

CHILD SEXUAL ABUSE STAYS OFFSIDE

#AbuseStaysOffside



Activity Guide

for the prevention of child sexual abuse
for coaches and physical education teachers

CONSEJO SUPERIOR DE DEPORTES | SPANISH HIGH COUNCIL FOR SPORT

AGES
3 - 6





**Activity Guide for the prevention of child sexual abuse
for coaches and physical education teachers**
CONSEJO SUPERIOR DE DEPORTES | SPANISH HIGH COUNCIL FOR SPORT

Campaign for the prevention and detection of child sexual abuse in sports

PROMOTED BY



IN COLLABORATION WITH



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• **INTRODUCTION:**

This guide is a part of the Campaign “Child Sexual Abuse Stays Offside”, aimed at the prevention and detection of sexual abuse of children and adolescents in sports. The Campaign has been promoted and financed by the *Consejo Superior de Deportes* (Spanish High Council for Sport), together with the *Fundación Deporte Joven*, a Spanish Foundation that helps improve the lives of children and youth through sports, and the collaboration of the UNICEF Spanish Committee.

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• **OBJECTIVES:**

The objectives of this campaign are:

1. *To raise awareness, train and inform the target population (and through them, children, adolescents and families) of the severity of sexual abuse in sports, based on the legal framework defined by the Council of Europe Convention on Protection of Children against Sexual Exploitation and Sexual Abuse (Lanzarote Convention).*
2. *To define a list of ten key ideas for children and adolescents that will help them understand the boundaries that need to be respected to prevent abuse, as well as tips on what to do at the first signs.*
3. *To propose a series of activities to be carried out with children and adolescents so that, through simple games, they can internalise the concepts described in the above list.*
4. *To establish quality standards to be met by sports facilities in order to hinder the emergence of abuse, creating safe environments for sports practice for children and adolescents.*

• **TARGET POPULATION:**

This Guide is aimed at coaches and physical education teachers who work with children aged 3 to 6.

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WHY A GUIDE FOR THE PREVENTION OF CHILD SEXUAL ABUSE IN SPORTS?

Child sexual abuse is a very serious problem that affects children and adolescents of all ages. It is the responsibility of all adults to prevent sexual abuse, that is why it should be addressed by everyone, also in the world of sports. This Campaign means to provide tools for efficient prevention with children in sports.

Child sexual abuse is one of the worst violations of rights. This abuse is proof that the environment which should have been protective has failed, and that is why efficient actions are so important to prevent and detect it as soon as possible.

The general data on child and adolescent populations indicate that **around 20% of children and adolescents suffer some form of sexual violence before the age of 18** (Campaign **“One in Five”** of the Council of Europe¹). In the world of sports, there could be specific risk situations of sexual abuse: abuse of power by coaches, other professionals or athletes, or even other children or adolescents; trips, concentrations and competitions without family supervision; loss of boundaries regarding physical contact...

Therefore, it is necessary to work on this topic with children and adolescents, so that, together with the other values they learn in sports, they can become emotionally stronger, and know how to identify and face any risk situation they may experience.

This project includes the following materials:

- Guides to work on prevention directly in sports with children and adolescents in the various stages: from 3 to 6 (preschool), from 7 to 12 (primary education) and from 13 to 17 (adolescence). This is one of these guides.
- A guide for the detection of child sexual abuse in sports, aimed at professionals.
- A list of quality standards that sports facilities must meet in order to be safe environments.

The core objective of this prevention guide is to help all professionals in the world of sports to promote safe sport values and use them to ensure the children and adolescents they work with are protected.

¹ <https://www.coe.int/t/dg3/children/1in5/>

WHAT IS CHILD SEXUAL ABUSE?

The World Health Organisation defines violence against children as *“the intentional use of physical force or power, threatened or actual, against a child, by another person or a group that either results in, or has a high likelihood of resulting in actual or potential harm to the child’s health, survival, development or dignity.”*

And within the various forms there are of violence, the World Health Organisation defines sexual violence as *“any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.”*

The Lanzarote Convention², ratified by Spain, specifies that sexual abuse is considered *“engaging in sexual activities with a child under the age of 16”* (Article 18.1.a), except when these are *“consensual activities between minors”* (Article 18.3), or *“engaging in sexual activities with a child where: use is made of coercion, force or threats; or abuse is made of a recognised position of trust, authority or influence over the child, including within the family; or abuse is made of a particularly vulnerable situation of the child, notably because of a mental or physical disability or a situation of dependence”* (Article 18.1.b). In Spain, therefore, the following are offences, with prison sentences ranging from 2 to 15 years:

- Any sexual relation engaged by an adult with a child or adolescent under the age of 16.
- Any relation engaged by an adult with adolescents aged 16 to 18 from a situation of power.

