling you Chubby McFat-Bottoms?</p> <p>(= coach / sport participant)</p>	<p>Today is the first day with the new team members. Time to initiate them after practice! Are you in?</p> <p>(= sport participant)</p>	<p>May I give you a hug when we score or if you had a good game?</p> <p>(= coach / sport participant)</p>	<p>I know that you are still injured, and the doctor told you not to play, but it's an important game and we really need you. Will you play?</p> <p>(= coach)</p>
<p>May I have the access code to your cell phone?</p> <p>(= coach / participant)</p>		<p>May I kiss you to welcome you to/ say goodbye to you after practice?</p> <p>(= coach / sport participant)</p>	<p>I can see you don't feel well. Is it okay for me to help you?</p> <p>(= coach)</p>
		<p>Will you send me a photo of yourself in the shower?</p> <p>(= sport participant)</p>	

**And so we come to the end of the workshop!  
Thank you for your time and dedication to this  
important topic.**

**We hope that it was a fun and educational  
experience for everyone!**

