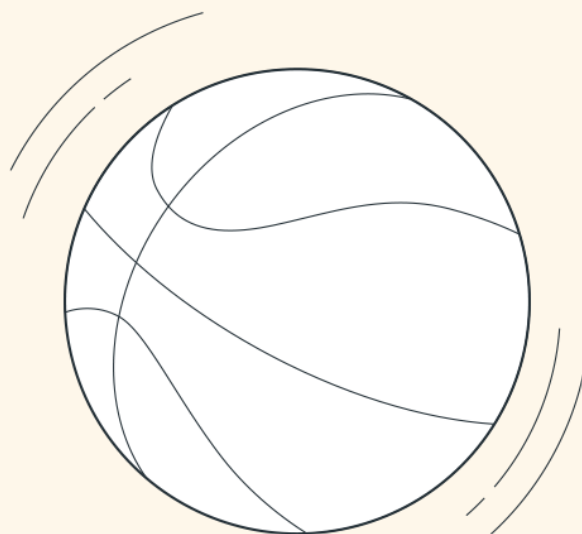


WP3: Training Package – Preventing and tackling Gender Based Violence in and Through Sport

*Toolkit for Sport
professionals, officers,
practitioners and
stakeholders on GBV
and Sport*



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Overview

“Sport can contribute to the elimination of discrimination against women and girls by empowering individuals, particularly women, and equipping them with knowledge and skills needed to progress in society. Sport can advocate for gender equality, address constricting gender norms, and provide inclusive safe spaces.”

United Nations Office on Sport for Development and Peace

Sport has long been celebrated as a unifying force, breaking down barriers and bridging diverse communities. However, despite its inclusive potential, many—particularly women, girls and marginalised groups—continue to face inequality, harassment, and discrimination. These are significant obstacles in achieving people’s full potential and equal rights and opportunities. There has been a significant increase in reported cases of sexual abuse and exploitation, while gender-based violence (GBV) remains one of the greatest threats to women and girls in Europe and globally (Eurostat, 2024). According to the relevant European Commission’s Study, GBV in sport is widespread across member states, requiring urgent intervention to create safe and inclusive environments (European Commission, 2016). From subtle exclusionary practices to overt harassment and abuse, GBV undermines the integrity of sport and the well-being of those who participate.

Addressing GBV in sports is essential not only for protecting the rights of women, girls and other marginalised groups but also for transforming the culture that enables such behaviours to persist. Sport is recognised by the UN Sustainable Development Goal 5 as a tool to promote gender equality by empowering women and challenging harmful gender norms (United Nations, 2023). Sport plays a key role in this process because of its mass power of reach and multiplying effect. By tackling the underlying issues of GBV, we not only prevent it but also improve the overall sports environment, making it more inclusive and respectful for all participants. This holistic approach requires confronting ingrained stereotypes, rethinking unequal dynamics, and fostering environments where respect and inclusivity are non-negotiable across all dimensions of identity. The goal is clear - create safe spaces where athletes, coaches, staff, and fans can thrive without fear of discrimination or harm.

GBV is deeply rooted in gender inequality on all societal levels, especially in sport which is typically male-dominated. Cultural and social norms, which promote male dominion also normalise gender discrimination and violence. UN Women’s Sports for Generation Equality Framework emphasises that sport has the potential to lead change by shifting harmful norms and promoting equality (UN Women, 2020). Sport mirrors society, and what happens on the field often echoes far beyond it. Sport has the power to either keep old, harmful stereotypes and norms alive or to break new ground in creating a world where discriminating activities are absent.

The prevention of GBV in sports can contribute to challenging inequalities, gender roles and expectations, particularly in the distribution of power, and promote respect, inclusion and equality within teams, organisations, communities, and eventually society as a whole. GBV prevention in sports can foster a culture of empowerment and equity, and contribute to breaking harmful norms and stereotypes, creating safer environments for athletes, especially women.

The Role of Sports Professionals in Prevention

Sport professionals such as coaches, trainers, administrators, and stakeholders play a crucial role in preventing GBV. Their role is multifaceted, starting from fostering safe environments and implementing preventative policies to advocating for gender equality. The HeForShe campaign by UN Women has mobilised male athletes and sport professionals to challenge gender stereotypes and

create inclusive environments in sport (HeForShe, 2023). The coaches, trainers, and sport stars are not just people who excel at their sport, they are also powerful role models. They have a unique ability to shape the culture of their teams and even entire sports communities. They are responsible for creating a culture of respect, accountability, and safety within teams and organisations, for implementing zero-tolerance policies on GBV, harassment, and discrimination, as well as for providing safe reporting mechanisms and support for victims of GBV. A sport professional who calls out disrespectful behaviour, or an athlete who uses their platform to speak up for equality has an enormous impact on challenging old, harmful cultural norms and inspiring others to do better. Sports professionals, who commit to preventing GBV are doing more than just protecting the people around them. They are joining a bigger fight for fairness and respect that goes beyond the sport field.

Preventing GBV in sports is a shared responsibility. Society must acknowledge the social, physical, psychological, and economic consequences of GBV that extend beyond individual survivors to impact the broader ecosystem of sport professionals and stakeholders. The European Union's Gender Equality in Sport Strategy highlights the importance of including more women in leadership roles and decision-making positions to dismantle gender inequalities in sports (European Commission, 2020). This is the reason why every voice matters in creating sport environments where safety, respect, and inclusivity are the norm.



Aim of The Toolkit

This Toolkit represents an important resource for the prevention of GBV. Each section of this Toolkit provides guidance and actionable measures aimed at mitigating GBV within sport organisations and communities.

UN Women has emphasised that education and proactive measures in sports are key to shifting attitudes and preventing violence (UN Women, 2020). This Toolkit integrates education, prevention, and response mechanisms to equip sport professionals and stakeholders to engage against GBV. It offers pre-prepared presentations, interactive lesson plans, peer education programmes, and mentorship strategies for a proactive dialogue. Through engaging non-formal education activities, real-life case studies, and role-playing scenarios, it enables sport professionals to develop the skills needed to identify, address, and ultimately prevent GBV. It provides self-assessment tools, reporting guidelines, and best practices for institutional policy development, ensuring that GBV prevention becomes an embedded practice rather than a reactive measure.

Addressing GBV is not just an ethical imperative, it is a fundamental requirement for ensuring the sustainability of sport. By implementing the practices outlined in this Toolkit, stakeholders can drive meaningful change, safeguard athletes and sports professionals, and reinforce the role of sport as a vehicle for empowerment and social cohesion.

Presentation for Informal Events and Seminars

This section includes a comprehensive set of prepared presentation materials and detailed guidelines on the various themes covered by the Curriculum, designed specifically for seminars or informal sessions aimed at educating and engaging athletes on the critical issue of GBV in sports. The presentations not only cover the core themes surrounding GBV, but also delve into practical strategies for raising awareness, promoting prevention, and fostering a supportive and safe environment within the sports community, ensuring that athletes are equipped with the knowledge and tools needed to combat GBV both on and off the field. For access to the full set of the presentations' material, please visit the project's e-learning platform here: <https://sportgvp.eu/elearning/training-package/>

<i>Presentation Topics</i>
Understanding Gender-Based Violence: A Sport Perspective
Recognising and Addressing GBV in Sports
Healing from GBV: Support and Recovery for Victims
Creating a Safe and Inclusive Sporting Environment
Conceptualising Gender and Gender Equality in Sports
Combating GBV in Sports: A Collaborative Approach

Lesson Plans for Learning Activities

Overview

This section provides a series of structured lesson plans that enable sports professionals to educate and engage athletes on topics such as GBV prevention, gender equality, respectful behaviour, and intersectionality. Each lesson includes theoretical components paired with interactive exercises, case studies, and role-playing scenarios to enhance understanding and foster critical thinking.

Lesson Plan 1 - Understanding Gender-Based Violence (GBV) in Sports

SECTION	
Title	Understanding Gender-Based Violence (GBV) in Sports
General information and topics	This lesson aims to address GBV within the context of sports, highlighting its causes, manifestations, and prevention strategies. It encourages critical reflection, empathy, and the creation of safer environments in sports for all genders.
Competence, skills, ability	Improved/Acquired: <ul style="list-style-type: none"> • Awareness of GBV in sports. • Skills to recognise and address GBV in sports settings. • Ability to advocate for and implement measures to prevent GBV.
Goal	To educate participants on the dynamics of GBV in sports, empowering them to identify, prevent, and respond to such issues effectively while promoting inclusivity and equality.
Section Plan	
Activity with Non Formal Education 1	<p>Overview: An interactive workshop exploring the prevalence and impact of GBV in sports.</p> <p>Objectives By the end of the lesson the participant will be able to:</p> <ul style="list-style-type: none"> • Explain the impact of GBV on individuals and communities within sports contexts. • Compare different forms of GBV in sports to determine underlying patterns, risk factors, and consequences. <p>Materials: Flip charts, markers, projector, PowerPoint presentation, case study handouts, scenario cards, ball, self-assessment survey.</p> <p>Duration: 90 minutes.</p> <p>Steps on implementation:</p> <ul style="list-style-type: none"> • Step 1 - Welcome and Icebreaker (10 minutes) <ul style="list-style-type: none"> ○ Welcome the participants and introduce yourself. ○ Start with a “Get to know each other” icebreaker activity. Game proposal: <i>Atom game</i> where participants come in pairs on a given sign and say three important things about themselves: name, where they come from and why they are here. ○ <u>5# Group making activity and getting to know each other moment</u> • Step 2 - Introduction (10 minutes) <ul style="list-style-type: none"> ○ Introduce the topic of the lesson by defining GBV in sports, explaining how it occurs in different forms, such as discrimination, abuse, harassment and exclusion. (Resources: <u>Tackling Violence Against Women and Girls in</u>

	<p>Sport, Study on Gender-Based Violence in Sport, What is gender-based violence? - European Commission</p> <ul style="list-style-type: none"> ● Step 3 - Understanding GBV in Sports (35 minutes) <ul style="list-style-type: none"> ○ Give a summary of the workshop, highlighting its goals and the key topics it will address. For better engagement from the start, ask participants to write on a sticky note a single word that comes to mind when they are thinking of GBV in general and GBV in sports. ○ Use a PowerPoint presentation that you can find in the beginning of the Toolkit- Understanding Gender-Based Violence_A Sport Perspective in order to deepen the understanding and the knowledge on the topic. ● Step 4 - Discussion (25 minutes) <ul style="list-style-type: none"> ○ Discussion about previously prepared case studies and real life scenarios involving the topic of GBV in sport context. (Examples: Dark and dangerous shadow of stalking hovers over growth of women's sport Reuters, US Biathlon officials ignored sexual harassment and abuse of female racers for decades, athletes say, NWSL's sexual misconduct scandal costs league \$5 million in 'landmark settlement') ○ After each scenario, guide the group through discussion about the emotions, the potential consequences, and effective intervention strategies. ○ Guiding questions for facilitator: <ul style="list-style-type: none"> ■ How do you think the victim in this situation felt? ■ If you were in the victim's position, what would be your immediate reaction? ■ What specific type of GBV is being demonstrated in this scenario? (e.g., stalking, harassment, coercion, assault) ■ How does GBV impact an athlete's performance, career, and mental health? ■ What immediate actions could have been taken to stop or prevent the abuse? ● Step 5 - Reflection (10 minutes) <ul style="list-style-type: none"> ○ Facilitate a debriefing session where participants reflect on what they've learned and commit to action. ○ Sit in a circle to foster a sense of safety and openness, pass a ball around, allowing each person to share one key takeaway or an action they can take to combat GBV in sports. ○ Wrap up by summarising the main points of the lesson and distribute a self-assessment survey - Understanding GBV in Sport that you can find in the last part of the Toolkit to gather reflections. <p>Further Information: Refer to resources from organisations such as UN Women and Safe Sport International.</p> <ul style="list-style-type: none"> ● https://www.unwomen.org/en/digital-library/publications/2023/07/tackling-violence-against-women-and-girls-in-sport-a-handbook-for-policy-makers-and-sports-practitioners
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	<ul style="list-style-type: none"> • https://www.safesportinternational.com/
Activity with Non Formal Education 2	<p>Overview: Role-playing scenarios to practice intervention and support strategies.</p> <p>Objectives: By the end of the lesson the participants will be able to:</p> <ul style="list-style-type: none"> • Describe appropriate responses and support strategies for addressing GBV in sports. • Demonstrate intervention skills to practice effective responses. • Evaluate different intervention approaches to determine their effectiveness in various GBV situations. <p>Materials: Role-play scripts, PowerPoint presentations, ball, sticky notes, flipchart, markers, and anonymous feedback surveys.</p> <p>Duration: 90 minutes.</p> <p>Steps on implementation:</p> <ul style="list-style-type: none"> • Step 1 - Welcome and Icebreaker (15 minutes) <ul style="list-style-type: none"> ○ Welcome the participants and start with an icebreaker. Game proposal: "Cross the Line" where participants stand on one side of the line. You will read out statements related to GBV in sports. If a statement applies to them or someone they know, they silently step forward across the line. To continue the game they come back on the starting line. Cross The Line ○ Example statements: <ul style="list-style-type: none"> ■ GBV in sports is only about physical violence against women. ■ A coach's power and control over athletes can contribute to GBV. ■ GBV only happens in professional sports. ■ Female athletes are sometimes blamed for the abuse they face. ■ GBV is a rare issue in sport. ■ Men are never victims of GBV in sport. ■ GBV often goes unreported in sport. ■ Athletes are often discouraged from reporting GBV. ■ Media attention can raise awareness about GBV. ■ Victims of GBV in sport often receive support from their teammates. • Step 2 - Introduction (10 minutes) <ul style="list-style-type: none"> ○ Give a summary of the workshop. Introducing the topic of the lesson emphasising the impact of GBV on athletes, coaches and sport communities and the importance of recognising and addressing GBV in sport to create a safer and more inclusive environment. • Step 3 - Recognising and Addressing GBV in Sports (40 minutes) <ul style="list-style-type: none"> ○ Ask participants to write on sticky notes what comes to their mind when it comes to recognising GBV, intervention practices and support strategies and to place them on a flip