That is why prevention and protection against child sexual abuse are legal obligations, not “optional” tasks.

Therefore, child sexual abuse includes acts that range from jokes to sexual advances, exhibitionism, voyeurism, showing or producing pornography and other acts without physical contact up to those with physical contact: kisses or caresses with sexual connotations, having the child come into contact with another person’s genitals or touching their genitals, mutual masturbation, up to penetration (oral, vaginal or anal).

There are many false ideas regarding this problem, which are deeply entrenched in society, families and professionals, and hinder the detection of cases when they occur. The most important ones are shown in the following table.

See table ►

²Convention 201 of the Council of Europe for the Protection of Children against Sexual Exploitation and Sexual Abuse of 2007: <https://www.coe.int/en/web/children/convention>
In Spain, Instrument of Ratification of 12/03/2009, and published in the BOE [Official Gazette] number 274, of 12/11/2010, BOE-A-2010-17392.

MYTHS	FACTS
<i>“Child sexual abuse is infrequent, only the cases that appear in the news.”</i>	Statistics reveal that one in five children and adolescents has suffered sexual violence before the age of 18.
<i>“Sexual abuse consists of adult men who abuse small girls.”</i>	There are victims of both sexes : boys and girls, male and female adolescents. And perpetrators can be both male and female (although they are mostly men, there are also women who abuse), and sometimes also children and adolescents of both genders.
<i>“Those who sexually abuse children and adolescents are strange, weird people who inspire distrust and abuse by force.”</i>	Those who sexually abuse children and adolescents build up a false image of kindness and friendliness, and work on gaining the trust of children and adolescents, their families and professionals in the environment. Around 85% of perpetrators are people who are loved and respected by the children and adolescents (data from the Campaign “One in Five” of the Council of Europe).
<i>“Child sexual abuse leaves such evident signs that any person could quickly identify them.”</i>	Except for a few very obvious consequences (unwanted pregnancies or sexually transmitted diseases), children or adolescents may conceal or even hide abuse due to shame, guilt or fear of retaliation.
<i>“In sports there must be less child sexual abuse, because it would be noticeable on the performance of children and adolescents.”</i>	Although in some cases sexual abuse has immediate consequences on performance, the sports culture that coping with pain is a part of being a better athlete means that many children and adolescents can live with abuse for a long time without showing any evident signs (there are always indirect consequences, but these are more difficult to detect).
<i>“If there is no physical violence, then there is no sexual abuse, because the child or adolescent is consenting.”</i>	Sexual abuse normally starts much before physical contact , by manipulating the child or adolescent so they will enter a web of silence (with gifts, bribery or inappropriate secrets), so by the time the physical part is reached, the child or adolescent does not know how to get out. They may remain silent out of fear, because threats and manipulation make them believe they cannot escape. Once their willpower is overridden, they are incapable of objecting, but this does not mean they are consenting. In Spain, a person under 16 does not have the legal capacity to consent to sexual relations, if they are aged 16 to 18, they cannot consent either if there is a relationship of power or authority from the person proposing sexual relations.

In the age group addressed in this Guide, 3 to 6 years olds, child sexual abuse and its prevention have specific characteristics. Given their stage of development, children these ages usually know very little about affectivesexual education, so if they experience abuse, they will probably lack the concepts or words to name it. In addition to this, they make take somebody's words literally (*"It's your fault", "This is our secret", "If you talk about it bad things will happen to you"*), so someone who abuses a child can have them remain silent for a long time. The prevention activities are aimed at educating on healthy boundaries (both for oneself and others) and to ask for help from a network of trusted adults.

In order to learn more about child sexual abuse, you can read the ***Guide for the detection of child sexual abuse in sports***, in this same Campaign, and the references cited therein.

KEY IDEAS FOR THE PREVENTION OF CHILD SEXUAL ABUSE IN SPORTS

This programme works on ten key ideas with the children. Examples are provided here of how to explain each one of them to children aged 3 to 6. It is not a matter of talking about them all at once, but rather of communicating the messages clearly in each activity, or when they ask about the posters or bookmarks.

Sports can give you many good things: friends, fun, health, satisfaction... With sports you learn how to respect the rules of the game, to work in a team, to share.

But when something happens while practising sports that makes you feel sad, worried or in pain, here are some tips to help you ask for help:



Always remember that...

