



Drawing the Line

FACILITATION GUIDE

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Glossary

SAFEGUARDING – Measures taken to protect the health, safety, wellbeing and rights of individuals so that they might live free of discrimination, violence, abuse, neglect, maltreatment and exploitation

SAFE SPACE – A place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm.

EMOTIONAL SAFETY - When people feel comfortable and supported to participate, express themselves, take risks, and make mistakes without fear of judgement, criticism, or retaliation.


PHYSICAL SAFETY - When people feel safe and free from actions that cause actual physical harm or have the potential for physical harm.

Inclusion - A sense of belonging created by intentional and proactive behaviours and actions that make sure people from all backgrounds, identities, and abilities feel welcome, respected, and valued.

DISCRIMINATION - The unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age, language, religion, disability, or sexual orientation.

INTERSECTIONALITY - Refers to the way various forms of inequity and oppression often operate together and create compounding experiences of discrimination.

GENDER - A social constructed understanding of masculinity and femininity as related to roles, behaviours, expectations, activities, identities, and attributes. This term is often understood as a binary between men and women, however, historically and presently, gender is expansive and dynamic.



GENDER IDENTITY - One's personal concept of self as male, female, a blend of both or neither. This is how individuals perceive and identify themselves, and can be the same or different from their sex assigned at birth.

MARGINALISED GENDER - an umbrella term to describe anyone who is not a cisgender man. This term points toward the ways cisgender women and LGBTQIA+ individuals, historically and currently, have experienced system inequities and greater regulation over their rights.

NON-BINARY - an adjective to describe someone who does not identify exclusively as a man or a woman. Non-binary people may identify as being both a man and a woman, somewhere in between, or as falling completely outside these categories. While many non-binary people also identify as transgender, not all non-binary people do.

TRANSGENDER - An umbrella term for people whose gender identity and/or gender expression is different from cultural expectations based on the sex they were assigned at birth.

Introduction

About this Guide

The following guide will instruct you on how to use the Drawing the Line (DTL) tool, facilitate a discussion around safeguarding and inclusion, collect data, and follow-up with actionable steps.

This tool can be customised for any type of organisation or programme setting, however the critical component which must remain is that the activity is led by the participants and therefore any external influences should be kept to a minimum.

What is Gender-Sensitive Safeguarding?

Safeguarding refers to all the measures taken to protect the health, safety, wellbeing and rights of individuals so that they might live free of discrimination, violence, abuse, neglect, maltreatment and exploitation. Adding a gender-sensitive lens to your safeguarding means acknowledging and highlighting existing gender norms, roles, and inequalities, and considering them in the design and implementation of your safeguarding principles, policies, and processes. It involves understanding directly from young people how programmes can become safer and more inclusive for all genders. Gender-sensitive safeguarding practices reflect the realities and needs of marginalised genders, understanding that girls, women, and the LGBTQIA+ community are often at greater risk of harassment, discrimination, abuse, and harm.

In this activity, safeguarding issues are categorised into three themes:

1. emotional safety,
2. physical safety, and
3. inclusion.

These themes reflect the reality that individuals' experiences of emotional safety, physical safety, and inclusion are closely linked to gender and identity. Below are some examples of applying a gender-sensitive lens to these themes and their related safeguarding issues.

Applying a Gender-Sensitive Lens

Safeguarding Theme: Emotional Safety

Emotional safety refers to the creation of an environment where participants, particularly girls, young women and people of other marginalised genders, feel comfortable and supported to participate, express themselves, take risks, and make mistakes without fear of judgement, criticism, or retaliation. When young women and girls feel emotionally safe, they are more likely to feel comfortable speaking up if they are being abused or harassed and less likely to push themselves too hard and get hurt, or experience negative mental health effects such as anxiety or depression.

Statement — — — → Gender-Sensitive Lens

There is someone with authority we can talk to when we have a problem.

This is essential to ensure that everyone's voice is heard and that safety is prioritised for all individuals, regardless of their gender. This is critical in environments where power imbalances or cultural norms might discourage individuals, especially young women, girls, and people of other marginalised genders from speaking up about safety concerns.

Our mental health is prioritised and supported.

Young women and girls are faced with additional mental health risk factors, as gender-based norms and stressors are significantly related to depression, anxiety, and other common mental disorders. Mental-health informed coaching practices and programmes can lead to increased resilience and coping mechanisms, which enables participants to respond to future stress and trauma in positive, healing and healthy ways.