	<p>chart. Together with them fill the flip chart with intervention practices and support strategies.</p> <ul style="list-style-type: none"> ○ Use the PowerPoint presentation that you can find in the beginning of the Toolkit prepared to connect to the topic - Recognising and Addressing GBV in Sports. <ul style="list-style-type: none"> ● Step 4 - Discussion (15 minutes) <ul style="list-style-type: none"> ○ Next step is transition into discussion about real life situations involving the topic of challenges and recognition of GBV in sport contexts. Guide the group through discussion about the challenges that might occur and what is the most effective way to recognise GBV. ○ Guiding questions for discussion: <ul style="list-style-type: none"> ■ Why do you think GBV in sports often goes unreported? ■ How can coaches, teammates, and sports organisations actively recognise and address GBV? ■ Can you think of specific examples (real or hypothetical) where GBV might occur in a sports environment? How would it be recognised? ■ How does the culture of silence and loyalty in teams and organisations impact the recognition of GBV? ● Step 5 - Reflection (10 minutes) <ul style="list-style-type: none"> ○ Reflect on what they've learned and how they can apply it in their everyday work. Sitting in a circle to foster a sense of safety and openness, pass a ball around, allowing each person to share one key takeaway or an action they can take to combat GBV in sports. ○ Wrap up by summarising the main points of the lesson and distribute the anonymous feedback survey, found in Section 1 of Self-awareness surveys of the present toolkit, to gather reflections and suggestions for improvement. <p>Tips for Facilitators: Encourage active participation and emphasise empathy in responses.</p> <p>Further Information: Provide links to online training modules on bystander intervention.</p> <p>Bystander Intervention - Right To Be, Bystander Intervention Training CITI Program</p>
<p>Case Study and/or Good Practice</p>	<ul style="list-style-type: none"> ● Awareness-raising instrument targeting all those involved in sports, focusing on GBV and discrimination and on the legal consequences associated with them. <p>Ministry of Sports France (October, 2018) <i>Small legal guide: For a better understanding of legal consequences of incivilities, violence, and discrimination in sports</i> (2nd ed.) bit.ly/3DGgNF4</p> <ul style="list-style-type: none"> ● Athena's Programme for the prevention of sexual abuse in sports <p>Council of Europe. (2019). <i>Athena's programme for the prevention of sexual abuse in sports</i>. European Commission. https://pip-eu.coe.int/en/web/gender-equality-in-sport/online-library-25-best-</p>

	practices/-/asset_publisher/D8W3pZBd1722/content/athena-s-program-for-the-prevention-of-sexual-abuse-in-sports
Digital Media Resources	<ul style="list-style-type: none"> Videos from campaigns like #HeForShe. HeForShe Campaign Video Infographics on GBV in sports statistics. Context Matters! Gender-Based Violence in Sport - Western University
References	<ul style="list-style-type: none"> UN Women. (2023). <i>Tackling violence against women and girls in sport: A handbook for policy makers and sports practitioners</i> https://www.unwomen.org/en/digital-library/publications/2023/07/tackling-violence-against-women-and-girls-in-sport-a-handbook-for-policy-makers-and-sports-practitioners FIFA. (2021). <i>Guidelines on safeguarding and gender-based violence in sports</i>. Retrieved from https://inside.fifa.com/human-rights/fifa-guardians/guidance

Lesson Plan 2 - Building Safe and Inclusive Sports Spaces

SECTION	
Title	Building Safe and Inclusive Sports Spaces
General information and topics	This lesson focuses on creating sports environments that promote safety, inclusion, and respect for diversity. It addresses the principles of equality, effective communication, and strategies to prevent exclusion, discrimination, and harassment.
Competence, skills, ability	Improved/Acquired: <ul style="list-style-type: none"> • Awareness of the importance of inclusivity and safety in sports. • Skills to identify and address exclusion or unsafe practices. • Competence in designing inclusive sports activities and fostering collaboration. • Ability to implement policies and practices that ensure safety and inclusion.
Goal	To empower participants with the knowledge and tools to build and sustain safe and inclusive sports spaces that encourage participation and mutual respect among all individuals, regardless of their background or identity.
Section Plan	
Activity with Non Formal Education 1	<p>Overview: Group discussion and brainstorming on the key elements of safe and inclusive sports spaces.</p> <p>Objectives: By the end of the lesson the participants will be able to:</p> <ul style="list-style-type: none"> • Explain the key barriers to inclusion and safety in sports environments. • Compare different sports environments to identify common challenges and effective strategies for fostering safe and inclusive spaces. <p>Materials: Whiteboard or flipchart, markers, sticky notes, PowerPoint presentation, and prompt cards.</p> <p>Duration: 90 minutes.</p> <p>Steps on implementation:</p> <ul style="list-style-type: none"> • Step 1 - Welcome and Icebreaker (15 minutes) <ul style="list-style-type: none"> ○ Welcome the participants and introduce yourself. ○ Start the session with an icebreaker. Game proposal: <i>"Human Knot"</i> where participants stand in a circle and grab the hands of two different people across the circle, creating a "knot." The group must work together to untangle the knot without letting go of each other's hands. Emphasise communication, cooperation, and respecting personal space. <u>Human Knot Challenge! (HOW TO PLAY & SOLUTION)</u> • Step 2 - Introduction (15 minutes) <ul style="list-style-type: none"> ○ Introduce the topic of the lesson and briefly explain the objectives. Set the space for an open discussion by making participants feel welcomed and safe. ○ Make a group brainstorming asking them <i>"What are some barriers to inclusion and safety in sports?"</i>, give them time to think and then write the thoughts on a whiteboard. Collect similar opinions and make a discussion with connections on the common themes.

	<ul style="list-style-type: none"> ● Step 3 - Creating a Safe and Inclusive Sporting Environment (40 minutes) <ul style="list-style-type: none"> ○ Present the presentation prepared for this topic that you can find in the beginning of the Toolkit - <i>Creating a Safe and Inclusive Sporting Environment</i>. ○ Divide the participants into groups and give them prompt cards with guiding questions: <ul style="list-style-type: none"> - <i>What values create an inclusive sports environment?</i> - <i>What practical actions can teams, coaches, and organisations take?.</i> ○ Give some time to the groups to discuss with each other about key points. ○ Each group should share their findings and opinions on the topics with the broader group. ● Step 4 - Discussion and Reflection (20 minutes) <ul style="list-style-type: none"> ○ Discuss what action steps they can take to make sport safer and more inclusive. ○ Make a circle reflection of the participants on their experiences in sport. Encourage them to contribute and validate different perspectives. <p>Tips for Facilitators: Encourage active participation and ensure all voices are heard. Facilitate with sensitivity to diverse perspectives.</p>
<p>Activity with Non Formal Education 2</p>	<p>Overview: Group Work on Identifying Key Elements of an Inclusive and Safe Sports Space</p> <p>Objectives: By the end of the lesson the participants will be able to:</p> <ul style="list-style-type: none"> ● Describe the core elements of an inclusive and safe sports environment. ● Examine different case scenarios to identify patterns, challenges, and best practices for fostering inclusivity and safety. <p>Materials: Flip charts, markers, sticky notes, examples of case scenarios, box of caramel candies.</p> <p>Duration: 90 minutes.</p> <p>Steps on implementation:</p> <ul style="list-style-type: none"> ● Step 1 - Welcome and Icebreaker (10 minutes) <ul style="list-style-type: none"> ○ Welcome the participants and introduce yourself. ○ “Candy Game”: Pass around a box of candies and ask participants to “take as many as they want.” After the box has been passed around to everyone, ask each participant to say one thing that makes them feel safe for each candy they have. If a participant has 5 candies they need to say 5 things etc. ● Step 2 - Introduction (10 minutes) <ul style="list-style-type: none"> ○ Introduce the topic of the lesson and briefly explain the objectives. Set the space for an open discussion. ● Step 3 - Creating a Safe and Inclusive Sporting Environment (20 minutes) <ul style="list-style-type: none"> ○ Provide examples of best case scenarios in inclusive and safe sport spaces. Distribute samples of case scenarios. (e.g. Nike's "Coach the Dream" Initiative in Japan - Watch:

	<p><u>Laureus and Nike co-host 'Coach the Dream: Changing Sport for Girls' in Tokyo – Play Academy</u>, <u>Oltalom Sport Association in Hungary - Oltalom Sport Association - UEFA Foundation</u>, <u>Athlete Ally's Educational Programmes - Athlete Ally Champions of Inclusion</u>)</p> <ul style="list-style-type: none"> ● Step 4 - Discussion and Group Work (40 minutes) <ul style="list-style-type: none"> ○ Discuss key elements of building safe and inclusive space. Assign each group a specific aspect of an inclusive and safe space (e.g., accessibility, anti-discrimination, conflict resolution, mental health support). ○ Divide participants into small groups, have each group organise their ideas into key themes and create a best case scenario of a safe and inclusive space. Encourage them to use flip charts or sticky notes to categorise their findings. ○ Provide guiding questions like <ul style="list-style-type: none"> - “What makes a sports space feel safe for all participants?”, - “How can inclusivity be actively implemented?”, - “What challenges might arise, and how can they be addressed?”. ○ Each group presents their identified elements and solutions. Encourage discussion and comparison of different ideas and identify common themes and key takeaways. ● Step 5 - Reflection (10 minutes) <ul style="list-style-type: none"> ○ Encourage participants to reflect on the most important elements identified and how these can be integrated into real sports spaces. <p>Tips for Facilitators: Offer examples of best practices and emphasise the importance of clear, actionable steps in policies.</p>
Case Study and/or Good Practice	<ul style="list-style-type: none"> ● Five steps towards a gender equal and inclusive sports movement <p>Council of Europe. (2017). <i>Five steps towards a gender-equal and inclusive sports movement</i>. European Commission. https://pip-eu.coe.int/en/web/gender-equality-in-sport/online-library-25-best-practices/-/asset_publisher/D8W3pZBd1722/content/five-steps-towards-a-gender-equal-and-inclusive-sports-movement</p> <ul style="list-style-type: none"> ● Campaign: Strong networks against violence. <p>Council of Europe. (2025). <i>Campaign: Strong networks against violence</i>. European Commission. https://pip-eu.coe.int/en/web/gender-equality-in-sport/online-library-25-best-practices/-/asset_publisher/D8W3pZBd1722/content/campaign-strong-networks-against-violence</p>
Digital Media Resources	<ul style="list-style-type: none"> ● Videos showcasing inclusive practices in sports (e.g., adaptive sports programmes, diversity initiatives). <u>The Adaptive Sports & Inclusive Recreation Initiative</u> ● Online toolkits on preventing harassment and promoting equity in sports.

	https://stillmed.olympics.com/media/Document%20Library/OlympicOrg/IOC/What-We-Do/Promote-Olympism/Women-And-Sport/Boxes%20CTA/IOC_Safeguarding_Toolkit_ENG_Screen_Full1.pdf
References	<ul style="list-style-type: none"> • UN Women (2021). <i>Guidelines for Gender-responsive sports organisations</i>. https://eca.unwomen.org/sites/default/files/Field%20Office%20ECA/Attachments/Publications/2021/7/UNWOMEN_Guidelines%20ENG-min.pdf • SIRC. (2022, March 8). <i>Creating safe spaces in recreational sport: A mental health perspective</i>. Sport Information Resource Centre. https://sirc.ca/articles/creating-safe-spaces-in-recreational-sport-a-mental-health-perspective/

Lesson Plan 3 - Empowering Voices and Leadership

SECTION	
Title	Empowering Voices and Leadership

General information and topics	This lesson is designed to cultivate leadership skills, empower individuals to express their voices, and foster inclusivity in decision-making processes within sports and community settings. It emphasises confidence-building, effective communication, and collaborative leadership.
Competence, skills, ability	Improved/Acquired: <ul style="list-style-type: none"> • Leadership and teamwork skills. • Confidence in public speaking and decision-making. • Competence in creating inclusive group dynamics. • Ability to empower others and lead by example.
Goal	To equip participants with the tools and confidence to become leaders who amplify diverse voices and promote equitable participation in sports and beyond.
Section Plan	
Activity with Non Formal Education 1	<p>Overview: Interactive session on identifying personal leadership styles and strengths.</p> <p>Objectives: By the end of the lesson the participants will be able to:</p> <ul style="list-style-type: none"> • Explain different leadership styles and their key characteristics. • Compare various leadership styles to determine how individual strengths contribute to effective leadership in different contexts. <p>Materials: Self-assessment questionnaires, ball, pen, leadership style descriptions, and flip charts.</p> <p>Duration: 90 minutes.</p> <p>Steps on implementation:</p> <ul style="list-style-type: none"> • Step 1 - Welcome and Icebreaker (10 minutes) <ul style="list-style-type: none"> ○ Welcome the participants and introduce yourself. ○ Start the session with an icebreaker. Game proposal: “<i>Pass the Leadership</i>” where participants in a circle, pass an object (e.g., a ball, pen, or any small item) while music plays. When the music stops, the person holding the object must share a leadership lesson they’ve learned or describe a leader they admire and why. • Step 2 - Introduction (10 minutes) <ul style="list-style-type: none"> ○ Introduce the session topic and objectives and explain the importance of diverse leadership approaches in fostering inclusivity. Provide examples of inclusive leaders in sports and other fields. (Serena Williams, Giannis Antetokounmpo, Megan Rapinoe, Tommy Smith & John Carlos) • Step 3 - Empowering Voices and Leadership (40 minutes) <ul style="list-style-type: none"> ○ Distribute self-assessment questionnaires on leadership styles and give them time to fill them in. Encourage them to reflect on their results and note key insights. (Examples: Quiz: What does your leadership style say about your future career? Macquarie Business School: Transforming leaders The Guardian, Multifactor Leadership Questionnaire (MLQ) - Tests, Training - Mind Garden) ○ Based on the insights, connect and present different leadership styles using flip charts. Ask participants what resonates with them the most, if they recognise the leadership style within themselves, and whether their leadership style influences teamwork and inclusivity.