1. Respect is the number one rule in sports

Always remember that respect is the most important ground rule in sports. You have the right to be respected, and it is your duty to respect others (coaches, referees, judges, other children...). Respect for someone is not submission. Just because somebody knows more about something than you do it doesn't mean they don't make mistakes at times. Some things are wrong, no matter who does them.

2. It's not your fault

If a grown-up or other child does something that makes you feel bad, it is not your fault. No one makes others treat them badly or hurt them.

Both boys and girls can suffer maltreatment. Don't think that because you are a boy it can't happen to you.

3. When somebody treats you badly and hurts you it is abuse (bad use) of power

The great majority of people would never hurt a boy or a girl. However, there are some grown-ups and children who treat other children badly. When somebody mistreats you it is because they are taking advantage and looking for the chance to do so: they deceive you, they promise you things, they give you gifts, they threaten you... and it's not easy to see.

You'll be able to detect the people who mean well because they will take care of you and respect you. They will not hurt you on purpose and they will love you just the same whether you win or lose. Someone who means well will not force you to do something they know is wrong or that could hurt you.

4. Every person has their own role

Whatever you achieve, is achieved by you, and you share it with whomever you like. Your coaches may be great, but they are not your family.

Don't accept praise or gifts behind the rest of your mates, or if aimed at humiliating others.

When you look inside you, don't forget that...

5. Your body is yours and you can say "No"

There is an important rule in life which is also applicable to sports: your body is yours. Every person can decide what kisses, hugs or caresses they want to give or be given. You can say "No." And you have to respect other people's "No."

For example:

- No one should change your clothes even if you are slower, or go into your shower or watch you while you wash or change clothes. There are body parts that nobody should touch unless you go to the doctor (and then your father or mother will be with you).
- If somebody needs to talk to you privately, they can lower their voice wherever you practice, there is no need to be alone with that person.
- No one can force you to kiss them, or touch their private body parts, which are the ones inside your underwear.

Remember that your body is important in life, but many people are embarrassed to talk about it. If there is anything that worries you, don't let embarrassment stop you from asking. Talk to your mother or father or to someone else you trust.

6. Some secrets can hurt you

There are “good secrets” that need to be kept (when somebody tells you they like someone, or when you are preparing a surprise party), and “bad secrets” which need to be told right away (when the secret makes you or another person feel bad, it hurts or entails something your mum or dad would never let you do). If anyone asks you to keep a bad secret, say no.

7. Sports should make you feel good

Sports should help you feel better (about your body, but also about your feelings and your thoughts). Effort is not the same as pain. There are pains that help us learn when to stop and say “No.”

Your body is your ally. Both with physical and emotional wounds, if you pretend it doesn’t hurt, the wound gets worse.

We want to protect you...

We want to protect you. Grown-ups should protect children. Your club, your federation, your school, your coach, your family and many other people should take steps to stop anyone from treating you badly and to help you if that happens.

We are working to improve those steps, but you too can help!

8. Don’t get cut off: participate in all the teams in your life

Participate in all the teams in your life (family, friends and school, as well as sports). Don’t lose contact with your family or your friends. Ask for your family to be allowed to watch you train and to be able to talk to them and your friends whenever you need to.

9. Talk, think, decide and don’t keep quiet

Ask and make them ask you. You have the right to have things explained and to express your opinion about that which affects you.

Don’t be afraid to say “No” or reject any offer if you really don’t feel comfortable about it. You have the right to tell others what you like and what you don’t like to do, or have done to you. That is not being rude.

10. And above all, take the first step: Ask for help!

Just as with a body injury, what makes you strong is talking about it and asking for help to get better. If someone makes you suffer, if someone is treating you badly, talk about it and ask for help. If a grown-up won’t listen to you or won’t believe you when you talk to them about a problem or a strange situation, find someone else: there are many people who want to help you and protect you.

For millions of children, sports means fun, health and friends. But not for others. **We want to be a big team to get rid of all the bad things in sports. And we want you in it! Your happiness is our biggest reward.**

ACTIVITIES

The following activities have been designed to work on each key idea with children aged 3 to 6. These are activities that can be carried out in any sports facilities and can be included in the warm-up exercises. Ideally, each key idea should be presented regularly, every week or every two weeks, depending on the frequency of training, and attention should be paid the rest of the time with reminders such as: “*Do you remember when we did this activity? How would it apply here?*”

Before conducting the activities, you must first inform the families. You can send the “Letter of Introduction for Families” together with the bookmarks with the key messages.