Safeguarding Theme: Physical Safety

Sports environments, unfortunately, can provide opportunities for abuse and exploitation, particularly for young women and girls. However, when young women and girls feel physically safe in sports programs, they are more likely to participate fully, develop their skills, and build confidence.

Statement — — — → Gender-Sensitive Lens

We are free from physical contact that makes us uncomfortable.

Giving young women and girls agency to decide and express what kind of physical contact they are or aren't comfortable with is critical for feeling safe and respected, particularly recognizing young women and girls can experience more risks and exposure to abuse and sexual harassment.

We have a private and safe space to change clothes.

Having a private and safe space to change clothes for young women and girls and other marginalised genders in sports programs ensures dignity, privacy, and emotional well-being, preventing potential discomfort, harassment, or abuse and making sure everyone feels secure and respected.

Safeguarding Theme: Inclusion

Inclusion is vital for safeguarding young women and girls in sport programmes as it ensures equal opportunities, fosters physical and mental well-being, breaks gender stereotypes, prevents discrimination, and cultivates positive role modelling.

Statement — — — → Gender-Sensitive Lens

Our personal pronouns are respected and used correctly.

Everyone has pronouns that are used when referring to them (e.g. she/her, he/him, they/them) – and getting those pronouns right is important. Respecting and using personal pronouns affirms individuals' gender identities and promotes a sense of safety and respect; this practice is particularly important for the well-being of transgender and non-binary individuals who may face discrimination or harm when their pronouns and identity are not acknowledged, affirmed, or respected.

Note: The concept of pronouns may be new to some coaches and participants. Emphasise that this statement aims to highlight the importance of creating environments where everyone feels safe and respect to show up as themselves.

Everyone has a uniform/gear that fits their body size.

Ensuring that uniforms and gear are sized appropriately and are comfortable for young women and girls addresses not only their physical safety, but also supports their dignified participation in sports. This contributes to positive body image by promoting inclusivity and preventing potential emotional distress related to ill-fitting or inappropriate attire in sports settings.

This also includes considering the equipment/gear needed for specific groups, such as sport hijabs for hijabi athletes, or sports bras for adolescent girls (or anyone who may need a sports bra regardless of their gender identity).

It's important to note that addressing safeguarding and barriers to inclusion that young people face in your programmes can be both complex and context-dependent. Women Win recognizes that safeguarding issues emerge in the context of historically reinforced systems of power, oppression, and inequality, which are experienced by individuals and groups differently based on their intersectional identities. DTL was developed with the belief that youth participants in sports programming should have the opportunity to be involved in and share their perspective on matters which directly impact them.

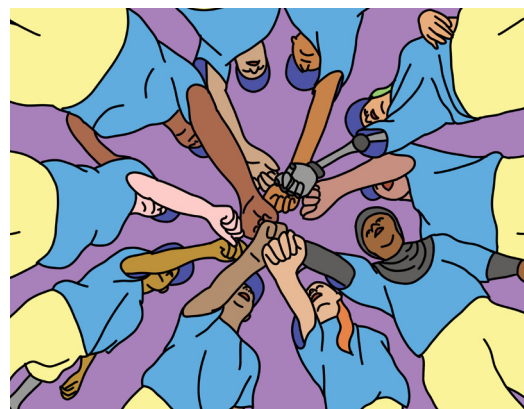
Introduction to Drawing the Line

DTL is an activity that follows a play-based and participatory approach to better understand the level of safeguarding and inclusion in programmes through the perspective of the participants. It is an interactive tool which helps organisations that are interested in improving the conditions of their programmes by gathering feedback directly from those involved. The tool is intended for youth participants in your programme, but it can also be used by coaches, volunteers, or administrators as a way to gather other viewpoints of the safety and inclusion of programmes.

The DTL tool consists of a set of approximately 30 statement cards, each of which has a statement and a corresponding drawing (see example below). One at a time, each statement is read aloud and discussed within the group. Participants are asked to share their thoughts and align on how important that particular statement is to them. They must place the statement card in one of three columns: "Most Important", "Important", "Less Important".

What makes this activity challenging is that each column has a maximum number of cards that can be inside it. If you are playing with 30 cards, a maximum of 10 cards can be placed in any column (if you are using fewer than 30, a maximum of 1/3 of the total number of cards can be placed in any column). The activity encourages the participants to have a discussion about the reasons why they think one card is more or less important than another card. It is important to remember that all safeguarding issues reflected in the statements are important, and the activity's purpose is to create dialogue around these topics.

