Conversation Cards
Sport Participants



SAFE SPORT ALLIES

Co-funded by the
Erasmus+ Programme
of the European Union

Square game



SAFE SPORT ALLIES

Co-funded by the Erasmus+ Programme of the European Union

Instruction card

Part 1

This exercise includes seven different cards:

- Instruction card - Part 1
- Instruction card - Part 2 + Background information
- Situation card - Team sport – for coaches and facilitators (with solution)
- Situation card - Team sport - for sport participants
- Situation card - Individual sport - for coaches and facilitators (with solution)
- Situation card - Individual sport - for sport participants
- Illustrated example

The Square game is designed to introduce sport participants to several (harassment and abuse) situations that may occur in sports. The exercise consists of 2 parts: (1) assign the situation to a square, (2) rate the situations as okay or not okay.

There are two types of situation cards to choose from: (1) Team sport or (2) Individual sport. Use the cards that correspond most closely to the sport participants' lives.

Part 1 – Assign a situation to a square

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

The objective is for each sport participant to decide which of the 5 categories each situation falls into.

The exercise goes as follows:

- You, as a coach or facilitator, choose a situation card and read it out loud
- The sport participants will then have 20 seconds to decide in what square they would place that situation. (NOTE: Each sport participant should decide individually)
- You count down from 20. Once the clock has run out, the sport participants run to the square they have chosen
- As coach or 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 (see Instruction card – Part 2 + background information)

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.

1. Square Game

Instruction card

Part 2

Line up the sport participants for part two of the square exercise. You will re-use the situations of the first part. Ask the sport participants if they believe each situation is okay or not okay. Have them use their thumbs to assess the situation:



Situation is okay = thumbs up



Situation is not okay = thumbs down



Situation between okay and not okay = thumbs to the side

You can use the questions below to reflect:

- What makes you feel that the situation is okay/not okay?
- Is there a certain moment where you feel that a line was crossed?

Situation card

TEAM SPORT – VERSION COACH/ FACILITATOR WITH SOLUTION

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.
Right answer: Sexual harassment and abuse

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.
Right answer: Psychological abuse

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.
Right answer: Sexual harassment and abuse

D. Members of a team (16 years old) exclude one of their teammates from their WhatsApp group.
Right answer: Psychological abuse

E. A group of players (14 years old) sitting on the bench during their game throw cans of soda in the direction of their opponents during the break.
Right answer: Physical abuse

F. Frank (42 years old) shouts and offends the adult players of his team when the opposing team scores during the cup final.
Right answer: Psychological abuse

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.
Right answer: Neglect

Situation card

TEAM SPORT – VERSION SPORT PARTICIPANTS

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 opponents during the break.

F. Frank (42 years old) shouts and offends the adult players of his 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.

1. Square Game

Situation card

INDIVIDUAL SPORT - VERSION COACH/ FACILITATOR WITH SOLUTION

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.
Right answer: Sexual harassment and abuse

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.
Right answer: Psychological abuse

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.
Right answer: Sexual harassment and abuse

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.
Right answer: Psychological harassment and abuse

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.
Right answer: Psychological abuse

F. After a long practice, Frank, a 40-year-old coach, is not satisfied with the performance of Lou (16 years old). As punishment, Lou is given additional exercises and may not stop until Coach Frank is happy.
Right answer: Physical abuse

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.
Right answer: Neglect

Situation card



INDIVIDUAL SPORT – VERSION SPORT PARTICIPANTS

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. After a long practice, Frank, a 40-year-old coach, is not satisfied with the performance of Lou (16 years old). As punishment, Lou is given additional exercises and may not stop until coach Frank is happy.

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.

1. Square Game

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.

- **Sexual harassment & abuse**
  This 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 is any act in which a person's dignity or self-worth is minimiz ed. Examples include name calling, isolation, bullying, or cyber-bullying.

- **Neglect**
  Neglect 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 sports participant train with an injury, refusing to provide psychological care when a sports participant needs it, etc.