	<p>Resources: The 6 Most Common Leadership Styles & How to Find Yours, 10 Leadership Styles and How to Identify Your Own IPM</p> <ul style="list-style-type: none"> ● Step 4 - Discussion (20 minutes) <ul style="list-style-type: none"> ○ Divide participants into small groups and discuss where their leadership styles could be applied to promote inclusivity and empowerment. ○ Guiding questions for discussion: <ul style="list-style-type: none"> ■ What are the core principles or behaviours that define your leadership approach? ■ How can you ensure that all voices are heard, especially those of underrepresented or marginalised individuals? ■ In what ways does your leadership style empower others to take ownership and contribute their ideas or talents? ■ How do you make sure your leadership style is flexible enough to meet the needs of different team members and situations? ■ What steps would you take to foster a culture of inclusivity within your team or organisation using your leadership style? ○ Encourage them to an open discussion on applying leadership styles to create inclusive teams. ● Step 5 - Reflection (10 minutes) <ul style="list-style-type: none"> ○ Conclude with a sitting circle reflection where each of the participants will point out a word that mostly applies to the workshop's topic for them. <p>Tips for Facilitators: Encourage participants to embrace diverse leadership approaches. Provide examples of inclusive leaders in sports and other fields.</p>
<p>Activity with Non Formal Education 2</p>	<p>Overview: Role-play exercise to practice effective communication and team leadership.</p> <p>Objectives:</p> <p>By the end of the lesson the participants will be able to:</p> <ul style="list-style-type: none"> ● Describe key communication strategies and leadership behaviours necessary for effective team dynamics. ● Evaluate the effectiveness of communication strategies and leadership styles in resolving conflicts and making collaborative decisions. <p>Materials: Printed cards, markers.</p> <p>Duration: 90 minutes.</p> <p>Steps on implementation:</p> <ul style="list-style-type: none"> ● Step 1 - Welcome and Icebreaker (10 minutes) <ul style="list-style-type: none"> ○ Start the session with an icebreaker. Game proposal: "I am - Game". To begin this icebreaker, hand markers to all attendees. Then, ask them to use their markers to write an "I am" statement on their arms. For example, statements beginning with "I am" can include: I am resilient and strong; I am talented and unique; I am up for any challenge; I am a confident and empowered leader; I am able to stand back up after any challenge

	<ul style="list-style-type: none">○ It would be best to encourage participants to make their statements short and vague. Once each team member has written their declaration, invite each player to share their story. Participants should explain the significance behind why they chose their statement.● Step 2 - Introduction (10 minutes)<ul style="list-style-type: none">○ Introduce the topic and explain the importance of effective leadership and communication in team dynamics. Outline the role-play structure and expectations.● Step 3 - Introduce role Playing Activity (40 minutes)<ul style="list-style-type: none">○ Distribute cards with different team situations/challenges (e.g., conflict resolution, decision-making, under pressure). Divide participants into groups and assign roles to everyone. Provide time for groups to review scenarios and prepare their approach. Examples of cards: <u>Health Online- The Importance of Mental and Emotional Health and Building Healthy Relationships- Conflict Resolution and Decision- Making Skills Flashcards Quizlet</u>○ Each group enacts their scenario while others observe. Facilitators should take notes on communication styles and leadership strategies.● Step 4 - Discussion (20 minutes)<ul style="list-style-type: none">○ Each group discusses their role-play experience, what worked well, what challenges they faced, and how leadership influenced the team dynamics.○ Guiding questions for discussion:<ul style="list-style-type: none">■ What strategies did your group use to address the challenge or situation presented on your card?■ How did each team member contribute to the resolution of the situation? Were there any unexpected approaches or ideas?■ How did communication styles affect the outcome?■ What leadership qualities helped the team dynamics?■ Were there moments of uncertainty, and how did you resolve them?● Step 5 - Reflection (10 minutes)<ul style="list-style-type: none">○ Summarise key insights on effective communication and leadership and encourage participants to apply learned strategies in real-life settings.○ Conclude with a motivating message on the power of inclusive and adaptive leadership.<ul style="list-style-type: none">■ True leadership adapts, embraces diversity, and empowers every voice to thrive.■ Inclusive leadership creates opportunities; adaptive leadership drives change.■ Great leaders embrace diversity, adapt to challenges, and empower others to succeed. <p>Tips for Facilitators: Create realistic scenarios to make the role-play engaging. Provide constructive feedback to encourage improvement.</p>
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Case Study and/or Good Practice	<ul style="list-style-type: none"> Study the leadership journey of an influential figure in sports or community activism. Leads like a woman: Sport leadership education for women. <p>Council of Europe. (2018). <i>Leads like a woman: Sport leadership education for women</i>. European Commission. https://pip-eu.coe.int/en/web/gender-equality-in-sport/online-library-25-best-practices/-/asset_publisher/D8W3pZBd1722/content/-leads-like-a-woman-sport-leadership-education-for-women</p>
Digital Media Resources	<ul style="list-style-type: none"> Videos on leadership skills and strategies (e.g., Simon Sinek's <i>Start with Why</i>). <p>How Great Leaders Inspire Action Simon Sinek TED</p> <ul style="list-style-type: none"> Online courses on inclusive leadership from platforms like Coursera or edX. <p>https://www.coursera.org/learn/strategic-and-inclusive-leadership?utm_medium=sem&utm_source=gg&utm_campaign=b2c_emea_x_multi_ftcof_career-academy_cx_dr_bau_gg_pmax_gc_s2_en_m_hyb_23-12_x&campaignid=20882109092&adgroupid=&device=c&keyword=&match_type=&network=x&devicemodel=&creativeid=&assetgroupid=6490048513&targetid=&extensionid=&placement=&gad_source=1&gclid=Cj0KCQjwm7q-BhDRARIsACD6-fXV73IkFRvcjECFBa6IFdRiKA8d6GGzBZbPEkgI-X2c425dzecdxAcaAnr2EALw_wcB</p>
References	<ul style="list-style-type: none"> Kouzes, J. M., & Posner, B. Z. (2017). <i>The Leadership Challenge: How to Make Extraordinary Things Happen in Organisations</i>. Jossey-Bass. Sinek, S. (2009). <i>Start with Why: How Great Leaders Inspire Everyone to Take Action</i>. Portfolio.

Lesson Plan 4 - Engaging Men and Boys as Allies

SECTION	
Title	Engaging Men and Boys as Allies
General information and topics	This lesson focuses on the critical role men and boys can play as allies in promoting gender equality and addressing harmful gender norms. It highlights strategies for fostering empathy, awareness, and active participation in creating inclusive and equitable environments.
Competence, skills, ability	Improved/Acquired: <ul style="list-style-type: none"> • Awareness of the role of men and boys in promoting gender equality. • Skills to recognise and challenge harmful gender stereotypes and behaviours. • Competence in fostering inclusive dialogue and building supportive relationships. • Ability to advocate for equity and inclusion in diverse settings.
Goal	To empower men and boys to become proactive allies in gender equality efforts, equipping them with the knowledge and tools to challenge gender-based discrimination and contribute to inclusive environments.
Section Plan	
Activity with Non Formal Education 1	<p>Overview: Group discussion and analysis of gender stereotypes and their impact on all genders.</p> <p>Objectives: By the end of this lesson the participants will be able to:</p> <ul style="list-style-type: none"> • Identify common gender stereotypes and describe their effects on individuals and society. • Develop strategies to challenge gender stereotypes and promote inclusivity by engaging men and boys as allies. <p>Materials: Chart paper, markers, stereotype examples, and case studies. Duration: 90 minutes.</p> <p>Steps on implementation:</p> <ul style="list-style-type: none"> • Step 1 - Welcome and Icebreaker (10 minutes) <ul style="list-style-type: none"> ○ Welcome participants and introduce yourself. ○ Start with an icebreaker to open the workshop and set an open and safe space. Game proposal: <i>Two truths and a lie</i> where each participant says three statements about themselves—two that are true and one that is a lie. The rest of the group has to guess which one is the lie. 2 Truths and a Lie Ice Breaker • Step 2 - Introduction (5 minutes) <ul style="list-style-type: none"> ○ Introduce the session objectives and emphasise the importance of a judgment-free space. • Step 3 - Engaging Men and Boys as Allies through Group Work (40 minutes) <ul style="list-style-type: none"> ○ Divide participants into small groups and provide chart paper and markers. Ask each group to list common gender stereotypes affecting all genders and have each group present their findings, noting patterns and differences. Examples of gender stereotypes: Gender stereotypes: What are they, effects, and how to avoid ○ Provide case studies and real-world examples of gender stereotypes in sports, workplaces, and everyday life. Facilitate a discussion on how these stereotypes affect

	<p>individuals and the society. Encourage participants to share personal experiences if they feel comfortable. Examples of case studies and real-world situations: Benetas case study: Challenging male stereotypes,</p> <ul style="list-style-type: none"> ● Step 4 - Discussion (20 minutes) <ul style="list-style-type: none"> ○ Guide a discussion on ways men and boys can act as allies in breaking stereotypes and guide them in developing practical solutions for their communities, workplaces, or sports teams. Write down key strategies on a flip chart for collective reference. ○ Guiding questions for discussion: <ul style="list-style-type: none"> ■ What are some common stereotypes about gender roles in our community, workplace, or sports teams? ■ How do these stereotypes impact both men and women? ■ Why is it important for men and boys to be involved in breaking gender stereotypes? ■ What are some everyday actions men can take to challenge stereotypes in their communities? ■ What are three things you can start doing today to be a better ally? ● Step 5 - Reflection (15 minutes) <ul style="list-style-type: none"> ○ Participants reflect on what they've learned, what is their personal experience and share their biggest takeaways Offer real-world examples of individuals and movements that have successfully challenged gender stereotypes. <p>Tips for Facilitators: Create a safe space for open dialogue and encourage participants to reflect without judgment.</p>
<p>Activity with Non Formal Education 2</p>	<p>Overview: Role-play scenarios where men and boys intervene as allies in challenging discriminatory behaviours and then they swap their roles with girls.</p> <p>Objectives:</p> <p>By the end of the lesson the participants will be able to:</p> <ul style="list-style-type: none"> ● Recognise the role of bystanders in addressing gender-based discrimination and describe effective intervention techniques. ● Evaluate personal experiences and emotional responses to analyse the influence of gender expectations on intervention actions and reactions. <p>Materials: Scenario cards</p> <p>Duration: 90 minutes.</p> <p>Steps on implementation:</p> <ul style="list-style-type: none"> ● Step 1 - Welcome and Icebreaker (10 minutes) <ul style="list-style-type: none"> ○ Welcome participants and introduce yourself. ○ Start with an icebreaker to open the workshop and set an open and safe space. Game proposal: <i>Jump in, Jump out</i> where participants are staying in circles and holding their hands. The facilitator gives the instructions that when they say jump left, they jump in right and opposite and when they say jump back, they jump in front of them and opposite. <p> Jump In, Jump Out Fun Icebreaker Activity for Teams & Groups! </p> <ul style="list-style-type: none"> ● Step 2 - Introduction (5 minutes)

	<ul style="list-style-type: none"> ○ Introduce the topic of the session and objectives. Point out the importance of the role of male and boys engaging as allies. ● Step 3 - Engaging Men and Boys as Allies through Group Work (40 minutes) <ul style="list-style-type: none"> ○ Divide participants into small groups and distribute scenario cards. Assign roles for each scenario: bystander, perpetrator, and target where girls are always the target and boys always act like intervening allies. Provide time for groups to discuss their approach and plan their responses. Resource for scenarios: https://violence-wash.lboro.ac.uk/vgw/Briefing-notes-toolsets-checklists/VGW-TS5-Scenarios/VGW-TS5-Training-scenarios.pdf GENDER AT WORK SCENARIOS ○ Each group performs their scenario while others observe. Encourage participants to use different intervention strategies, such as direct confrontation, distraction, or seeking support. After each role-play, facilitate a short discussion on what worked well and what could be improved. ○ Ask participants to swap roles, with boys playing female characters and girls playing male characters. Repeat the role-play with the new roles, encouraging participants to reflect on the experience from a different perspective. Discuss any differences in how they felt and responded in the reversed roles. ● Step 4 - Discussion (20 minutes) <ul style="list-style-type: none"> ○ Facilitate a group discussion on the challenges of intervening and insights gained from the exercise. Ask participants to share their opinions on how gender expectations influenced their responses. ○ Guiding questions for discussion: <ul style="list-style-type: none"> ■ What challenges did you face when intervening during the exercise? How did you address them? ■ What insights did you gain from the exercise regarding how people typically respond to interventions in different situations? ■ How do you think gender expectations influenced your initial response during the exercise? ■ How can we create environments where people feel empowered to act in ways that are not restricted by traditional gender roles? ● Step 5 - Reflection (15 minutes) <ul style="list-style-type: none"> ○ Conclude with reflection pointing out key takeaways on being effective allies in real-life situations. Feedback is gathered through facilitator observations. <p>Tips for Facilitators: Ensure the scenarios are realistic and relevant. Encourage participants to reflect on the emotional aspects of the activity.</p>
Case Study and/or Good Practice	<ul style="list-style-type: none"> ● Analyse successful initiatives where men and boys have acted as allies, such as the <i>White Ribbon Campaign</i>. https://www.whiteribbon.ca/?lng=en