No one is left out of sports because of their gender, race or ethnicity, religion, financial status, disability, sexual orientation, or mental health issue.



Example of statement cards

After the group determines the relative importance of all the statements, they will focus on the “Most Important” statements and determine whether or not they feel their programme currently has this element or not. You will “draw the line” between statements that your organisation has and does not have. As a result of this activity, you and the participants will have a clear understanding of what safeguarding components the participants feel are a priority, and what they feel is missing in the programme.

Customise Your Cards

You are welcome to customise the DTL statements in order to fit your cultural or social context. In customising your own DTL activity, you may want to think about what statements are most applicable for your group, programme, or community. One way to do this is to ask participants to come up with statements that are important to them within the safeguarding themes of emotional safety, physical safety, and inclusion (or other safeguarding themes you/they have identified). You can use your customised statements in addition to – or instead of – the sample statements listed in this toolkit.

Once the statements are determined, you can have participants draw images that they feel correspond to those statements on the back of the card. A sample template for designing these cards is attached in this toolkit.

As a coach familiar with the communities and realities of the participants you are working with, if you review the sample cards and feel a specific topic is missing that is relevant to your group and their cultural, religious, or spiritual context, this is also a reason to add a new card/statement.

The sample cards are categorised into three themes: emotional safety, physical safety, and inclusion. If your group makes their own cards, think about if they fit into one of these themes or represent another safeguarding theme. After the activity, noting which themes were most present in each of the columns can help you talk with your team about the safeguarding themes that your organisation is strong at, and those which could be improved.

Set Up & Preparation

PREPARATION

Engage participants and parents around the purpose of the session, the discussion topics, and address any questions or concerns they may have.

Understand what consent may be required for the session, and any other administrative approvals that may be needed prior to facilitating the session.

MATERIALS

Ensure that you have a complete set of the DTL statement cards. This should include:

- 30 total statement cards (including those from the sample set and any customised cards)
- 3 rating cards: Most Important – Important – Less Important
- 2 judgement cards: We Have This - We Need This

You should also have a notebook to document interesting discussion points and the final cards presented at the end of the activity. This will help the organisation learn how they can improve their programmes to ensure they are safe and inclusive for all.

LOCATION

Choose somewhere private where other people will not be watching or listening. It is important to create a safe space for the participants so that they feel comfortable in sharing any thoughts throughout the activity. See Tips for Creating a Safe Space below. **Group size** is very important.

PARTICIPANTS

Groups should be kept to a maximum of 10-15 people. This is critical to ensure that all are able to participate in the activity and discussion.

It is also important to **consider the age** of your participants. The DTL activity can be facilitated with participants as young as 10 years old, but may have to be facilitated differently to accommodate groups of different ages.

Tips for working with **younger groups**:

- **EXPLAIN TERMS:** Participants may not know some of the terms used in the activity or statements, for example, “gender-sensitive”, “safeguarding”, or “emotional harassment”. Be prepared to break down these terms or concepts into simpler explanations. Make it relatable to their context, age, and knowledge level.
- **USE CONCRETE EXAMPLES:** Younger participants may struggle with more abstract concepts. Review all the statements and come prepared with practical and simple examples that help explain the meaning of each statement.
- **KEEP IT MOVING:** Participants may lose interest if discussions go for too long. Be sure to pay attention to participants’ energy levels, and mix it up with energizers and movement-based games if energy is low. For example, go through 5-7 statements and break for a game. Repeat this cycle until you’ve completed all statements.
- **USE FEWER CARDS:** To keep the group engaged, it often works better to reduce the number of statements in the activity. Identify the statements that are most relatable and relevant for the age and group characteristics.

Tips for working with **older groups**:

- **GIVE SPACE FOR DISCUSSION:** Older adolescents may want more time and space for discussion and debate. If players want to talk about an issue, don’t rush them to move on. However, pay attention to the pace of discussions to make sure you get through the activity.
- **OBSERVE GROUP DYNAMICS:** Friendships and the opinion of their peers can be especially influential among older participants. Be aware of the group dynamics. If time permits, co-create team ground rules with the group to help ensure a safe and trusting space.