All activities can be facilitated by only one adult, but when there is another supporting person many more details can be perceived, such as group dynamics or individual responses that require further attention.

Some activities require some preparation, such as a list of sentences, or a “lucky bag”, or downloading material from the Internet, but it will not take more than a few minutes.

It is important to always end with a positive message, such as: “*We are here to protect you, ask us for help if you feel bad about something we have done today or mention it to me or another grown-up you trust.*” In this age group, we cannot offer a telephone number or Internet service, support needs to come from people with whom they have a direct relationship and they trust. However, it is necessary to know the children, adolescent and family helpline numbers to be able to provide guidance, if any cases are disclosed.

Finally, it is important to offer children the possibility of providing their own ideas, new rules or alternatives, as adapting to their interests and needs will help them grasp the ideas better and ask for help if necessary.

WHY DO WE FOLLOW RULES?

Duration:

15—20 minutes.

Resources

The usual space and resources for sports practice. A “lucky bag”: previously prepare an opaque bag with small pieces of paper or items (marbles, Lego pieces...) in two colours, in a ratio of three “I do follow the rules” to every “I don’t follow the rules.”

Objectives (messages worked on)

1 “Respect is the number one rule in sports”

Method:

1. Briefly explain Message 1: “Respect is the number one rule in sports.”
2. Discuss with the children what rules they have to follow to do their sport safely. It is important to be clear on which ones are particularly important in sports (those preventing injuries and dangerous situations).
3. Next, discuss with children what rules must be followed for sport to go well (for it to be fun, for competition to be fair, to know how to react...). The idea is to come to conclusions such as that rules provide clarity, a level playing field and the possibility of having fun.
4. Then explain the aim of the activity: *“Now take a piece of paper from the bag, whoever gets the red paper can skip rule X [wait your turn in the queue, be quiet, don’t touch the ball with your feet, or with your hands...], and those who get the green paper have to play by following all the rules.”* Probably the children who get the skip the rules paper will need further clarification, therefore give them more guidance.
5. Start the practice with a short match or exercises in which they have to interact a lot, making sure the agreed rule is not followed safely, and pay attention to the emotional reactions.
6. After a few minutes (before anyone gets seriously upset or fights start), gather the group again and ask them how they have felt, first those who followed the rules and then those who did not. Try to elicit the importance of following rules to enjoy sports.

7. Direct the discussion towards what other rules (whether written or not) need to be followed to have a good sport, trying to come to the conclusion that it is important to respect others (team members, referees or judges, opponents, spectators...) and that others respect us too. And if they are not being respected, children should ask for help.

Evaluation:

“How did you feel when you saw how important rules are? How did you feel when somebody did not follow the rules?”

Suggestions:

- You can do the activity a second time, with different people skipping the rules, to see how they feel when they know there are people who are going to break certain rules (see if they find solutions...).
- It is a good idea to select rules well so they can be broken without putting each sport at risk. For example: jumping the queue does not pose a special risk in football or basketball, but in swimming or gymnastics it could lead to dangerous falls; crawl swimming instead of breaststroke is not particularly risky in swimming, but running on all fours in handball could mean a risk of getting kicked in the head.
- To go into the key ideas in greater depth, you may ask the children to mention other rules they think are important, and also the ones they do not like or do not understand, both in sports and in life in general.



“WE FOLLOW THE UNDERWEAR RULE” AND “SAYING ‘NO’”

Duration

10—15 minutes.

Resources

The usual venue for sports practice and materials from the Council of Europe campaign to stop sexual violence against children “One in Five”. It can also be done in an area with a projector where the video can be played.

Objectives (messages worked on)

1 “Respect is the number one rule in sports”

2 “It’s not your fault”

5 “Your body is yours and you can say ‘No’”

10 “Ask for help”

Method

1. Remind them of Message 1: “Respect is the number one rule in sports”, and explain Message 5: “Your body is yours and you can say ‘No’.”

Part 1: “We follow The Underwear Rule”

2. Watch the video of *Kiko and the hand* once and discuss with the children, drawing their attention to The Underwear Rule: “*Nobody should touch you inside your underwear, except certain people to clean you (your mum or dad) or to cure you (doctor).*”

3. Watch the video again, this time drawing their attention to how Kiko says “No.”

Part 2: “Saying ‘No’”

4. Practice saying “No” as a group with questions aimed at making children laugh while they gain confidence in shouting “No”, such as: “*Do you want monkey brains for tea? Do you want me to pull your hair? Do you want me to scribble on your notebook?*”
5. Next, in a circle, each child can ask something from someone next to them, and that other child can say “No”, without having to explain. Example: ask them to shake your hand, to hug you, to give you a high five, to give you half of their snack, to let them stand in front of you in line...