1. Square Game

Physical abuse

SAFE SPORT ALLIES



Psychological abuse

SAFE SPORT ALLIES



Sexual harassment and abuse

SAFE SPORT ALLIES



Neglect

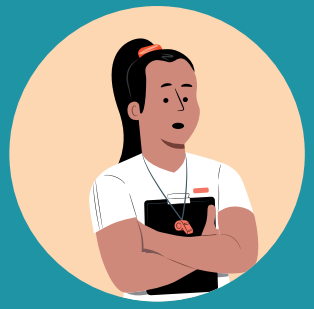
SAFE SPORT ALLIES



No harassment and abuse

SAFE SPORT ALLIES

Illustrated example



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.









Neglect

No harassment and abuse

Physical abuse

Sexual abuse

Psychological abuse

1. Square Game

Game of Statements



SAFE SPORT ALLIES

Co-funded by the
Erasmus+ Programme
of the European Union

Instruction card

Each card represents a case involving 2 or more people.
Read the card out loud to the sport participants and discuss using the questions below:

- 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?

TIP: You can adjust the situations as you like. FFeel free to change the context or (the gender of) the persons involved, etc., depending on the situation. For example: "What do you think of the situation when it takes place between a coach and a sport participant".

Background information

- Emphasize in the discussion that it is important to inform an adult (parent, club safeguarding officer) when a situation does not feel okay.
- It is important to indicate that it is not so much about "right" or "wrong", but rather the motivations for why something is considered not okay.
- It is never the sport participants' fault when they find themselves in such a situation.

2. Game of statements

Situation 1



An 18-year-old sport participant takes nude pictures of another 18-year-old sport participant in the locker room.

- 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 noticed such a situation?
- Would you keep the incident to yourself, or would you talk to someone about it? Why?
- Who would you talk to about it?

Things you can include in the discussion:

- Since the sport participant does not grant consent, the scenario is unacceptable.
- Despite the sport participant's similar ages, there is still no equality. The sport participant being photographed at the time is not aware that images are being taken, hence he/she is unable to defend him/herself.
- The sport participant taking the pictures is in a position of power.
- This situation violates the sport participant's right to privacy. In any situation, this behavior is inappropriate.
- If these pictures were to be shared (via text or online) this action could result in significant harm.
- You can always talk to an adult (e.g., the safeguarding officer) if you observe something like this happening. If you are not comfortable with something it is important to say something.

2. Game of statements

Situation 2



A coach hugs a sport participant after a victory.

- 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 noticed such a situation?
- Would you keep the incident to yourself, or would you talk to someone about it? Why?
- Who would you talk to about it?

Things you can include in the discussion:

- In this situation, the sport participant's feeling takes precedence over how the coach experiences it.
- In other words, this is primarily about the sport participant's feelings, not the coach's intent. It is inappropriate if the coach's embrace causes the sport participant to feel uneasy.
- In general, a coach shouldn't give you a hug after a victory. They should only make physical contact when it is sports or instruction related.
- In a sports environment, expressing and experiencing emotions with others after a win or loss is natural, but boundaries must always be respected.
- Always speak to or inform an adult (e.g., a safeguarding officer) if you don't feel comfortable in a situation such as this.
- Just because the coach is telling you to do something doesn't mean you have to comply. As a young sport participant, you have the right to say when something doesn't feel right. Maybe you can collaborate as to how you can express and share these feelings in a shared way (e.g., giving a "high five").

2. Game of statements

Situation 3



A 17-year-old sport participant tells a 15-year-old sport participant that they have to do exactly what they say because they are the boss. If the sport participant tells somebody about it, they will be in big trouble.

- 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 noticed such a situation?
- Would you keep the incident to yourself, or would you talk to someone about it? Why?
- Who would you talk to about it?