FACILITATION

Ideally, a DTL session is led by two facilitators. A third can be helpful as well, especially when the groups are large. Facilitators should have an established and trusting relationship with the group already (e.g. a coach, program staff, trainer, counsellor).

FACILITATOR 1: Guide the session, support the group's participation and maintain the overall flow of the activity.

FACILITATOR 2: Observe the session, noting key conversations, picking up on nuances, body language and examples given.

OPTIONAL – FACILITATOR 3: Monitor the session, ensuring the space is kept safe and private from external observers, while also supporting the guiding facilitator in minimising distractions such as side conversations between participants.

One of the most important roles of a DTL facilitator is to hold a safe space for the participants to freely express their points of view. Listen as much as possible to what is being said, while avoiding leading the discussion towards a certain outcome or influencing answers in any way. Although often challenging, asking open-ended questions to reach deeper insights on a certain issue is key.

FACILITATION TIP: *It can be useful to practise the session plan with your fellow facilitators before you run the session with participants. This will enable you to get a sense of the flow of the activity, identify when you will incorporate breaks, and become familiar with the statements.*

SAFE SPACES

A safe space is crucial for an effective DTL session. In a safe space, girls feel free to openly express themselves in a confidential environment and are comfortable sharing their concerns and asking sensitive questions without fear of judgement or intimidation. As a facilitator, this will require some preparation work in the set-up of the space, as well as actions to take during the facilitation of the session. Please find some tips below for how to create physically and emotionally safe spaces for a DTL session.

PHYSICAL SAFETY:

- First and foremost, the physical space needs to be safe for participants to comfortably sit in and participate without outside disturbance.
- No outsiders should be able to listen in during the session.
- Introduce the participants to their surroundings, where to get water, where the toilet is, and where they can go if they need a break from the session (to be accompanied by a facilitator).

EMOTIONAL SAFETY:

- Create ground rules with the participants to set guidelines for behaviour during the session that everyone will abide by. If not mentioned by participants, ensure that the following ground rules are included:
 - ◇ **Confidentiality.** While input from participants may be used for the purposes of improving the programme, it will be shared anonymously. Do not share the details or stories with others outside this room. Note that there is an exception for facilitators who may have to abide by organisational safeguarding policies to ensure a participant's safety and wellbeing if a participant discloses a safeguarding issue.
 - ◇ **No Judgement.** By emphasising this for the group, you are letting them know that it is okay to make mistakes, ask curious and clarifying questions.
- Because many of the issues in the statements speak to gender-sensitive safeguarding issues, it is important that women facilitators are present so that girls feel comfortable discussing their experiences and sharing their perspectives around these issues.
- If a participant shares a sensitive story, acknowledge and thank them for their strength/resilience/courage/trust. Do not ask for personal details of the event in the group, or probe about abusive/violence/harassment behaviours.
- Be mindful that participants might have experienced trauma during their lives - bullying, harassment, oppression or abuse. Participants may be triggered by hearing stories or in interacting with others that remind them of the traumatic event. When being triggered they might express some emotions such as anxiety, fear, shame, anger, and they might appear as overly emotional, distracted, quiet, low energy, or disengaged.
 - ◇ If a participant is feeling emotionally overwhelmed, allow them to take a break to get some air and return when they are ready. Have one of the facilitators accompany them and provide support if needed.

- Ensure you have resources or contact numbers for local mental health or counselling resources to support participants who may have emotional responses to the conversation.

INCLUSION:

- Create an atmosphere where everyone's voice is valued and heard.
- Facilitators should actively encourage participation from all participants, especially those who may be more reserved or less likely to speak up. Use techniques such as small group discussion to facilitate inclusive dialogue. However, it is important that facilitators never force anyone to participate.
- Some participants may benefit from alternative methods of participation, such as written responses or artistic expressions.
- Clearly communicate a zero-tolerance policy for any form of discrimination or exclusionary behaviour.
- Ensure that the facilitators represent a diverse range of backgrounds, including gender, ethnicity, and cultural perspectives.