³ <https://www.coe.int/en/web/children/kiko-and-the-hand>

Evaluation

“How did you feel when you said ‘No’? And what about when they said ‘No’ to you? Who would you like to say ‘No’ to in your life?” You can address other situations in which they would like to say “No” but they have not dared so far (being forced to kiss certain people, or some type of group hug or individual joke they do not like).

Suggestions

- You can conduct the activity with the various materials of the Council of Europe campaign “One in Five”, both the video and the story about *Kiko and the hand*. You can find both online in the official websites of the campaign³.
- If you cannot use the campaign materials, you can just explain the Underwear Rule and move directly to Part 2 of the activity.



THE PENDULUM

Duration

10—15 minutes.

Resources

The usual space and resources for sports practice.

Objectives (messages worked on)

3 “The right use of power”

7 “Sport should make you feel good: listen to your body”

8 “Don’t get cut off: participate in all the teams in your life”

Method

1. Explain the importance in our lives of being able to trust others, especially in sports (we trust the equipment will work properly, that people will follow the rules, that if anything bad happens to us somebody will take care of it...). That is why it is important to foster the relationships that take care of us, to avoid situations where they hurt us (Message 3: “When somebody treats you badly they are taking advantage and looking for the chance to do so”) and to stay in touch with those who treat us well (Message 8: “Don’t get cut off”).
2. Next explain the exercise with the help of three volunteers: A puts their feet together and keeps legs and body straight, with arms crossed over chest, and B and C pass A back and forth, holding them by the shoulders. The idea is for A to swing gently between B and C, experiencing trust. Gradually, B and C can increase the movement (making sure to keep A safe), but at a slow pace.
3. Divide the group into threes, rotating the three members in the “pendulum” position.

Evaluation

“How did you feel when doing the exercise? What was it like when you were the ‘pendulum’? And what about when you were pushing/holding? What people can you trust in your daily life?”

Suggestions

- Some children may wish to try being the “pendulum” with their eyes closed: it adds a deeper level of trust, so this possibility should always be optional, provided someone wants it, and only while they want it.
- With some children it might be interesting to form larger groups, of four or five people, to hold the “pendulum.” In this case, the pace must be very slow, because it can easily turn into something fast and unpleasant for the “pendulum.”
- This exercise works a lot on keeping physical contact to neutral parts (shoulders, crossed arms, upper back), so call attention to those who do not respect this.



WHOSE FAULT IS IT?

Duration

10—15 minutes.

Resources

The usual space and resources for sports practice.

Objectives (messages worked on)

2 “It’s not your fault”

3 “When somebody mistreats you it is because they are taking advantage and looking for the chance to do so.”

Method

1. Explain Message 2, “It’s not your fault”, and 3, “When somebody mistreats you it is because they are taking advantage and looking for the chance to do so”, insisting on the fact that sometimes unpleasant things happen to us and it is not our fault, and then we need to ask for help. It is very important to bear in mind that at these ages, children’s thoughts are still very focused on themselves and they believe they are the cause for everything that happens to them, so you have to help them discover each person’s own responsibility and to ask for help when somebody makes them feel guilty.
2. Explain to them they are going to play a game in which they have to say, in different situations, whose fault it is: the main character’s, the other person’s or nobody’s. It is best to find generic names not applicable to any of the participants in the practice.

See table ►

3. Finally, children are asked to give examples made up by them for the whole group, in order to stress the key ideas.

Evaluation

“How did you feel when you realised there can be different people at fault? How do you feel when you see in some things it is more your fault than you thought? How do you feel when you understand that in other things it is less your fault or it is not your fault at all?”

Suggestions

- You can start a discussion in which the children themselves can provide examples and the others have to decide whose fault it is in each case.

- Instead of speaking or raising their hand, the activity can be made more dynamic by using three areas (to the right, in the middle and to the left; or behind, in the middle or in front of the training space). Children will move first to the option they believe is right in each case, and they need to explain why (it will be very interesting when there are different views).