Things you can include in the discussion:

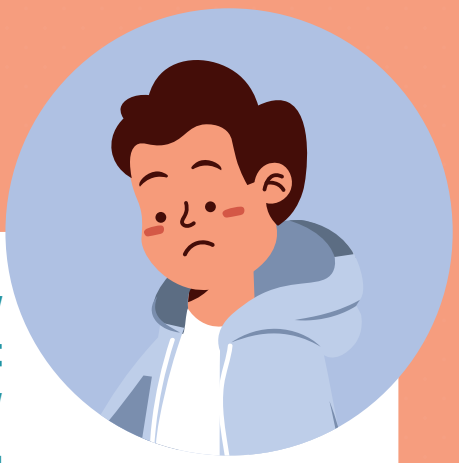
- The 17-year-old sport participant puts the younger one under pressure, hence there is a power differential.

- Consent is essential, and it is important that you only engage in behaviors to which you fully and voluntarily consent. In this situation there is a lot of pressure and coercion (or blackmail) which means that the younger participant is not respected.

- If you were to observe this happening, it is important to talk to an adult (e.g., the safeguarding officer) to stop this situation. Always inform an adult if you are not comfortable with something.

2. Game of statements

Situation 4



A sport participant is new at the sport club. They were enthusiastic to join but had an argument with one of the other participants and now nobody will talk to them. They are always alone. All of the other sport participants at the club know that no one is speaking to them.

- 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 noticed such a situation?
- Would you keep the incident to yourself, or would you talk to someone about it? Why?
- Who would you talk to about it?

Things you can include in the discussion:

- It is not okay to exclude the new sport participant or any sport participant.
- Bullying is often a group problem; there are usually multiple perpetrators and sometimes it is easy to get caught up in these situations. Do not participate in this a sport participant.
- Everyone has a right to enjoy themselves while playing sports.
- If you see this happening, you can offer emotional support to the person being excluded.
- Give this person time and space to communicate how this makes them feel.
- Refer them to the safeguarding officer so they can discuss the situation and possibly come up with a solution together.
- The person may be apprehensive to contact the safeguarding officer about this. If you are up to it, you can go together. Your support in helping to take this step may be of great value.

2. Game of statements

Situation 5



Nico sees one of the adult coaches yelling at another member of the sport club.

- 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 noticed such a situation?
- Would you keep the incident to yourself, or would you talk to someone about it? Why?
- Who would you talk to about it?

Things you can include in the discussion:

- Yelling at someone for any reason is never appropriate. There is a good chance that this action is motivated by frustrations, interests, or other factors. It is crucial to emphasize that such conduct has no place in a sporting atmosphere.

- Support the involved party on an emotional level if you can. Ask the member how this issue is affecting them and what you can do to help.

- Another option is to inform the safeguarding officer.

2. Game of statements

Situation 6



You notice Noah walking into the restroom. You then see two other sport participants follow them into the restroom without them noticing.

- 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 noticed such a situation?
- Would you keep the incident to yourself, or would you talk to someone about it? Why?
- Who would you talk to about it?

Things you can include in the discussion:

- Following someone into the restroom on purpose is not acceptable.
- Everyone has the right to privacy, even though it is unclear in this instance what the other two sport participants are doing in the restroom.
- If you are up to it, talk to other people about this behavior right away if you observe it happening. These people don't belong in Noah's restroom, after all. But this is obviously not an easy response.
- Speak to an adult (e.g., the safeguarding officer) if you have any concerns about the situation.
- **Tip for the coach or facilitator:** discuss the code of conduct of your club.

2. Game of statements

Situation 7



You are sitting with the whole team in the canteen, and one of the teammates starts joking and making fun of what another teammate is wearing. People laugh, but the teammate looks hurt and uncomfortable.

- 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 noticed such a situation?
- Would you keep the incident to yourself, or would you talk to someone about it? Why?
- Who would you talk to about it?

Things you can include in the discussion:

- It's easy to get caught up, but do not laugh along with jokes made at someone else's expense.
- Express your concern to the person experiencing this. Check to see how this is resonating with them and offer both emotional and practical support.
- Emotional support can mean that you heard what happened, see that this makes them feel very uncomfortable and ask if they are okay.
- Offer practical support and let them know that they can contact the safeguarding officer. You can also assist them in taking this step.
- It is possible that the others do not realize that this behavior harms their team member. You can mention to the others that what happened was hurtful and made the teammate uncomfortable.
- Tell the team that making jokes about someone's appearance (or anything else) is not amusing or acceptable.
- Speak to an adult if you have any concerns about the situation (e.g., the safeguarding officer).