Digital Media Resources	<ul style="list-style-type: none"> Videos from campaigns like #HeForShe and the <i>MenEngage Global Alliance</i>. Emma Watson at the HeForShe Campaign 2014 - Official UN Video How To Talk With Men about gender justice. 2024 Campaign Video. Podcasts or interviews with male allies advocating for gender equality. Why Gender Equality Is Good for Everyone — Men Included Michael Kimmel TED Talks Bonus Episode: The Vital Role of Male Allies in Gender Equality, with Serge Albohayre
References	<ul style="list-style-type: none"> MenCare. (2021). <i>State of the world's fathers 2021</i>. https://www.mencare.org/wp-content/uploads/2021/06/210610_BLS21042_PRO_SOWF.v08.pdf Plan International. (2019). <i>State of the world's fathers 2019</i>. https://plan-international.org/uploads/2021/12/state_of_the_worlds_fathers_2019_full_2.pdf UN Women. (2015). <i>HeForShe Action Kit</i>. https://www.heforshe.org/sites/default/files/2018-09/HeForShe_Workplace_5JunMay17.pdf

Lesson Plan 5 - Promoting Diversity and Inclusion in Sports

SECTION	
Title	Promoting Diversity and Inclusion in Sports

General information and topics	This lesson explores the importance of diversity and inclusion in sports, emphasising the value of varied perspectives and backgrounds. Participants will examine strategies to create inclusive environments that promote differences and foster unity in sports.
Competence, skills, ability	Improved/Acquired: <ul style="list-style-type: none"> • Awareness of the benefits of diversity and inclusion in sports. • Skills to promote acceptance and respect among diverse team members. • Competence in identifying and addressing exclusionary practices. • Ability to foster inclusive teamwork and leadership.
Goal	To inspire participants to recognise and promote diversity in sports, equipping them with the tools to create inclusive environments that welcome all individuals.
Section Plan	
Activity with Non Formal Education 1	<p>Overview: Interactive session on identifying the barriers to diversity and inclusion in sports and brainstorming solutions.</p> <p>Objectives: By the end of the lesson the participant will be able to:</p> <ul style="list-style-type: none"> • Critically analyse the challenges faced by underrepresented groups in sports. • Develop and defend strategies for promoting diversity and inclusion. • Enhance participants' argumentation and public speaking skills. <p>Materials: Debate topic prompts, flip charts and markers for structuring arguments, examples of exclusionary practices and case studies and timer for speech limits.</p> <p>Duration: 90 minutes.</p> <p>Steps on implementation:</p> <ul style="list-style-type: none"> • Step 1 - Welcome and Icebreaker (10 minutes) <ul style="list-style-type: none"> ○ Welcome participants and introduce yourself. ○ Start with an icebreaker for opening the session. Game proposal: "<i>Simon Says</i>" where the facilitator (Simon) gives instructions, such as "Simon says, touch your nose" or "Simon says, jump up and down." Participants should only do the action if "Simon says" is part of the command. For example, if the facilitator says, "Touch your toes," without saying "Simon says" first, participants should not touch their toes. Let's play Simon Says! • Step 2 - Introduction (5 minutes) <ul style="list-style-type: none"> ○ Explain the purpose of the workshop and introduce and explain the debate topic: "<i>What are the most significant barriers to diversity and inclusion in sports, and how can they be overcome?</i>" • Step 3 - Group Work - Debate (60 minutes) <ul style="list-style-type: none"> ○ Explain the format of the debate and the importance of respectful discourse and highlight key considerations, such as accessibility, cultural sensitivity, and systemic barriers. ○ Divide participants into two teams: <i>Team 1 (identifying barriers)</i> and <i>Team 2 (proposing solutions)</i>. Provide case studies and examples to support their arguments. Allow time for teams to outline key points and counterarguments on flip charts.

	<p>Examples of case studies that can support their arguments: About – Street Soccer USA, Kelsey Plum corrects ‘huge misconception’ about WNBA pay gap - Just Women's Sports, The NBA & WNBA Wage Gap Explained Nightingale</p> <ul style="list-style-type: none"> ○ Each team presents their opening statements (2-3 minutes per speaker). Teams engage in a back-and-forth argument, responding to each other's points. ○ Continue the debate with <i>Rebuttal round</i>: Each team addresses the opposing team's arguments. ○ At the end of the debate each group should present their <i>Closing statements</i> summarising key arguments and proposed solutions. <ul style="list-style-type: none"> ● Step 4 - Discussion (10 minutes) <ul style="list-style-type: none"> ○ Encourage a discussion with your participants about the statements they chose to present, why they chose them, whether they faced any challenges within the group and how they overcame them. ○ Guiding questions for discussion: <ul style="list-style-type: none"> ■ What do you think the core message of your statement is? ■ Did you face any challenges within the group while preparing your presentation? ■ What strategies or approaches helped the group stay focused or work through any disagreements? ■ Did presenting this statement change your perspective on the topic in any way? ■ What did you learn from other participants' presentations? ● Step 5 - Reflection (5 minutes) <ul style="list-style-type: none"> ○ The facilitator leads a reflection session on key insights from the debate. Participants discuss their proposed solutions and evaluate their feasibility. <p>Tips for Facilitators: Encourage participants to share personal stories and experiences. Be mindful of creating a safe space for sharing.</p>
<p>Activity with Non Formal Education 2</p>	<p>Overview: A creative group activity to design a sports event promoting diversity.</p> <p>Objectives: By the end of the lesson the participants will be able to:</p> <ul style="list-style-type: none"> ● Foster collaboration and creativity in promoting diversity and inclusion. ● Develop practical skills in organising inclusive sports activities. ● Assess the strengths and weaknesses of each proposed event, providing constructive feedback on aspects like logistics, inclusivity, and community impact. <p>Materials: Event planning templates, brainstorming tools, and access to examples of inclusive sports events.</p> <p>Duration: 90 minutes.</p> <p>Steps on implementation:</p> <ul style="list-style-type: none"> ● Step 1 - Welcome and Icebreaker (10 minutes) <ul style="list-style-type: none"> ○ Welcome participants and introduce yourself. ○ Start with an icebreaker for opening the session. Game proposal: <i>Sport Moves Mash-Up</i> where participants form a

	<p>circle and have one person start by demonstrating a simple move from any sport (e.g., a basketball dribble, a tennis serve, or a soccer kick). The next person repeats the first move and adds their own from a different sport. This continues around the circle, with each person adding a new move, creating a fun and unique “sport choreography.” If someone forgets the sequence, the group starts over with a new move.</p> <ul style="list-style-type: none"> ● Step 2 - Introduction (10 minutes) <ul style="list-style-type: none"> ○ Introduce the session objectives. Share examples of successful inclusive sports events and emphasise key considerations such as accessibility, cultural sensitivity, and community engagement. Resources that can be used during this step: 4 Ways to Build Inclusive Sports and Recreation Programs for Children with Disabilities - Kids Included Together, Inclusion and diversity examples - Play by the Rules - Making Sport inclusive, safe and fair. ● Step 3 - Event Planning for Celebrating Diversity and Inclusion in Sports - Group Work (50 minutes) <ul style="list-style-type: none"> ○ Divide participants into small groups, provide event planning templates and ask each group to brainstorm ideas for an inclusive sports event. Guide them in outlining key aspects such as event goals and target audience, sports activities and modifications for inclusivity, venue and accessibility considerations and promotion and community outreach strategies. Examples for templates for event planning: 21 Free Event Planning Templates Smartsheet, 11 Event Planning Templates: Customizable, Free, and Easy to Use ○ Each group should finalise their event plan, focusing on feasibility and impact. Groups take turns presenting their event concepts to the broader group. ● Step 4 - Discussion (10 minutes) <ul style="list-style-type: none"> ○ Facilitate a discussion on the strengths and challenges of each event plan. Provide constructive feedback on logistics, accessibility, and cultural inclusivity. ○ Guiding questions for discussion: <ul style="list-style-type: none"> ■ What are the biggest challenges or potential risks associated with each event? How can they be mitigated? ■ What are the logistical challenges (venue, transportation, permits, etc.)? How can they be improved? ■ How accessible is the event for people with disabilities? Are there any barriers that need to be addressed? ■ Does the event reflect and respect cultural diversity? How is this incorporated into the programming? ■ What are some practical recommendations to enhance the event’s overall effectiveness? ● Step 5 - Reflection (10 minutes)
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	<ul style="list-style-type: none"> ○ Reflect on how the proposed sports event can foster inclusivity, cultural sensitivity, and community engagement, while addressing logistical challenges and ensuring long-term impact. <p>Tips for Facilitators: Highlight the importance of considering accessibility and cultural sensitivities. Offer guidance on event logistics and marketing.</p>
Case Study and/or Good Practice	<ul style="list-style-type: none"> ● Examine a successful inclusive sports initiative, such as the Special Olympics or Pride Games. <p>Special Olympics. (2023). <i>How Special Olympics is powering inclusive sport with the help of sport partnerships around the world</i>. Special Olympics. https://www.specialolympics.org/stories/impact/how-special-olympics-is-powering-inclusive-sport-with-the-help-of-sport-partnerships-around-the-world</p> <p>Council of Europe. (2019). <i>Women in sport programme</i>. European Commission. https://pip-eu.coe.int/en/web/gender-equality-in-sport/online-library-25-best-practices/-/asset_publisher/D8W3pZBd1722/content/women-in-sport-programme</p> <p>Council of Europe. (n.d.). <i>11 factors of success to include refugee girls and women in sports</i>. European Commission. https://pip-eu.coe.int/en/web/gender-equality-in-sport/online-library-25-best-practices/-/asset_publisher/D8W3pZBd1722/content/11-factors-of-success-to-include-refugee-girls-and-women-in-sports</p>
Digital Media Resources	<ul style="list-style-type: none"> ● Videos and documentaries highlighting diverse athletes and their stories (e.g., <i>Rising Phoenix</i>). <p>One Day We Won't Need This Day Nike</p> <ul style="list-style-type: none"> ● Infographics and toolkits on inclusion in sports from organisations like UNESCO and Athlete Ally. <p>UNESCO. (2024). <i>Sport and gender equality game plan: Guidelines for gender-transformative sport policies and programmes</i>. https://unesdoc.unesco.org/ark:/48223/pf0000390527</p>
References	<ul style="list-style-type: none"> ● International Olympic Committee. (2021). <i>Gender equality & inclusion report 2021</i>. https://www.olympic.org/gender-equality-inclusion-report-2021 ● International Olympic Committee. (2021). <i>IOC Gender Equality and Inclusion Report</i>. https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/News/2018/03/IOC-Gender-Equality-Report-March-2018.pdf

Peer Education Guidelines

Sport community peer support is what drives societal change in this field (Bessa, Hastie, Araújo, Mesquita, 2019). Through peer-led events and activities, athletes may develop skills and share knowledge on how to stand against GBV and thereby create a friendly and inclusive environment for all. Using structured peer education programmes may challenge negative gender stereotypes,

promote equality, and ensure that athletic facilities are friendly and safe for every guest (UN Women, 2019). Athletes' growth in leadership skills allows them to advocate safety and equality inside the sports community and improve their awareness of gender-related issues by means of peer education under the direction and aid of their coaches.

Although GBV affects all people, it disproportionately affects women and gender non-conforming individuals. The WHO (2013) reports that it manifests as harassment and discrimination as well as physical, psychological, and sexual violence. Sports companies are essential in addressing these issues by pushing for gender equality and educating athletes on their rights and obligations. Through peer education, athletes engage in conversations that increase awareness, equip people to become change agents, and help them to acquire violence prevention techniques (Our watch, 2015). Regular training sessions can include these instructional exercises, therefore enabling the ideas of respect and equality to become ingrained in the sports team and organisational culture. One of the main focuses of one of the fundamental seminars in a programme that educates peers should be understanding the phenomenon and its consequences in sports communities and individuals.