Session Plan

ENERGIZER

1. Start the session with a fun energising activity to get the participants moving and excited about the activities to come. See Annex A for some suggested energisers that promote communication, problem solving, and trust.
 - * **FACILITATION TIP:** *Be sure that all facilitators participate as well! This is a good way to establish the tone for the session ahead. This is especially important if the facilitators have never worked with the group before.*

INTRODUCTION

2. After a quick game, have the participants sit in a circle, including the facilitators, either in chairs or on the ground. Introduce the activity by explaining the objective and emphasising that this is a space for them to share what they think without any judgement. The purpose is to learn from them about how they think the programs they're involved in can become safer and more inclusive for everyone.
 - * **FACILITATION TIP:** *Aim to sit at equal level with the participants so that you create a greater sense of comradery and support, rather than standing above or in front of the participants.*

INSTRUCTIONS

3. Take a few minutes to explain the materials to the participants. Begin with the statement cards. Explain that each card has two sides: one side with a statement and the other side with a drawing which relates to that statement. Place the 3 rating cards next to each other on the floor so that everyone can see them. State that one by one, you will go through the cards together and decide the level of importance to them. 3 columns will be created with the statement cards being placed under each of the rating cards.
 - * **FACILITATION TIP:** *Explain that participants should work to prioritise both the things that are important to them and are already in place as well as the things that are important to them but not yet in place.*

GAME PLAY: PRIORITISATION PHASE

4. Have a participant read the first statement card aloud and show the picture to the group. As a group, the participants must decide whether the statement is very important to them as a group, important or less important. They should think about this in the context of the program that they are a part of. Once decided, the participant can place that statement under the corresponding rating card. Encourage participants to read the cards one at a time, so that the entire group is discussing the same card. It also helps if the participants take turns reading the cards, passing the deck from one person to another.
 - * **FACILITATION TIP:** *If one of the participants cannot read or is struggling then encourage them to describe what they see in the illustration, if they are comfortable doing so.*

Possible questions to assess comprehension include:

 - ◇ Do you understand what this statement means?
 - ◇ What might this look like for you?
 - ◇ Can you repeat this statement in your own words?
 - * **FACILITATION TIP:** *Be aware of group dynamics and proactively make sure everyone's included and participating, not one or two participants taking over and making all the decisions themselves.*
 - * **FACILITATION TIP:** *While you may have your own opinion about a topic or where to place a card, it's important that you do not influence the group's decision. The facilitator may support by providing additional information or examples about the card if something is unclear, but they should not make suggestions about whether it is important or not.*
5. Pass the pile of statement cards to the next participant in the circle and again have them read out the next statement. As a group, decide its level of importance. Continue like this until all cards have been placed in a rating column. As the discussion continues, the cards may be moved between columns if the group decides to change its rating.

Note: There can be no more than 10 cards in each of the columns (or 1/3 of the total number of cards if you are playing with fewer than 30 cards). This ensures that the participants have a discussion about the reasons why they think a card is very important or not, and then leads to decision-making as a group. A lot of very important information for data collection will come from this part of the discussion, particularly around why something is deemed more important than something else.

- * **FACILITATION TIP:** Guiding questions for supporting participants to determine the relative importance of a card include:
 - ◇ Is this important to your sense of safety and wellbeing?
 - ◇ Is it more or less important than...(you can compare it to a card that has already been placed in another pile)?
- * **FACILITATION TIP:** If participants are struggling to decide which are the 10 “Most Important” cards, reiterate that everything is important, and ask them to consider:
 - ◇ Which cards have the greatest impact on your sense of safety and wellbeing in our program?
 - ◇ If you had limited resources and could not address all of these issues, which would be your top priority?
- * **FACILITATION TIP:** Don’t be too concerned with finding consensus and where each card goes, it can lead to unnecessary pressure to choose and hinder openness of the conversation. If it’s difficult for the group to place one of the cards in a specific pile, you can set it aside and come back to it at a later stage.

6. Once all statement cards have been placed in a column, you may move onto the next phase. Now that the participants have identified the elements that they consider to be most important for a safe and inclusive program, it is time to define what they already have within their program and what they don’t have but clearly feel they need.

Record which cards are under the “Important” and “Less important” columns, and then move them aside. You should only have the cards in the “Most Important” column in front of the participants.

ENERGIZER

7. If there is time, have another quick energizer to get the participants ready for the next part.
 - * **FACILITATION TIP:** Make sure you manage your time very well, if it is limited you may decide to remove the energizer or try to speed up the card placement process somewhat.