MAIN CHARACTER	<p>A child falls down because they have been fooling around during practice.</p> <p>A girl pushes another one because she’s angry at her.</p> <p>A boy makes fun of another boy and makes him cry.</p> <p>A girl is training even though her stomach hurts a lot until she ends up vomiting [she should have asked for help and told a grown-up].</p> <p>Two boys bump into each other because they were not paying attention to the coach’s instructions (they were talking to each other).</p>
OTHER PERSON	<p>A boy steps out of the queue because another one pushes him.</p> <p>A girl starts to cry because the coach is yelling at her for not knowing how to do an exercise [you cannot yell at a child for not knowing something yet, especially at these ages].</p> <p>A boy trips because somebody has left things on the ground during training.</p> <p>A girl is afraid of going to practice because other older girls make fun of her in the changing room.</p> <p>A boy doesn’t want his father to take him to matches or competitions because on the drive back he keeps telling him everything he’s done wrong.</p>
NOBODY	<p>There has been a storm and it is not possible to practice (for indoor sports, the storm has caused a power cut).</p> <p>A boy has the flu and can’t go to the match or competition.</p> <p>A girl trips although she is doing the exercises properly, and falls on top of another one.</p> <p>In the draw you have to play a match at a time you don’t like (very late, almost at night).</p> <p>Even though she has warmed up properly and followed the rules, a girl gets a cramp and must stop the activity.</p>

GOOD SECRETS, BAD SECRETS

Duration

10—15 minutes.

Resources

The usual space and resources for sports practice. It is advisable to have previously thought about which is the space for secrets that need to be told (“Tell and ask for help”) and which is the space for secrets that must be kept (“Keep”). It could be something very basic, such as the left for one type of secrets and the right for the other, or something more symbolic (in the middle of the court if it must be told and in the stands or in a corner if it must be kept).

Objectives (messages worked on)

- 6 “Some secrets can hurt you”
- 2 “It’s not your fault”
- 3 “When somebody mistreats you it is because they are taking advantage and looking for the chance to do so”
- 4 “Every person has their own role”

Method

1. Explain the difference between “good secrets” (which make us feel good inside and have to do with taking care of ourselves or others, for example, a surprise party, or not telling who somebody likes) and “bad secrets” (which make us feel bad inside and are dangerous for us or others, for example, somebody asks us not to tell their arm hurts so they can train, or somebody gives us a present asking us not to tell anybody about it).
2. Next explain the dynamics: divide the children in pairs, say a made up secret out loud from those on the chart, and each pair will quietly discuss whether it is a secret which should be kept (then they go to the “Keep” area), or a secret that should be told to an adult (they go to the area “Tell and ask for help”).
3. Each pair explains why they have decided to go to the “Keep” area or the “Tell and ask for help” area, also mentioning whether they agreed or not. The idea is to generate a discussion on each position, with contributions from the rest of the group. The facilitator should ensure the criteria to classify into “good secrets” and “bad secrets” have been properly understood.
4. Repeat the process for each secret proposed.
5. Ask the children to make up secrets for the whole group. This will help verify whether they have understood the key ideas well and allow for further clarification.

Evaluation

“How did you feel when doing the exercise? Have you discovered that you should now tell a grown-up a secret you’ve been keeping until now? Who can you tell?”

Suggestions

- This is an activity that can be repeated over time, increasing the level of complexity of the situations.
- The Table below shows some examples (you can repeat in the same group, to find different answers, or change slightly to add complexity):

GOOD SECRETS	Bad Secrets
<p>“It is X’s birthday and we’re going to give him/her a surprise.”</p> <p>“My parents have told me we’re expecting a baby sister, but it’s not official yet because there are still many months to go, please, keep the secret.”</p> <p>“My parents have told me they are going to give me new sports gear as a surprise for my birthday, but don’t say anything until I see what they’ve given me, please.”</p> <p>“I got a prize, but please let me announce it next week, because I can’t go to practice today.”</p> <p>“There’s going to be a magician at my party, but don’t tell the others, I want it to be a surprise.”</p>	<p>“My arm hurts, but don’t tell because I don’t want to miss practice.” (Injuries should never be hidden and they should always be treated).</p> <p>“I feel bad because X always compares me to the other kids on the team and says I am clumsier, but don’t tell anyone, I don’t want him/her to dislike me even more.” (Humiliation is a sign that you need to ask for help from another grown-up).</p> <p>“This was given to me by X, who is a grown-up, but he/she told me not to tell anyone. Don’t tell, please.” (Gifts from adults cannot be total secrets).</p> <p>“I saw X and Z take something from Y’s bag, but they told me not to say anything because it’s a joke.” (You cannot keep a secret that is going to make someone else feel bad).</p> <p>“My grandmother buys me sweets and tells me not to tell my mother.” (Adults should be clear with their messages and be responsible for their decisions; the correct message from the grandmother should be something like: <i>“Don’t you worry, I’ll talk to your mum later and if she gets angry because I’ve bought you sweets, she’ll be angry with me.”</i>)</p>

BLINDFOLD NAVIGATE

Duration

10—15 minutes.