Peer education sessions: Learning in action

Understanding GBV in sports

One of the foundational sessions in a peer education programme should focus on understanding GBV and how it affects sports. Athletes need to acknowledge the different types of violence and harassment that take place within their teams, clubs, and competitions. This session can include the following components:

- **Interactive discussions and case studies:** Use real-world examples to explore the causes of GBV, its manifestations (e.g., verbal abuse, harassment, or physical violence), and its effects on athletes and teams. For example, a case study of an athlete experiencing verbal abuse from teammates can be analysed by the group, brainstorming strategies for intervention and fostering a positive team culture (WHO, 2013).
- **Role-playing exercises:** Encourage participants to practice bystander intervention techniques by role-playing scenarios where they confront sexist comments or behaviours. This helps reinforce responsibility and equips athletes with practical tools to address GBV effectively.
- **Storytelling circles:** Create a safe space where participants can share personal or witnessed stories or experiences related to GBV in sports (anonymously if preferred). Follow up with discussions on lessons learned and ways to support survivors.
- **World Café activities:** Set up small tables with 4–6 participants at each, focusing on different aspects of GBV and its impact on individuals and sports teams. Encourage participants to share their thoughts, experiences and understandings, while rotating between tables to contribute to multiple discussions, exchanging views.

Fighting stereotypes and advancing respect

The negative consequences of gender stereotypes in sports should also be a part of the sessions. Masculinity and femininity, two terms widely used nowadays, often lead to discrimination and create circumstances that enhance GBV and stereotypes. This workshop aims to provide coaches and athletes with practical tools that will help them recognise and resist gender-based stereotypes. The following techniques can be used for this purpose:

- Language analysis: Facilitate a discussion where participants analyse the language used in sports settings (e.g., "man up," "throw like a girl") and its impact on reinforcing gender stereotypes. Highlight how everyday language perpetuates inequality and encourages participants to adopt inclusive language.
- Case study discussion: Present a case study from [Moving the Goalposts Kilifi](#), where mixed-gender tournaments require players to swap leadership roles, challenging traditional power dynamics. Demonstrate how breaking down gender norms can empower all athletes and foster collaboration.
- Football: In a gender-mixed group, players collaboratively establish the rules before the game. After the match, they reflect on their own behaviour and that of their opponents, earning points not only for goals but also for fair play. For example, participants may decide that a score counts only if the ball has been passed to every team member, or that all team members have contributed to the scoring.

Establishing a safe and inclusive sports culture

Every athlete must participate actively if we are to raise sports' inclusion. This workshop covers pragmatic strategies for creating safe sports settings, including the establishment of behaviour rules, the evolution of clear reporting systems for GBV events, and the encouragement of allyship among colleagues. For instance, a case study from [Fight for Peace](#) in Jamaica shows how adding martial arts instruction along with GBV awareness seminars has fostered a sports programme culture of mutual respect and responsibility.

Peer education initiatives must be carefully planned and constantly under evaluation if we are to ensure long-term success. Sports groups should provide comprehensive courses including the value of gender respect, inclusion, and GBV prevention as well as other aspects. Keeping peers informed on developing concerns and best practices depends on regular training seminars. Moreover, including peer education in present team events like pre-match talks and leadership retreats helps to normalise conversations on gender equality and violence avoidance (Futebol Dá Força, 2020).

Working with experts in GBV, mental health professionals, and advocacy groups will help to increase the legitimacy of peer education initiatives. Working with outside stakeholders—including LGBTQ+ groups and women's rights organisations—offers athletes who might need legal help or counselling more support systems (Boxgirls Kenya, 2021).

Peer education is an absolutely needed tool for addressing GBV, promoting gender respect, and fostering diversity in sports. By allowing athletes to teach one another, sports teams can help to create safer environments for all players and promote cultural change. Only if carefully selected and trained coaches are hired, sessions are planned to be interesting and effective, and sports facilities are dedicated to maintaining and growing these initiatives will these programmes flourish. Including a range of interactive learning activities—such as real-life case studies, role-playing exercises, and team pledges—helps to increase the impact of these programmes and their longevity. Through cooperation, education, and advocacy, the sports community can significantly help to eliminate GBV and ensure that every athlete, regardless of their gender identity or background, feels safe, respected, and included in their athletic path (One Win Leads to Another, 2021).

Examples of methods to achieve this may include:

- Team commitment activity: Athletes pledge to engage in specific behaviours that promote respect and inclusion. Examples include opposing discriminatory policies, supporting colleagues who report mistreatment, and advocating for gender equity.
- Mixed-gender leadership simulations: Organise mixed-gender sports activities where leadership roles (e.g., team captain, coach) are rotated among all participants. Afterward, hold a debrief session to discuss how this experience challenges traditional power dynamics. Promote equality by demonstrating that leadership is not tied to gender.

Example of peer education activity: Building an inclusive team culture

“Understanding and challenging gender stereotypes in sports”

One kind of peer education activity is participants learning from each other about gender stereotypes, ways to intervene or finding solutions and co-developing ground rules.

This interactive activity aims to help athletes recognise and fight gender stereotypes in their field of performance. It invites thought, conversation, and practical pledges towards respect and tolerance.

Time: 90 minutes

Resources Required:

- big paper sheets or a whiteboard
- sticky notes and markers
- pre-prepared models of gender-related and sports-related difficulties, scenario cards
- If at hand, a printed copy of the team's code of behaviour

First step: Icebreaker (10 minutes)

Athletes should be encouraged to work in small groups and document adjectives that are often used to characterise male and female athletes (e.g., strong, aggressive, leader for males; graceful, emotional, supporting for women). Every group produces a list for the bigger group. The facilitator then leads a conversation about how these words reinforce stereotypes and whether they line up with actual athletic ability and accomplishments, and raises awareness about the impact of language on perceptions of athletes.

Second step: Scenario debate (35 minutes)

Create scenario cards showing real-life or imagined cases of gender bias in sports, including a female player not being considered seriously for a captain post, a male athlete being discouraged from expressing emotions, or a non-binary athlete finding difficulties with locker room assignments. Every group discusses:

- In what way does this scenario mirror gender assumptions in athletics?
- How might it affect the team and the person?
- How could colleagues challenge or step in to correct these assumptions? Following conversation, every group shows its scenario and fixes.

Third step: Team dedication exercise (30 minutes)

Athletes together create a team commitment statement, or ground rules, using what they have discovered that incorporates:

- A zero-tolerance rule against biased behaviour and harassment.

- A dedication to question gender roles in team dynamics and support each other in doing so.
- Supportive actions encouraging inclusion and respect. Every athlete signs the declaration, which is then on show in a clear area, like the locker room or training hall.

Fourth Step: Reflection (15 minutes)

- Facilitators direct a contemplative conversation:
 - From today's session, what realisations dawn on you?
 - How can you put what you discovered to use in your regular contacts with rivals and colleagues?
 - Moving ahead, what will you do differently to support sports' inclusiveness?

This programme promotes group responsibility in addition to teaching athletes on gender stereotypes and inclusivity. Athletes who actively participate in peer-led conversations and draft their own code of behaviour come to feel responsibility for their team culture. In sports, this peer education programme advances inclusivity, justice, and respect. It aids in the development of a society actively opposing discrimination based on gender and violence.

Mentoring Techniques for Sports Professionals and Practitioners

Mentorship is a powerful resource with the potential to positively influence the growth and success of individuals involved in sports. Mentoring is a relationship where one or multiple mentors (i.e., a senior person in age or experience) provides guidance and support to one or more mentees (i.e., individuals seeking new knowledge and experience) to improve career development (Ensher et al., 2003; Newby & Heide, 2013).

Extensive research reveals its significant impact on athletes, coaches, students in sport-related fields, sports personnel, and sport leaders. Also, individuals from marginalised groups have unique experiences and challenges in sports and may have even more to gain from effective mentorship than athletes, coaches, or other sport professionals. However, particular elements are essential to ensure the effectiveness of mentoring initiatives (The Sport Information Resource Centre. (2024, January 15). [*The power of mentoring in sports: Who, what, and how?* | SIRC | Blog](#)).

Who can benefit from mentoring and what are the benefits?

Mentoring offers numerous advantages that ultimately contribute to both personal and professional growth. In fact, mentoring is crucial for learning and skill development, which allows mentees to get valuable insights and expertise. The mentor-mentee relationship also serves as a source of informational, emotional, and social support for mentees. Mentoring also facilitates communication and improves relationships, which helps create a collaborative atmosphere. As mentors share their knowledge and experience, mentees gain valuable insights into career advancement, positioning themselves for success. That is why the benefits of mentoring can extend far beyond professional development, encompassing holistic development and lifelong learning.

A. Athletes

- Enhanced performance (Hoffmann et al., 2017);
- Contributed to personal development (Hoffmann et al., 2017);

- Facilitated successful career transitions (DeFreese et al., 2021; Hallmann et al., 2020; Park et al., 2023).

B. Coaches

- Enhanced knowledge acquisition (Alexander & Bloom, 2023; Douglas et al., 2018; Fairhurst et al., 2017; He et al., 2018; Lepage et al., 2020; McCarthy, 2020);
- Improved skill development (Fairhurst et al., 2017; Lepage et al., 2020);
- Built confidence (Alexander & Bloom, 2023; Koh, 2020);
- Helped overcoming challenges (Leeder et al., 2022).

C. Students in sport-related fields

- Motivated doctoral students in athletic training, contributed to their career planning, created opportunities for their future career, and increased their knowledge and skills in research (Singe et al., 2019);
- Positively influenced sport psychology students' employment options and developed different skills (i.e., communication, rapport building) (Fogaca et al., 2018; Ransdell et al., 2018; Watson et al., 2009).

D. Sport personnel

- Enhanced professionalism, competence, and work-life balance in female athletic therapists (Eason et al., 2014);
- Reduced stress in newly certified athletic trainers (Walker et al., 2021);
- Allowed candid discussions between sport officials about various topics such as mental health (Tingle et al., 2021).
- Contributed to retention of sport officials (Titlebaum et al., 2009).

E. Sport leaders

- Provided opportunities, facilitated career advancement and supported and prepared women in leadership roles in professional sport (Cosentino et al., 2021);
- Provided psychosocial support among women administrators in the NBA (Picariello et al., 2023)

Using mentoring to increase diversity, equity, and inclusion

Individuals from marginalised groups, such as those who are gender-diverse, racially varied, or have immigrant background, can benefit greatly from mentoring in a range of jobs within sport. Mentorship programmes for female athletes, coaches, and sport leaders, for instance, have long been acknowledged as a means of promoting gender equity, offering advantages such as enhanced

communication, conflict resolution, and opportunities for professional growth (Banwell et al., 2019; Picariello et al., 2023; Swim et al., 2022).

Similarly, it has been demonstrated that mentorship programmes help people of colour such as directors, coaches, and student-athletes. These advantages include leadership development and the provision of social, emotional, and informational support (Bimper, 2017; Carter & Hart, 2010; Joseph & McKenzie, 2022; Singer & Cunningham, 2018). More members of underrepresented groups may work and participate in the sport industry as a result of the advantages of mentoring, which include relationships, support, and opportunities for both professional and personal growth. Everyone benefits from greater diversity, equity, and inclusion, from enhanced creativity and innovation on the field or in the boardroom to setting an example of inclusive culture and standards for the next generation (The Sport Information Resource Centre. (2024, January 15). [*The power of mentoring in sports: Who, what, and how?* | SIRC | Blog](#)).

What makes mentoring effective?

Benefits for both the mentor and the mentee are not guaranteed by mentoring alone. Positive results require effective mentorship connections. According to research, a solid mentor-mentee relationship based on respect and candid communication is the foundation of successful mentoring (Sandardos & Chambers, 2019). Additionally, mentees often prefer mentors who share similar characteristics. With research showing better results when the mentor and mentee were of the same gender, same-gender mentors may also be a significant component of mentoring, particularly for women (Swim et al., 2022; Wasend & LaVoi, 2019; Watson et al., 2009). Building a successful mentoring relationship depends on the qualities of mentors, including being a guide, a supporter, a challenger, as well as being trustworthy and sincere (Carter & Hart, 2010; Hancock et al., 2017; Sandardos & Chambers, 2019; White et al., 2017). Ultimately, the mentors' experiences in both their professional and personal lives in sports further demonstrated the value of mentoring (Donoso-Morales et al., 2017).

Practical recommendations

Sport organisations and higher education institutions can derive the following practical recommendations for implementing effective mentoring programmes:

1. **Develop strong mentor-mentee relationships:** Emphasise open communication and mutual respect to establish meaningful connections. For example, organisations could establish dedicated time slots to facilitate regular meetings between mentors and mentees.
2. **Focus on the pairing process:** Foster an environment where mentors (sports professional, sports officers, etc.) can better understand the backgrounds and challenges of their mentees. Organisations could match mentors and mentees based on factors such as gender or shared life experiences. One approach could involve conducting surveys with potential mentors and mentees to gather relevant information about their backgrounds and preferences.
3. **Build mentors' attributes:** Encourage mentors to develop strong communication skills, embrace emotional intelligence, and offer constructive feedback. For example, organisations could provide specialised training sessions or workshops designed for developing mentors' skills.
4. **Prioritise mentors with experience:** Select mentors who not only possess substantial experience and expertise in their professional roles, but also have rich lived experiences that would significantly contribute to mentees' development. Organisations could consider

developing a comprehensive selection process that evaluates both the mentor's professional expertise and lived experiences. This could involve implementing a thorough interview process designed to capture the depth and breadth of the mentor's background.

In the sports industry, mentoring is a potent tool that supports the overall professional growth and achievement of athletes, coaches, sports staff, students pursuing sport-related degrees, individuals from marginalised groups, and their own personal growth. As mentioned earlier, mentoring can have a significant positive impact on knowledge and skill development, career advancement, leadership development, and turnover rate reduction. The sport industry can establish a supportive, cooperative atmosphere that supports the growth and well-being of athletes and promotes ongoing learning and development for all stakeholders by embracing mentoring and putting in place successful mentorship programmes.