2. Game of statements

No is okay



SAFE SPORT ALLIES

Co-funded by the
Erasmus+ Programme
of the European Union

Instruction card

Round 1

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 you coach throughout this activity. This exercise consists of 2 rounds (see Instruction card round 1 and Instruction card round 2).

1. Place the sport participants in two rows (Row A and Row B) so that they are facing one another, see illustrated example Round 1. 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 (see "Statement Cards - Round 1"), Row A repeats the statement to Row B, and they (Row B) will answer using one of the movements explained below:

    - Yes = take one step forward
    - No = stay in place and stand with your hands on your hips (Superman pose)

2. Each question includes a note indicating who is asking; is it a sport participant asking the question or is it the coach asking the question (sport participant perspective vs. coach perspective)? The perspective is listed on the card. Some statement can be used from both perspectives. Please feel free to try both viewpoints. Reflect after each round.

- 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.

Illustrated example – Round 1

A

B



Yes
(Step forward)

No
(Place hands in hips, superman pose)

Can I have your mobile's access code?





Yes
(Step forward)

No
(Place hands in hips, superman pose)

Can I touch your body during the excercise?





Yes
(Step forward)

No
(Place hands in hips, superman pose)

I see you're not feeling right. Is it OK if I help you?



3. No is okay

Statement card

Round 1

Physical

- You were 5 minutes late for practice today. I need you to stay for an extra hour. (= coach perspective)
- Today is the first day with the new team members. Time to initiate them after practice! Are you in? (= sport participants perspective)

Psychological

- Can you stand on the scale and tell me your weight? (= coach perspective)
- After losing at the last competition, can we start calling you Chubby McFat-Bottoms? (= coach perspective/ sport participants perspective)
- May I have the access code to your mobile? (= coach perspective/ sport participants perspective)

Sexual

- May I touch your body to help you with that exercise? (= coach perspective)
- May I give you a hug when we score or if you had a good game? (= coach perspective/sport participants perspective)
- May I kiss you to welcome you to/say goodbye to you after practice? (= coach perspective/ sport participants perspective)
- Will you send me a photo of yourself in the shower? (= sport participants perspective)

Neglect:

- Would you please give up dating and concentrate exclusively on your sport? (= coach perspective)
- 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 perspective)

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 or another sport participant, ...) in the club who it is harder to say 'no' to? Why?