Resources

The usual space and resources for sports practice.

Objectives (messages worked on)

5 “Your body is yours and you can say ‘No’”

7 “Sport should make you feel good: listen to your body”

10 “Ask for help”

Method

1. Go over Message 5, “Your body is yours and you can say ‘No’”, Message 7, “Sport should make you feel good: listen to your body”, and Message 10, “Ask for help”, and explain that in this exercise they are going to have their eyes closed in order to identify how they feel and so they can ask for help.
2. Divide the group into pairs, one person guides the other one with eyes closed. The facilitator of the activity can change the pace (“Now slowly”, “Now walk quickly”, “Now run”), reminding them that they must not bump into each other.
3. The directions for children with eyes closed is to continue with the exercise only if they feel “slightly uneasy.” The moment they feel “very uneasy” they must say “No” and ask for something, for example, “Let’s go slower” or “Not in circles”, and the guide will do it.
4. Whenever deemed appropriate, switch roles.

Evaluation

“How did you feel when you were being guided? And how about when you were the guide? Were you able to ask for something or to say ‘No’?”

Suggestions

- You can switch the Guide around several times, so that those blinded can experience different styles, one after the other.
- You can prepare scarves or towels (or their own tracksuit) to tie around their head and ensure they are blindfolded.



WHERE DO I FEEL IT?

Duration

10—15 minutes.

Resources

The usual space and resources for sports practice. Colour dot stickers and a vertical surface to put them on (a wall, board, hanging cardboard...). You can make a silhouette like the one in the picture to facilitate the task.

Objectives (messages worked on)

7 “You need to feel well in your own body”.

Method

1. Explain that in sports and in life, it is essential to listen to what our body is telling us, especially when it indicates there is something making us feel bad. That is why we are going to look at what it is like when it makes us feel good.
2. Ask the children: “When you feel something, where do you feel it?” You can give them everyday examples: (“When you eat something yummy”, “When you see a special friend”, “When you take a shower after a hot day”, “When your mum gives you a hug”). Use the children’s answers to explain that when we feel something we can feel it “in our heart” (emotional and social intelligence), “in our tummy” (“somatosensory intelligence and body memory”), and sometimes also “in our head” (at these ages it is uncommon, because they have normally not reached this level of development, but it is important to bear this in mind in case it comes up). It is important to be somewhat flexible with these images, because sometimes there are feelings that are related to the body (distress, fear, grossness) that can be felt in other areas (chest, head, throat).
3. Next, mention other examples while the children think of their own body and find where they feel it, whether it is a “heart feeling”, or a “tummy feeling”, and they will then place the colour sticker on the corresponding part of the drawing, while discussing. The purpose of this exercise is not so much to have “right” answers, but rather to help them guide their inner gaze towards the various types of feelings they experience. In sexual abuse at these ages, they normally do not have words yet to name the abuse, but they do feel disgust, fear and guilt, which the children should be able to express to adults in their environment.

4. This exercise is done at these ages only about pleasant feelings, if anyone mentions unpleasant ones, reply: “That is an unpleasant feeling that seems to be important to you, now we are talking only about pleasant feelings. How about telling me about it later, when we have finished this exercise?”, and you can ask them afterwards, individually.

Evaluation

“How did you feel when doing the exercise? Have you discovered that we feel things differently when we feel them ‘in our tummy’ from when we feel them ‘in our heart’?”

Suggestions

- You can stick different coloured dots, one for “heart” feelings and another one for “tummy” feelings.
- You can ask the children themselves to give examples of other pleasant feelings and have the rest of the group classify them.



MOSTLY “TUMMY”	Going to bed when you are very sleepy. When you have a tummy ache. Dancing. Singing. Roaring with laughter.
MOSTLY “HEART”	When your mum says she loves you. When your dad tells you you’ve done something very well. When you’re given a surprise. When you see cousins you haven’t seen in a long time. When it’s Christmas morning.
MOSTLY “HEAD”	Reading. Doing your homework well. Learning another language. Learning how to add.

“SPEAK UP” ASSEMBLY

Duration

20—30 minutes.

Resources

A space for having a quiet conversation. Children should wear clothes to be warm enough and sit comfortably. It may be useful to have a board or somewhere to write things down, but it is not essential.