You can have a look into the [Planning Effective Sports Mentoring Sessions: A Guide for Mentors](#)

Communication Techniques

Athletes' careers and personal growth are significantly influenced by various forms of guidance and communication within the sports industry. Whether from mentors, coaches, or teammates, the way questions are posed can have a profound impact on an athlete's performance, attitude and overall development (Sardin, J. (2024, November 3). [Asking the right questions: Powerful Techniques for Sports Mentors](#) - SC Mentor Hub. *Sport Combine*). The ability to ask relevant and reflective questions is a powerful tool for anyone involved in an athlete's journey.

The Value of Appropriate Questioning

One of the most significant communication techniques is the art of asking the right questions. This isn't limited to mentorship alone but extends to coaching, teamwork, and self-reflection. In addition to aiding in gathering information, it inspires athletes to consider their past experiences, objectives, and difficulties. Deeper understanding and a sense of ownership over the athlete's journey might result from asking insightful questions.

Furthermore, by asking the appropriate questions, mentors can learn more about the particular requirements and driving forces of their athletes. When creating specialised training strategies, this individualised approach is essential. A mentor might inquire, for example, "What motivates you to train each day?" In addition to exposing the athlete's internal motives, this inquiry facilitates more conversation about their goals and aspirations.

Techniques for Effective Questioning

To maximise the impact of their inquiries, sports mentors can employ several effective questioning techniques. These techniques can be categorised into open-ended questions, probing questions, and reflective questions.

- **Open-Ended and Reflective Questions:** These questions encourage athletes to express their thoughts and feelings freely. For example, asking "How do you feel about your recent

performance?” allows athletes to articulate their emotions and insights. Also, an example would be, “What did you learn from your last training session?” This encourages self-assessment and growth.

- **Probing Questions:** These questions dig deeper into specific areas of concern or interest. For instance, “What specific challenges did you face during the last competition?” helps mentors understand the athlete’s perspective and identify areas for improvement.

Creating a Safe Space for Dialogue

For questioning techniques to be effective, mentors must create a safe and supportive environment. Athletes need to feel comfortable sharing their thoughts and feelings without fear of judgment. This can be achieved through active listening, empathy, and validation of the athlete’s experiences.

Active listening involves fully concentrating on what the athlete is saying, rather than merely waiting for one’s turn to speak. Mentors can demonstrate active listening by paraphrasing the athlete’s responses and asking follow-up questions. For example, if an athlete expresses frustration about a recent loss, a mentor might respond with, “It sounds like that loss was really tough for you. Can you tell me more about what you felt during the game?” This approach not only validates the athlete’s feelings but also encourages further dialogue.

Utilising the GROW Model

The GROW model is a **widely recognised coaching framework** that can be particularly effective for sports mentors. GROW stands for Goal, Reality, Options, and Will. By structuring conversations around these four components, mentors can guide athletes through a comprehensive self-discovery process.



Performance Consultants. (2025, March 13). Performance Consultants | The GROW model.
https://www.performanceconsultants.com/resources/the-grow-model/?utm_source=chatgpt.com

- **Goal:** Start by asking the athletes about their goals. For example, “What do you want to achieve this season?” This sets a clear direction for the conversation.
- **Reality:** Next, explore the current situation. Questions like “What challenges are you currently facing?” help identify obstacles.
- **Options:** Discuss potential strategies and solutions. Ask, “What options do you have to overcome these challenges?”

- **Will:** Finally, encourage commitment by asking, “What will you do to move forward?” This reinforces accountability.

Statistics on Mentorship in Sports

The coach-athlete relationship lies at the heart of effective coaching (Haugan, 2021). In the context of sports coaching, Gilbert (2016) claims that “the most effective coaching strategy for building and sustaining a quality coach-athlete relationship is communication”.

Therefore, the impact of mentorship in sports is supported by statistics. According to a study published in the [International Journal of Sports Science & Coaching](#), athletes with mentors were 30% more likely to achieve their goals compared to those without mentorship.

Informed and sensitive communication strategies

Addressing GBV in sports requires informed and sensitive communication strategies. Here are key approaches for sports professionals:

- **Educate Yourself:** Understand GBV's forms, causes, and impacts. Familiarise yourself with resources like UNESCO and UN Women's [Handbook on Tackling Violence Against Women and Girls in Sport](#), which offers comprehensive strategies for addressing GBV in sports contexts.
- **Use Inclusive Language:** Communicate with empathy, avoiding blame. Utilise gender-inclusive terms to ensure all individuals feel respected and acknowledged.
- **Tailor Messages to Your Audience:** When speaking to athletes, emphasise respect and accountability. For broader audiences, highlight the role of sports in promoting positive societal change.
- **Highlight Positive Examples:** Share stories of athletes and organisations actively working to prevent GBV, demonstrating the positive impact of proactive engagement.
- **Create Safe Spaces:** Encourage open discussions about GBV, allowing individuals to share experiences and seek support without fear of judgment.
- **Focus on Prevention:** Implement educational programmes that raise awareness about GBV and promote a culture of respect and equality within the sports community.

Athletes' growth and performance can be significantly impacted by sports mentors using the effective approach of asking the correct questions. Athletes can be guided toward self-discovery and progress by mentors who use structured frameworks such as the GROW model, create a safe space for discourse, and use effective questioning strategies. The case studies and statistics presented, demonstrate the significant impact of mentoring in sports and reinforce the idea that asking the correct questions can have life-changing results. In the end, sports mentors who are adept at inquiry will improve their athletes' performance while also promoting their success and general well-being.

You can also have a look into [this article](#) that shares 7 tips on improving team communication in sports coaching.

Practical resources to prevent, identify and address GBV incidents in sports

A recurring problem in sports, GBV affects sports professionals at all levels including coaches, athletes, and other personnel. It manifests as harassment, discrimination, physical assault, and coercion and calls for a methodical approach to diagnosis, prevention, and reaction. UN Women (2021) claim that sporting events significantly help to promote gender equality and guarantee secure surroundings.

Establishing defined procedures and sensible plans helps athletes to have the required instruments to properly handle GBV (Safe Sport International, 2020). Moreover, sports organisations have to realise their responsibility in preserving a zero tolerance for GBV by including operational structures and preventative actions within their institutional systems.

GBV in sports spans amateur and elite levels rather than only professional environments. Acknowledging that many events go unreported because of stigma, fear of reprisals, or mistrust of reporting systems is vital (WHO, 2013). Eliminating these obstacles will help to guarantee that everyone working in sports environments feels supported and safe. Eliminating these obstacles and promoting a more responsible sports community depends critically on inclusive policies, thorough training programmes, and easily available reporting mechanisms (UNESCO, 2020).

Recognising and identifying GBV in sports

Finding GBV in a sports setting calls for knowledge of warning indicators and risk factors. WHO (2013) claims that GBV in sports is caused in part by unbridled power imbalances, strict gender norms, and a lack of responsibility systems. Recognising GBV also depends on understanding the part that institutional silence and the normalisation of negative behaviours play. Ignoring or tolerating inappropriate behaviour—such as sexist language, exclusionary team dynamics, or abusive coaching techniques—creates an environment in which more severe forms of GBV can flourish (Our Watch, 2015).

Early intervention and prevention depend on a society where athletes feel free to share their experiences (Safe Sport International, 2020). Organisations should also routinely evaluate risk issues in their surroundings, including lack of clear reporting systems, inadequate GBV awareness training, and regions of sports facilities maybe causing dangerous situations (UNESCO, 2020).

Indicators of GBV may include, but are not limited to:

- Behavioural changes, including nervousness, unwillingness to engage in activities, avoidance of particular people, and increased agitation.
- Physical signs, including injuries, bruises, cuts, difficulty in sitting or walking, or other injuries. Physical signs may be accompanied by attempts to conceal the said injuries.
- Emotional signs, including mood swings, increased anxiety and feelings of hopelessness.

Preventing GBV in sports

Efforts for prevention have to be proactive. Our Watch (2015) underlines the need of putting organisational policies addressing GBV into effect in line with inclusiveness and respect. The creation of educational programmes that equip staff, coaches, and athletes with an understanding of gender equality, consent, and bystander intervention techniques are top priorities for sports organisations. Training plans should include frequent seminars to help to reinforce these ideas. These plans may integrate activities found in the previous chapters of the present toolkit.

Responding to GBV: handling incidents effectively

Reacting to GBV events calls for a systematic, survivor-centric approach. FIFA (2021) lists important actions to be taken in response to GBV reports so that survivors get the required help and that offenders are held responsible. Relevant actions can be found below:

- **Establishing a safe space:** Designate a private area where survivors can share their experiences without fear of judgment or interruption. Ensure this space is accessible and free from restrictions and prioritise survivors' safety and comfort.
- **Avoiding victim-blaming rhetoric:** Conduct workshops for athletes and staff on the importance of avoiding victim-blaming language and behaviours. Use role-playing exercises to practice respectful communication. Make team members and other involved parties accountable for reminding others, when such language or behaviours occur.
- **Establishing processes for confidentiality and documentation:** Develop a standardised form for documenting GBV incidents while maintaining confidentiality. Ensure that only authorised personnel have access to this information. Make sure to capture essential details without compromising the survivor's privacy.
- **Referring to specialist support:** Establish partnerships with mental health specialists, legal aid organisations, and other support services. Provide survivors with immediate referrals to these agencies. Create lists that can be visited when needed.
- **Establishing disciplinary measures:** Develop and communicate clear disciplinary policies for perpetrators. Ensure that penalties are consistent with organisational policies and serve as a deterrent. Uphold accountability and reinforce the organisation's commitment to a safe environment (UNESCO, 2020).
- **Coordinating with law authorities:** Develop protocols for collaborating with law enforcement when necessary. Ensure that all parties understand their roles and responsibilities in handling GBV cases.
- **Implementing Restorative Justice Practices:** Explore restorative justice options like mediation or reconciliation processes when appropriate to support repairing harm and promoting healing.

Long term strategies for managing GBV cases

Beyond first reactions, companies and sports organisations have to put long-term policies in place to help survivors and stop recurrence, while adapting existing ideas to fit their needs:

- **Continuous support services:** Establish partnerships with legal aid organisations, medical services, and counseling providers to ensure survivors have ongoing access to these resources.
- **Discreet and objective investigations:** Develop protocols for conducting investigations that are discreet, objective, and respectful of survivors' privacy and ensure that all parties involved understand the process and its importance.
- **Policy updates and evaluations:** Regularly review and update organisational policies based on new research, survivor feedback, and changing guidelines. Also, make sure to perform regular internal evaluations that will lead to updates in existing processes.
- **Collaboration with advocacy groups:** Engage with external advocacy groups and experts to stay informed about best practices in GBV prevention and response. This collaboration can help refine policies and training programmes.
- **Feedback mechanisms:** Establish feedback channels for survivors to share their experiences with the response process to use this feedback to improve organisational responses over time. Example of feedback mechanisms: [Tool 5 | Women-centered Complaint Feedback Mechanisms \(CFM\) Tip Sheet | Gender-Based Violence Area of Responsibility, TIPS FOR DESIGNING & IMPLEMENTING GENDER-SENSITIVE FEEDBACK & COMPLAINT MECHANISMS](#)

Building a culture of accountability and inclusion

Dealing with GBV in sports calls for consistent work towards a culture built on inclusivity, respect, and responsibility. Including management, coaches, and athletes in well-organised initiatives helps all the stakeholders to be committed to transformation. Open talks on gender equality combined with continuous education help to establish settings in which everyone feels valued and safe.

Athletes can compete and train in environments free from violence and discrimination by including GBV prevention measures in their daily activities of sports groups. Beyond reactive solutions, addressing GBV calls for proactive prevention and education to have a long-lasting effect. The sports community can propel significant change in eradicating GBV and promoting a culture of respect and safety by means of a dedication to collaboration, awareness, and advocacy (Our Watch, 2015).

A major part of cultural transformation also is building systems of responsibility that reward good behaviour and discourage negative actions. Long-term sustainability and significant advancement depend on encouraging reporting, building support systems, and routinely assessing GBV preventive initiatives. Through continuous education, policy development, and inclusive leadership, the sports community can become a beacon of safety, respect, and gender equality.

- **Open conversations on gender equality:** Organise regular team discussions or workshops on gender equality, GBV prevention, and respect. These sessions should be interactive and include real-life case studies.
- **Restorative circles:** Sit in a circle with a talking piece that permits the person holding it to speak and the other group members to listen to them. Use guiding questions to support participants to open up about concerns and personal experiences and work together to co-develop solutions.
 - Guiding questions for the Restorative circles:
 - What is one word that describes how you're feeling right now?
 - Can you share an experience that has been challenging for you recently?
 - How has this situation affected you emotionally, mentally, or physically?
 - What actions can we take, individually or as a group, to address this issue?
 - What is one step you can commit to after leaving this space?
- **Dialogic Literary Gatherings:** Use literature that talks about equality and perform interactive and inclusive discussions. Participants, regardless of their educational background, read and reflect on selected texts, engaging in open and respectful dialogue, while co-creating meaning.

Example: “Mentor the mentee: a programme run by peers”

As previously elaborated, the “Mentor the Mentee” initiative is a successful tactic for creating a respectful and secure environment in sports. Through this programme, younger athletes are paired with more seasoned, older athletes to foster a partnership centred on support, guidance, gender equality, and GBV awareness. The programme ensures that young athletes learn from their peers in a controlled, supportive setting, serving as a preventative measure as well as a tool for developing leaders.