GAME PLAY: UNDERSTANDING WHAT WE HAVE, AND WHAT WE NEED

8. Place the two judgement cards in the middle of the circle. As was done in the previous round, ask a participant to read the “Most Important” statement cards one by one and as a group decide whether this is something they already have in their programme/organisation or do not have but need. Each card should be placed under one of the following cards: “We have this” or “We need this”.
9. To complete the activity, it is important to hold a deeper discussion about how the participants can play a role in incorporating some of the missing components of safeguarding and inclusion into their programmes. Either as a large group or in smaller groups, use the “We Need This” cards and ask the participants to think about how they can be proactive to get the things they need, how the group could work together to make these changes, and what other solutions can be introduced or explored. Write down some of these points and share with your team after the activity.

- * **FACILITATION TIP:** Record notes from this conversation in the note-taking template. When a card is placed in the “We Need This” column, make sure to ask additional questions, such as:
 - ◇ What would this ideally look like in our programme/organisation?
 - ◇ How could we work together to make change around this topic?
 - ◇ What do you need for this to be able to change?

CONCLUSION

10. Summarise some of the themes or discussion points from the activity, and ask if there was anything that participants felt was missing from the conversation. Thank the participants for their time and for openly sharing their perspectives, opinions, and experiences. Reiterate that all details that have been shared should be kept anonymous. Close out the session with a closing activity or grounding exercise so that participants can transition from this activity to the rest of their day mindfully.

- * **FACILITATION TIP:** Remember to manage participants’ expectations, ensuring that you clarify that not all issues can be addressed in the coming months, and not make any promises.

Summary & Follow-up

Once the DTL activity is complete you will have a clear understanding of what the participants feel is missing in the programme and what is important to include. The following document allows you to capture the insights, notes, and next steps from the session.

1. STATEMENT PRIORITISATION

After the session, record which statements were determined to be most important, important, or less important by ticking the corresponding column on the right.

Emotional Safety

STATEMENT	MOST IMPORTANT	IMPORTANT	LESS IMPORTANT
We know which adult to go to when we have a problem			
We receive support and encouragement from our families to play sport			
We feel emotionally safe with our coaches (e.g we have open and honest communication channels, we feel respected)			
Mistakes are treated as learning opportunities rather than reasons for punishment (e.g. coaches do not yell at us for disciplinary reasons)			
We feel comfortable to point out behaviour that's not okay			
Teammates support each other during both wins and losses			
We have a space to play without fear of emotional harassment (bullying, emotional abuse, shaming, insults, threats, hurtful jokes)			
We are all involved in deciding our team values or community ground rules			
We feel comfortable being our full selves at our sports sessions			
Our mental health is prioritised and supported by our coaches and teammates			

Physical Safety

	MOST IMPORTANT	IMPORTANT	LESS IMPORTANT
Transportation to our playgrounds/courts/fields is easy and safe			
Playgrounds/courts/fields and facilities are safe and accessible for people of all abilities			
We have a space to play without fear of physical harassment (pushing, hitting, shoving)			
We have a private and safe space to change clothes			
Our play areas are well-lit so we can also play after dark			
There are toilets for all participants to use safely and comfortably			
We have appropriate and quality equipment and gear to be able to play safely			
Coaches do not resort to physical abuse for disciplinary reasons (hitting, slapping, punishment with excessive exercise)			
We are free from physical contact that makes us uncomfortable			
Our injuries are taken seriously and our recovery is supported by our team and coach			

Inclusion

STATEMENT	MOST IMPORTANT	IMPORTANT	LESS IMPORTANT
No one is left out of sports because of their gender, race or ethnicity, religion, financial status, disability, sexual orientation, or mental health issue.*			
No one is left out of sports because of a lack of skill			
We are allowed to play in culturally acceptable attire			
Everyone has a uniform/gear that fits their body size			
We are allowed to communicate about sensitive topics in our native language			
Our personal pronouns are respected and used correctly			
We have women coaches**			
We have access to sanitary napkins or other menstrual products, and a private place to dispose of them.			
Our right to play sport is clearly valued, respected, and prioritised by the organisation			
Boys and men embrace and support our right to play sports (e.g. cheer us on, believe in our abilities, encourage us to play)			

The sample cards are categorised into themes: **emotional safety**, **physical safety**, and **inclusion**. In the table below, note which themes came up by counting the number of statements under each category and their relative priority. This can help you talk with your team about the safeguarding themes that your participants feel are most important to them.

THEME	MOST IMPORTANT	IMPORTANT	LESS IMPORTANT
EMOTIONAL SAFETY			
PHYSICAL SAFETY			
INCLUSION			

2. RECOMMENDATIONS

Record which of the 'Most Important' statements your group selected as "We Have This" and "We Need This".