Objectives (messages worked on)

9 “Talk, think, decide and don’t keep quiet”

Method

1. Have the children sit in a circle, so they can see each other. The facilitator should be at the same level (if the children are sitting on the ground, so should the facilitator; if they are on chairs, the facilitator will be too).
2. Ask them three questions:
 - “What are the three best things about doing your sport (practice, competitions...)?”
 - “What are the three worst things about doing your sport?”
 - “What would you suggest to make practice and competitions better?”
3. Children discuss their ideas. The facilitator should try not to answer or justify or explain, just ensure each idea has been understood. Note that all ideas are constructive because they help identify how to do things better (or how to explain in future that which has not been understood).
4. Close the activity when all the children who wanted to speak have done so, thanking them for their ideas (do not force anyone to speak) and undertaking to see what can be improved.

Evaluation

“How did you feel when talking about the practice of your sport in your group? Did you feel listened to? Have you learnt anything?” (The expectation is that they have discovered they can speak and have an opinion).

Suggestions

- In large groups or when children are not used to talking, it might be interesting to have them first share each question in pairs (better with someone they do not know very well) and then ask them to discuss them in the large group.
- It is good to write down the ideas because there are usually some very interesting contributions. If you cannot use a board, you can use sticky notes (like Post-Its) and group ideas by topic on a wall or the floor, or you can write them down on paper.
- It is important to follow up on what is discussed, putting useful ideas to practice and repeating the assembly regularly (depending on the intensity of training, once a week, once a month...).



KEEP IN TOUCH

Duration

10—15 minutes.

Resources

Light items related to sport, that can be held with two fingers (balls, sports gear, swimming floats...). You can also use drinking straws or balloons. All items should have the same weight and shape, to ensure the same level of difficulty.

Objectives (messages worked on)

8 “Don’t get cut off: participate in all the teams in your life”

10 “Ask for help”

Method

1. Explain to the group Key Message 8: “Don’t get cut off: participate in all the teams in your life.”
2. Next explain they need to form a group in which all the children are connected to two others through the items picked, which they need to hold up in the air with a single finger.
3. Once the group has been formed, they need to move in a block without losing contact and without dropping the items. The facilitator may indicate directions (towards the right, go back...), turns (turn 180 degrees) or changes in shape (triangle, square, circle) or size (make the group bigger, or smaller).
4. If contact is lost at any point, children may ask their nearest mates for help, or support people can be appointed.
5. It is advisable to end the activity with a joint movement, such as: “Now everyone drop all the items” or “On the count of three, throw the items up in the air.”

Evaluation

“How did you feel about having to stay in contact on both sides? Did you notice the importance of teamwork and relying on others? What people do you always want to stay in contact with in your life?”

Suggestions

- To make the message “Ask for help” even clearer, you can do the exercise in silence first and then ask them to talk to each other, but only asking (they cannot give orders), such as: “Could you slow down, please?” or “I need you to come closer/move away.”
- In very large groups, the activity may be split into two or more teams, either simultaneously or with one team conducting the activity while the other one watches and helps, and then switching.



THE PARADE

Duration

15–20 minutes.

Resources

Light, resistant materials, best if related to sports (balls, towels, floats...).

Objectives (messages worked on)

10 “Ask for help!”

Method

1. Explain to the group Message 10: “Ask for help!”
2. Next divide the group in pairs, one with the role of “Parader” and the other one the “Helper.” The “Parader” should try to carry as many items as possible (balls/towels/floats), and to do so they give the “Helper” instructions, for example, to place a ball under each arm and two more on their crossed arms. The “Helper” can only do exactly what the “Parader” asks, without adding anything (the aim is to learn how to ask for help precisely).
3. As soon as the “Paraders” are ready, the facilitator will ask them to parade. If they drop an object, they need to stop and ask the “Helper” for help. There can also be group pauses to replace the items. This is not a competition to see who can carry more things or go further, that is why it is important to remind them that the aim is to learn how to ask for more in a way that will be useful, so they can try out different ways of asking for help.
4. At some point, it is advisable to switch the “Helpers”, they should leave their pair and go find another child, and start the activity again, so they can see what it is like to ask for help or get it from others.
5. After some time, switch roles and pairs: those who helped will now parade and those who paraded will now help, with the same instructions.

Evaluation

“What did you find easier, helping or asking for help? Which are the best ways of asking for help?” (“Put the fourth ball between my neck and right shoulder” is normally more useful than “Fix it”).

Suggestions

- You can change the pace of the parade and pauses, making them parade while they hear clapping or music, and repositioning items during pauses.







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