Every young athlete (mentee) in the “Mentor the Mentee” programme is partnered with a senior athlete (mentor) from their team or sports community in a one-on-one mentorship format. Before being paired with a mentee, mentors receive specialised training in GBV prevention, leadership, and active listening. [Bystander intervention techniques](#), [gender inclusion in sports](#), [identifying early warning signs of harassment](#), and encouraging candid discussions about GBV are among the training themes.

Every two weeks, mentors and mentees get together to talk about personal and athletic struggles, develop leadership abilities, and consider gender-related factors in sports. In addition to offering direction and emotional support, the mentor makes sure the mentee has a reliable person to confide in about any uncomfortable encounters involving prejudice or GBV. As role models, mentors are urged to emphasise the value of equality, respect, and safe sports conditions.

Conversations and activities

Every mentorship session consists of planned conversations and exercises meant to encourage accountability and inclusivity. Among the tasks, the participants will find:

- **Scenario-based learning:** The mentor and mentee examine actual GBV case studies and talk about how to react in various circumstances, like observing harassment or helping a teammate who has been harmed.
- **Establishing goals for safe sport culture:** The mentor and mentee establish individual and group objectives to foster a more welcoming atmosphere, including denouncing sexist remarks or pushing for more gender representation in positions of leadership.
- **Confidential check-ins:** Mentors encourage their mentees to talk candidly about any safety issues or discriminatory practices they have seen by asking open-ended questions about their experiences participating in sports.
 - Examples of open-ended questions:
 - Can you tell me about your overall experience in your sports environment?
 - Have you ever felt uncomfortable or unsafe in a sports setting? What happened?
 - What are some positive and negative experiences you've had as an athlete?
 - Are there situations in your sport where you feel pressured to do something that makes you uncomfortable?
 - Have you ever heard or been affected by comments that felt disrespectful or hurtful?

By implementing this mentorship model in sports organisations, athletes create an atmosphere of empowerment, respect, and trust while gaining proactive allies in the fight against GBV. In addition to helping young athletes develop their leadership abilities, this programme fosters a sense of shared accountability for advancing gender equality and protecting all athletes.

Empowering coaches to prevent and address GBV in sports

Coaches significantly shape the culture of sports teams, ensuring the avoidance and proper handling of GBV. This programme is designed to provide coaches with the tools and knowledge they need to establish a polite, inclusive, and safe athletic environment. This activity will help coaches to spot GBV, build confidence with athletes, and implement preventative actions aimed at addressing negative behaviours before they become more widespread by way of a practical, discussion-based session. The coach will leave the programme more qualified to promote a zero-tolerance culture for GBV inside their teams by means of real-world case studies, role-playing exercises, and team-building activities.

Structure of the activity

This interactive, 90-minute workshop is divided into three sections (30 minutes each):

- Recognising and understanding GBV in sports
- Creating a culture of respect and safety intervention, and
- Response: The role of coaches

Coaches will engage in small-group discussions, role-play scenarios, and guided reflections to apply these lessons in practical, real-life coaching situations.

1. Recognising and understanding GBV in sports

The objective of this session is to help coaches identify different forms of GBV and understand how they manifest in sports settings.

The coaches are presented with three real or hypothetical case studies illustrating different forms of GBV in sports. Examples may include a female athlete being harassed by a male teammate in the locker room; a young male athlete experiencing coercion from a senior coach; and online abuse and harassment directed at women and gender-diverse athletes. In small groups, coaches analyse their assigned case and discuss:

- What behaviours are problematic in the scenario?
- What are the potential long-term consequences for the athlete?
- How could the situation have been prevented?
- What actions should a responsible coach take in response?

After 15 minutes, groups share their key takeaways with the entire workshop, and a facilitator leads a discussion on the warning signs of GBV and the responsibility of coaches in addressing it. Relevant information can be found in the present chapter of the toolkit.

Guiding questions for discussion:

- How do these behaviours constitute GBV?
- What are the immediate effects on the athlete's well-being and performance?
- What role do bystanders (teammates, fellow coaches, sports organisations) play in preventing and addressing GBV?
- What proactive steps can coaches take to foster a safe and inclusive environment?
- How can sports organisations create stronger reporting and support mechanisms?

2. Establishing an objective of safety and respect in culture

"The Culture We Build" challenge. Every coach has two pieces of poster paper. On one hand, they list aspects of their team's present culture that advance safety and respect. On the second, they enumerate any actions, customs, or team rules that can unwittingly support negative stereotypes of gender inequalities. After considering their team settings, coaches pair together and generate specific, doable ideas to enhance team culture, such as defining explicit team expectations on language and behaviour. Examples may include encouragement of bystander intervention, using anonymous reporting systems and other ideas found in the present chapter. This exercise promotes responsibility and self-awareness, therefore assuring that coaches actively pursue a sports environment free of risk.

3. Intervention and response: Coach responsibility

As soon as coaches learn about or witness GBV incidents, give them the assurance they need to take immediate action.

Role-playing "The correct reaction": Match coaches with different real-life situations in which they have to react to an athlete confiding in them about a GBV-related problem. Scenes could consist of:

- A teenage athlete may allege that a veteran athlete has been using inappropriate language.
- A young female athlete confided in me that she feels threatened around a specific staff member.
- A male athlete reports experiencing harassment but expresses concern about withdrawing due to the associated stigma.

Participants need to make sure to:

- Use survivor-centred techniques, such as active listening, empathy, and concern, for their responses.
- Reduce victim-blaming to enable the athlete to feel supported.
- Acting rightly—that is, professionally and precisely outlining next actions.

Following every role-play, participants consider their management of the scenario, what they found difficult, and how they might respond differently in real life. Every coach pledges three practical improvements they will implement in their team environment at the end of the training. This might involve:

- Starting weekly check-ins aimed at encouraging honest communication.
- Encouraging guest speakers to address respect and gender equality.
- A disciplined reporting structure inside the team.
- Organisations providing follow-up assistance, extra training courses, and internet resources to guarantee long-term impact and allow coaches to be supported in their capacity as leaders and guardians of sports safety.

This curriculum guarantees that coaches equipped with useful knowledge and intervention skills become proactive allies in the battle against GBV, thereby fostering a culture whereby every athlete feels valued, protected, and empowered.

Reading materials

GBV materials

1. **European Institute for Gender Equality (EIGE):** Explore a comprehensive collection of resources (toolkits, guides, research, videos, etc.) dedicated to addressing GBV. **Target groups:** Policy Makers & Government Officials, Gender Equality Practitioners & Experts, Researchers & Academics, Non-Governmental Organisations (NGOs) & Advocacy Groups.

[Access resources here](#) | [Youtube channel \(with videos, keynotes, debates...\)](#)

2. **Sentry Project:** This initiative focuses on combating discrimination in sports. It offers a practical training tool for grassroots organisations and a detailed toolkit. **Target groups:** Sports Organisations

& Federations, Coaches & Trainers, Athletes (Professional & Grassroots Levels), Policy Makers & Governing Bodies in Sports, NGOs & Advocacy Groups Focused on Inclusion and Anti-Discrimination.

[Training Tool](#) | [Toolkit](#)

3. **Council of Europe:** Gain a foundational understanding of GBV through their concise explanation of the topic. **Target groups:** Policy Makers & Government Officials, Legal & Law Enforcement Professionals, Educators & Researchers in Gender Studies, Non-Governmental Organisations (NGOs) & Advocacy Groups, Social Workers & Support Services for Victims.

[Learn more here:](#) Council of Europe. (n.d.). *What is gender-based violence?* Retrieved [31-01-2025], from <https://www.coe.int/en/web/gender-matters/what-is-gender-based-violence>

4. **Broken Trust Film:** A powerful documentary that amplifies the voices of survivors of abuse in sports. The film sheds light on systemic issues, the impact on athletes, and what can be done to prevent abuse.

[Watch the documentary](#) (fee required): Yesko, J. (Director). (2020). *Broken Trust: Athlete Abuse Exposed* [Film]. Baxter World Media. Available at <https://www.brokentrustfilm.com/>

5. **European Commission Study:** A detailed analysis of GBV in sports, highlighting its prevalence and challenges. **Target groups:** Policy Makers & Government Officials in Sports and Gender Equality, Sports Organisations & Federations, Coaches & Trainers, Athletes (Professional & Amateur, including Youth Athletes), Non-Governmental Organisations (NGOs) Focused on Gender Equality & Athlete Protection.

[Access the study:](#) Mergaert, L., Arnaut, C., Vertommen, T., & Lang, M. (2016). *Study on gender based violence in sport*.

6. **International Olympic Committee (IOC):** Offers insights into addressing issues like homophobia, sexual harassment, and abuse in sports. Includes examples, case studies and practical approaches. **Target groups:** Athletes (Professional & Amateur), Coaches & Trainers, Sports Organisations & Federations, Medical & Mental Health Professionals in Sports, Parents & Guardians of Young Athletes, Advocacy Groups Focused on Athlete Protection & Safety.

[IOC Safe Sport Resources:](#) **International Olympic Committee.** (n.d.). *Sexual harassment and abuse in sport*. Retrieved [31-01-2025], from <https://www.olympics.com/ioc/safe-sport/sexual-harassment-and-abuse>

7. **Research on GBV in Sports:** Scientific article that explores the prevalence of GBV in sports through an academic lens. **Target groups:** Researchers & Academics in Sports and Gender Studies, Policy Makers & Government Officials in Sports and Gender Equality, Sports Organisations & Federations, Coaches & Trainers, Athletes (Professional & Amateur).

[European Journal for Sport and Society:](#) Lang, M., Mergaert, L., Arnaut, C., & Vertommen, T. (2023). Gender-based violence in sport: prevalence and problems. *European Journal for Sport and Society*, 20(1), 57-78.

8. **Gender-Based Violence in Children's Sports:** A book that focuses on the examination of GBV in youth sports settings. **Target groups:** Researchers & Academics in Sports and Gender Studies, Policy Makers & Government Officials in Child Protection & Sports, Coaches & Trainers Working with Youth Athletes, Non-Governmental Organisations (NGOs) Focused on Child Welfare & Athlete Protection, Parents & Guardians of Young Athletes.

Access the resource: Kerr, G. (2023). *Gender-based violence in children's sport* (p. 171). Taylor & Francis.

Materials on Gender Equality

1. **GAP Women Project:** Offers resources and an online course platform designed for promoting gender equality in sports. **Target groups:** adult women aged 18-50, including ones from groups at risk of social exclusion, organisations, federations, clubs and public authorities

Explore resources | Online Course

1a. Explore their **webinar “Keeping Girls in Sport”** focused on strategies to keep girls engaged in sports.

View the webinar: **GAP Women Project.** (2024, January 23). *Keeping girls in sport [Webinar]*. YouTube. <https://www.youtube.com/watch?v=8T1R2rYak2g>

2. **EU Gender Equality Toolkit:** Tailored for decision-makers, policy officers, and trainers to integrate gender equality in sports. **Target groups:** Decision makers from public authorities responsible for sport and from sporting organisations (at national, regional and local level), policy officers/operational managers from public authorities responsible for sport and from sporting organisations and trainers in gender equality/gender mainstreaming in sport.

Toolkit Details: **Council of Europe.** (2019). *ALL IN toolkit: How to make an impact on gender equality in sport*. Retrieved [31-01-2025], from <https://rm.coe.int/all-in-toolkit-how-to-make-an-impact-on-gender-equality-in-sport-all-y/1680989ab2>

3. **EIGE Toolkits and Guides:** A collection of step-by-step resources for mainstreaming gender equality. **Target groups:** Policy Makers & Government Officials, Gender Equality Practitioners & Experts, Researchers & Academics in Gender Studies, Non-Governmental Organisations (NGOs) & Advocacy Groups, Businesses & Employers Focused on Gender Equality, Educators & Trainers in Gender Mainstreaming.

Access toolkits | Step-by-Step Guides

4. **#WomenInSport Collection:** A comprehensive hub for initiatives, tools, and research promoting gender equality in sports. **Target groups:** Sports Professionals & Organisations, Athletes & Women in Sport, Policy Makers & Advocates, Educators & Researchers, Media & Campaigners.

Explore the collection: **International Sport and Culture Association (ISCA).** (n.d.). *#WomenInSport collection*. Retrieved [31-01-2025], from: <https://womeninsport.isca.org/collection/>

5. **The Game Changers Podcast:** A podcast featuring inspiring stories from groundbreaker women in sport. Hosted by Sue Anstiss. Along with openly sharing their historic careers, what drives them and how they've dealt with tough challenges, each episode explores key issues for equality in sport and beyond. **Target groups:** Aspiring & Professional Female Athletes, Sports Industry Professionals & Leaders, Advocates for Women in Sport, Educators & Researchers, General Sports Enthusiasts.