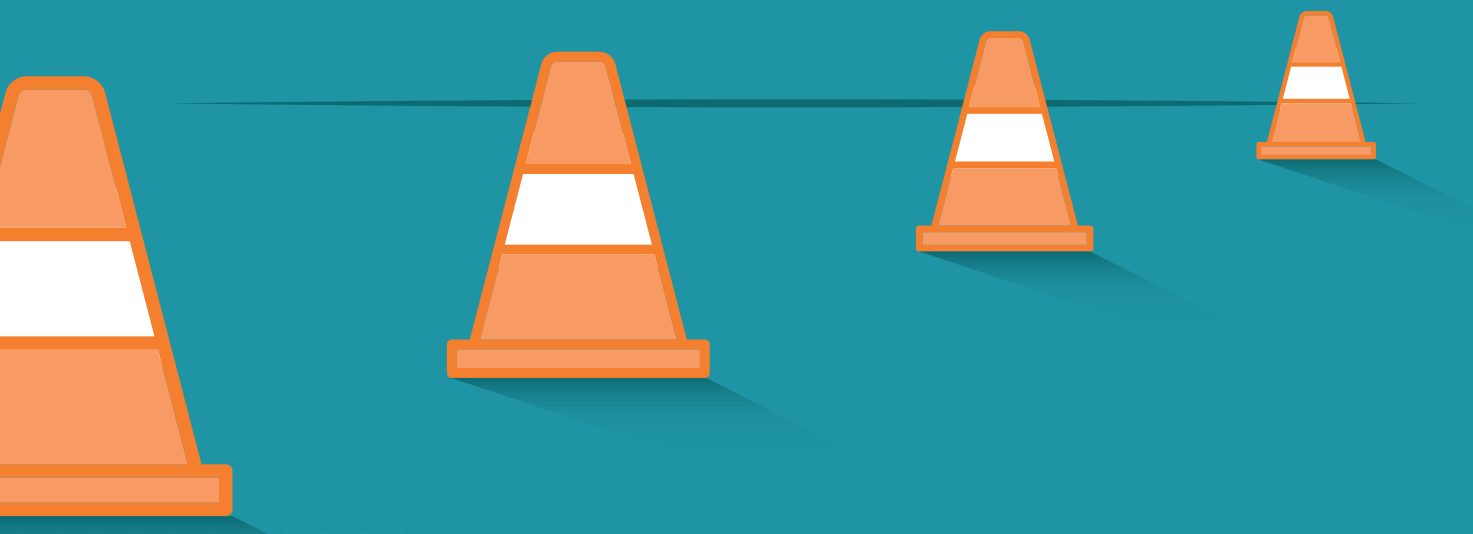
Instruction card

Round 2

In the second round, each sport participant must act as a bystander – which requires them to observe the scenario rather than taking part as a victim or an offender.

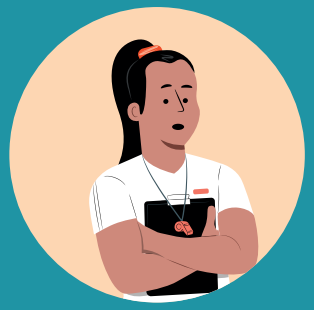
Place 5 pylons in a vertical line over a set distance while placing all sport participants on the same starting line, see illustrated example Round 2.
As you read out the statements, have the sport participants approach the pylon they feel most at comfortable with as a bystander.

- **First pylon:** I believe the situation is okay. I don't need to take further action.
- **Second pylon:** I'm not sure if the situation/behavior is acceptable and I'm not sure what I can do in this situation.
- **Third pylon:** I believe the situation/behavior is unacceptable, but as a bystander, I would not take any action.
- **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.
- **Fifth pylon:** I believe the situation/behavior is unacceptable and I would definitely respond as quickly as possible.



3. No is okay

Illustrated example – Round 2



You see another sport participant laughing at someone because of his/her weight.

I think the situation/behavior is okay and so I don't need to do anything

I have my doubts whether this situation/behavior is okay or not okay and am not sure if I can do anything in this situation

I find the situation/ the behavior not okay but would do nothing as a bystander

I don't think the situation/behavior is okay and would respond as a bystander, even if I don't immediately know how

I think the situation/behavior is totally not okay and would definitely react as a bystander







3. No is okay

Statement card

Round 2

- 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.

Reflection questions

- Why is this behavior okay /not okay for you?
- What would you do as a sport participant if you found yourself in such a situation?
- Would you keep the incident to yourself or would you tell someone about it? Why?
- Who would you talk to?
- What would you do if you witnessed such a situation?

3. No is okay

Tips

- 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 situations 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 fellow sport participants to say ‘no’ with you.
    - If you feel like you can’t say ‘no’, talk to an adult that you trust (e.g., club safeguarding officer, parents, grandparents, etc.).
- Emphasize that a sport participants does not have to explain why he/she is not okay with something.
- Emphasize that it is wrong to engage in harassment and abuse as such.
- 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.

3. No is okay



Copyright © 2023 Safe Sport Allies

Authors: Tine Vertommen, Helena Verhelle, An De Kock and Karolien Adriaens.

The Safe Sport Allies consortium consists of research institutes Thomas More University of Applied Sciences (BE), Mulier Institute (NL), Haaga-Helia University of Applied Sciences (FIN) and the Open University (NL), sports organisations Cyprus Sport Organisation (CY) and Athletics 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).

Translated from Dutch to English.

This project is co-funded by the European Union under the Erasmus+ Collaborative Partnership project 622589-EPP-1-2020-1-BE-SPO-SCP.