Listen to the podcast: **Anstiss, S.** (Host). (n.d.). *The Game Changers* [Podcast]. Fearless Women. Retrieved [31-01-2025], from: <https://www.fearlesswomen.co.uk/thegamechangers>

6. Media Coverage and Female Athletes documentary: It delves into the significant disparity in media representation between male and female athletes. It features insights from media scholars, award-winning coaches, and female athletes at various levels, including collegiate, Olympic, and professional sports. **Target groups:** Athletes (Professional & Amateur, Especially Female Athletes), Media & Journalists Covering Sports and Gender Representation, Sports Organisations & Federations, Advocacy Groups & NGOs Focused on Gender Equality in Sports

Watch the documentary: Tucker Center for Research on Girls & Women in Sport. (2013). *Media coverage and female athletes* [Documentary]. Twin Cities Public Television. Retrieved [31-01-2025], from: <https://www.youtube.com/watch?app=desktop&v=eUaZ9gTxcDU&t=923s>

Materials on the Psychology of Sports

GBV in sports not only disrupts the immediate performance and focus of athletes but also leaves long-term scars. Adverse experiences, particularly during formative years, can lead to cognitive challenges, academic struggles, and behavioural issues. These may manifest as antisocial behaviour, maladaptive self-perceptions, or underdeveloped communication and problem-solving skills. The psychological toll includes an elevated risk of depression, social anxiety, and post-traumatic stress disorder (PTSD). (Gretcher, 2023).

1. Routledge Handbook of Athlete Welfare: A comprehensive guide to athlete well-being, **target groups:** Researchers & Academics in Sports Science, Psychology, and Athlete Welfare, Sports Organisations & Governing Bodies Focused on Athlete Well-Being, Coaches & Trainers in Competitive & Youth Sports, Mental Health & Medical Professionals Working with Athletes and Athletes (Professional, Amateur & Youth) Seeking Support & Awareness on Welfare Issues.

Download the book: Lang, M. (Ed.). (2021). *Routledge handbook of athlete welfare*. London: Routledge.

2. Emotional Abuse in Sports: Research into the ecological and transactional factors in coach-athlete relationships. **Target groups:** Researchers & Academics in Sports Psychology & Athlete Well-Being, Coaches & Trainers in Competitive & Youth Sports, Sports Organisations & Federations Focused on Athlete Protection, Athletes (Professional, Amateur & Youth, Especially Female Athletes), Mental Health & Safeguarding Professionals in Sports.

Emotional abuse in coach-athlete relationships: Stirling, A. E., & Kerr, G. A. (2014). Initiating and sustaining emotional abuse in the coach–athlete relationship: An ecological transactional model of vulnerability. *Journal of Aggression, Maltreatment & Trauma*, 23(2), 116-135.

Elite Female Swimmers' Experiences: Stirling, A. E., & Kerr, G. A. (2007). Elite female swimmers' experiences of emotional abuse across time. *Journal of Emotional Abuse*, 7, 89–113.

3. Gymnasts for Change: A platform offering mental health resources for gymnasts, including books, films, podcasts, and research. **Target groups:** Athletes (Professional, Amateur & Youth), Coaches & Trainers, Sports Organisations & Federations, Mental Health & Medical Professionals in Sports, Researchers & Academics in Sports Psychology & Athlete Well-Being.

Visit the platform: **Gymnasts for Change.** (n.d.). *Advocating for safer and more ethical gymnastics.* Retrieved [31-01-2025], from <https://www.gymnastsforchange.com>

4. **Podcast - Thierry Henry:** Insights from the elite athlete on mental health challenges in sports. **Target groups:** Athletes (Professional, Amateur & Youth), Coaches & Trainers, Sports Organisations & Federations, Mental Health & Medical Professionals in Sports, Researchers & Academics in Sports Psychology & Athlete Well-Being.

Listen here: **Henry, T.** (Guest). (2022, May 24). *Thierry Henry on mental health in elite sports* [Video podcast]. The Diary of a CEO with Steven Bartlett. YouTube. Retrieved [31-01-2025], from: <https://www.youtube.com/watch?v=aivpDPCP7Q8>

5. **Documentaries on Athletes Mental Health. Target groups:** Athletes (Professional, Amateur & Youth), Coaches & Trainers, Sports Organisations & Federations, Mental Health & Medical Professionals in Sports, Researchers & Academics in Sports Psychology & Athlete Well-Being. **Headstrong: Mental Health and Sports - NBC Sports Documentary:** A compelling documentary that delves into the mental health challenges faced by athletes across different sports. Featuring personal stories from athletes and experts, it highlights the stigma surrounding mental health in sports and the importance of seeking support.

Watch the documentary: **NBC Sports.** (2018, November 21). *Headstrong: Mental health and sports* [Documentary]. Retrieved [31-01-2025], from: <https://www.youtube.com/watch?v=6r-ghZLTYFk>

6. **The Weight of Gold: Mental Health Challenges of Olympic Athletes:** A powerful documentary exploring the mental health struggles faced by Olympic athletes. Featuring firsthand accounts from elite competitors, it sheds light on the immense pressures of high-performance sports and the lack of support available to athletes once the competition ends.

Watch the documentary: **Phelps, M. (Executive Producer).** (2020). *The weight of gold: Mental health challenges of Olympic athletes* [Documentary film]. Retrieved [31-01-2025], from: <https://www.youtube.com/watch?v=jsyrTntiWJQ>

7. **Perfection: Mental Health in College Athletes:** A thought-provoking film exploring the intense pressures faced by college athletes and the impact on their mental health. Through powerful personal stories, the documentary highlights the struggles with anxiety, depression, and the pursuit of perfection in collegiate sports.

Watch the documentary: Ashley Macfarlane. (2023, December 9.). *Perfection: Mental health in college athletes* [Video]. YouTube. Retrieved [31-01-2025], from https://www.youtube.com/watch?v=kSlmYqXJ_kk

8. **The Silent Battle:** Mental Health & Addiction in Pro Sport: An eye-opening documentary that explores the mental health struggles and addiction issues faced by professional athletes. Former Olympic gymnast Nile Wilson shares his personal journey, shedding light on the hidden battles athletes endure beyond their physical performance.

Watch the documentary: Wilson, N. (2020, January 19). *The silent battle: Mental health & addiction in pro sport* [Documentary]. Retrieved [31-01-2025], from: <https://www.youtube.com/watch?v=UT-DTlzQ588>

Self-Assessment Surveys

Section 1: Understanding Gender-Based Violence (GBV) in Sport

This self-assessment is designed to help sports professionals reflect on their knowledge, attitudes and practices related to GBV and gender equality in sport. Through this series of reflection questions, you will have the opportunity to assess your understanding, identify areas for growth and explore ways to strengthen your role in preventing GBV. By engaging in this process, you will develop greater self-awareness and gain valuable insights into your strengths and areas for improvement.

Reflect on your knowledge of GBV by answering the following questions:

SECTION 1 – Understanding Gender-Based Violence in Sport	
1. Do you feel confident in identifying different forms of GBV (e.g. harassment, abuse, exclusion)?	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No

2. How familiar are you with the root causes of GBV, such as gender norms and power imbalances?	<input type="radio"/> Very familiar <input type="radio"/> Somewhat familiar <input type="radio"/> Not familiar
3. Is it possible to identify examples of GBV that may occur in a sports context?	<input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely/Never
4. Are you aware of the impact group violence can have on athletes, teams and sports communities?	<input type="radio"/> Very aware <input type="radio"/> Fairly aware <input type="radio"/> Not aware
5. Do you understand the role of bystanders in preventing group violence in sport?	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No
6. Do you think GBV is a significant problem in your sports community?	<input type="radio"/> Strongly agree <input type="radio"/> Somewhat agree <input type="radio"/> Disagree
7. How informed are you about the mechanisms for reporting incidents of GBV in sport?	<input type="radio"/> Very informed <input type="radio"/> Fairly informed <input type="radio"/> Not informed
8. Do you feel comfortable discussing GBV-related topics with your teammates or team members?	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No
9. Are you aware of the link between gender equality and GBV prevention in sport?	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No
10. Do you feel prepared to act if you witness or become aware of GBV in a sporting context?	<input type="radio"/> Yes <input type="radio"/> In some way <input type="radio"/> No

Section 2: Reflection on Gender Equality in Sport

Evaluate your own attitudes and practices related to gender equality in your sporting environment:

SECTION 2 – Reflection on Gender Equality in Sport	
1. Do you actively challenge gender stereotypes in your sports community (e.g. 'male' versus 'female' sports)?	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Rarely
2. Do you believe that all genders should have the same opportunities to play sports?	<input type="radio"/> Strongly agree <input type="radio"/> Somewhat agree <input type="radio"/> Disagree

3. How often do you consider intersectionality (e.g. ethnicity, gender, class) when addressing inequalities in sport?	<input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely/None
4. Are policies in place in your organisation to ensure gender inclusivity?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Uncertain
5. Do you ensure that your language and behaviour in sporting contexts are gender inclusive?	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Rarely
6. Are you familiar with the concept of gender as a spectrum (non-binary)?	<input type="radio"/> Very familiar <input type="radio"/> Some familiarity <input type="radio"/> Not familiar
7. How often do you support gender diversity in leadership positions within sport?	<input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely/Never
8. Do you think that gender equality efforts benefit all participants in sport, not just women?	<input type="radio"/> Agree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Disagree
9. How confident are you in your ability to create an inclusive environment for non-binary and transgender participants?	<input type="radio"/> Very confident <input type="radio"/> Somewhat confident <input type="radio"/> Not confident
10. Do you feel that your sports organisation is committed to promoting gender equality?	<input type="radio"/> Yes <input type="radio"/> To some extent <input type="radio"/> No

Section 3: Taking responsibility for preventing GBV

Reflect on your actions and strategies to actively prevent GBV in your role:

SECTION 3 – Taking responsibility for preventing GBV	
1. Do you participate in training programmes on GBV prevention and response?	<input type="radio"/> Yes <input type="radio"/> Sometimes <input type="radio"/> No
2. How often do you address or report discriminatory behaviour or language in your sporting environment?	<input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Rarely/Never
3. Are you familiar with the policies and protocols for dealing with GBV incidents in your organisation?	<input type="radio"/> Very familiar <input type="radio"/> Somewhat familiar <input type="radio"/> Not familiar

4. How proactive are you in promoting a culture of respect and safety within your team or organisation?	<input type="radio"/> Very proactive <input type="radio"/> Somewhat proactive <input type="radio"/> Not proactive
5. Do you encourage an open dialogue on GBV and gender equality within your sports community?	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Rarely/Never
6. Do you work to empower others (athletes, staff, etc.) to recognise and prevent GBV in sport?	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Rarely/Never
7. Do you take action when you witness behaviour that may contribute to GBV in your sporting environment?	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Rarely/Never
8. Have you contributed to creating or improving policies that address GBV in your organisation?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not applicable
9. How confident are you in your ability to intervene in situations where GBV might occur?	<input type="radio"/> Very confident <input type="radio"/> Somewhat confident <input type="radio"/> Not confident
10. Are you committed to continuously learning and improving your knowledge of GBV prevention?	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No

Conclusion

This Toolkit serves as a foundational resource for sports professionals to prevent, recognise, and address GBV in and through sports. By fostering critical discussions, implementing structured activities, and utilising best practices, stakeholders can create safer, more inclusive environments for all. Through collaboration and continued advocacy, the sports community can become a powerful force for positive change in addressing GBV.

The Toolkit for Sports Professionals on GBV and Sports is a vital resource designed to inspire meaningful change in the sporting world by addressing the pervasive issue of GBV. It emphasises the transformative power of sports in promoting inclusion, equality, and respect while equipping professionals with the knowledge, tools, and strategies to prevent and respond to GBV effectively.



<https://trektidings.com/is-hiking-a-sport-or-hobby/>

Reinforcing the Role of Sports Professionals

Sports professionals such as coaches, trainers, administrators, and athletes are uniquely positioned to influence behaviours and shape positive norms both on and off the field. The toolkit highlights the significant responsibility these individuals hold in challenging harmful stereotypes, fostering safe spaces, and ensuring that sports environments are free from violence, harassment, and discrimination. By adopting the practices outlined in the toolkit, sports professionals can lead by example, modelling values of fairness, equity, and accountability.

A Comprehensive Approach to Addressing GBV

The Toolkit offers a holistic framework that encompasses three critical areas of intervention:

Prevention:

- Raising awareness about GBV and its manifestations in sports, including harassment, abuse, discrimination, and harmful gender norms.
- Providing education and training to athletes, staff, and stakeholders to identify and challenge behaviours that perpetuate inequality and violence.

Response:

- Offering clear guidance on how to report, address, and manage cases of GBV in sports settings.
- Promoting survivor-centred approaches to ensure the safety, dignity, and well-being of individuals affected by GBV.

Cultural Transformation:

- Advocating for systemic changes to policies, practices, and attitudes within sports organisations to foster a culture of respect and inclusion.
- Encouraging the adoption of codes of conduct, gender-sensitive policies, and inclusive leadership structures.

Empowering Change Through Collaboration

The Toolkit emphasises the importance of collaboration among key stakeholders, including sports organisations, educational institutions, advocacy groups, and policymakers. Addressing GBV in sports requires a collective effort to dismantle barriers and establish a unified commitment to equity and

safety. By working together, sports professionals and their allies can drive impactful initiatives and amplify the voices of underrepresented and marginalised communities.

Inspiring a Vision for the Future

At its core, this Toolkit envisions a future where sports become a beacon of empowerment and equality, transcending boundaries of gender, identity, and background. It aspires to transform sports into an environment where every participant can thrive in safety, pursue excellence without fear, and embrace the values of diversity and mutual respect.

Through the tools and strategies provided, sports professionals are not only equipped to address immediate challenges but also to lead long-term efforts to redefine the culture of sports. This work is not just about preventing harm—it is about fostering a legacy of equity and inclusion that will benefit generations to come.



<https://activities4streetwork.com/en/activities/28>

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