"MOST IMPORTANT" STATEMENTS	WE HAVE THIS	WE NEED THIS

For each of the statements that your group selected “We Need This” please include notes on any ideas that participants shared which might support their sense of safety and wellbeing in your sports programme. These can include recommendations for changes they would like to see on their teams or in the organisation, or possible action items for participants, coaches, or programme staff to address a specific safeguarding issue or need. This will be helpful in sharing back the learnings from the discussion with your organisation and creating an action plan to implement any necessary changes.

WE NEED THIS	
STATEMENT	
NOTES	

WE NEED THIS	
STATEMENT	
NOTES	

WE NEED THIS	
STATEMENT	
NOTES	

WE NEED THIS	
STATEMENT	
NOTES	

WE NEED THIS	
STATEMENT	
NOTES	

3. OTHER NOTES

This space is for additional notes. Note down anything that you picked up on during the session that is relevant to better understand the context of the discussion or decisions. *E.g. How's the space? How was the interaction between the participants as a group? How was the interaction between the participants and the facilitator? Did everyone feel safe to share? Did everyone have equal opportunity to share?*



ANNEX 1: Drawing the Line Card Statements

EMOTIONAL SAFETY

STATEMENT	No.
We know which adult to go to when we have a problem	1
We receive support and encouragement from our families to play sport	2
We feel emotionally safe with our coaches (e.g we have open and honest communication channels, we feel respected)	3
Mistakes are treated as learning opportunities rather than reasons for punishment (e.g. coaches do not yell at us for disciplinary reasons)	4
We feel comfortable to point out behaviour that's not okay	5
Teammates support each other during both wins and losses	6
We have a space to play without fear of emotional harassment (bullying, emotional abuse, shaming, insults, threats, hurtful jokes)	7
We are all involved in deciding our team values or community ground rules	8
We feel comfortable being our full selves at our sports sessions	9
Our mental health is prioritised and supported by our coaches and teammates	10

PHYSICAL SAFETY

STATEMENT	No.
Transportation to our playgrounds/courts/fields is easy and safe	11
Playgrounds/courts/fields and facilities are safe and accessible for people of all abilities	12
We have a space to play without fear of physical harassment (pushing, hitting, shoving)	13
We have a private and safe space to change clothes	14
Our play areas are well-lit so we can also play after dark	15
There are toilets for all participants to use safely and comfortably	16
We have appropriate and quality equipment and gear to be able to play safely	17
Coaches do not resort to physical abuse for disciplinary reasons (hitting, slapping, punishment with excessive exercise)	18
We are free from physical contact that makes us uncomfortable	19
Our injuries are taken seriously and our recovery is supported by our team and coach	20

STATEMENT	No.
No one is left out of sports because of their gender, race or ethnicity, religion, financial status, disability, sexual orientation, or mental health issue.*	21
No one is left out of sports because of a lack of skill	22
We are allowed to play in culturally acceptable attire	23
Everyone has a uniform/gear that fits their body size	24
We are allowed to communicate about sensitive topics in our native language	25
Our personal pronouns are respected and used correctly	26
We have women coaches**	27
We have access to sanitary napkins or other menstrual products, and a private place to dispose of them.	28
Our right to play sport is clearly valued, respected, and prioritised by the organisation	29
Boys and men embrace and support our right to play sports (e.g. cheer us on, believe in our abilities, encourage us to play)	30

*We encourage you to use an intersectional approach when implementing this activity and facilitating discussions about safeguarding. Intersectionality refers to the way various forms of inequity and oppression often operate together and create compounding experiences of discrimination. For example, the barriers that girls and women face to access sport can look different when you factor in intersecting identities such as race, religion, ethnicity, class, ability, etc.

Taking your local context, cultural codes, or local laws into consideration, consider how you can encourage participants to reflect on safety and inclusion in an intersectional way. Invite your participants to consider how these safeguarding issues impact people of diverse genders, as well as marginalised groups and communities such as black, indigenous, mestizas, people of colour, LGBTQIA+, refugees, and migrant girls and women with or without disabilities.

** The presence of women coaches, particularly when working with girls, is a key to a gender-sensitive safeguarding approach for any sports organisation. Taking your group's age and local context into account, consider opening the discussion to include more gender diversity. Ask participants to reflect on how having non-binary coaches or transgender coaches might impact the sense of safety and wellbeing of youth who are non-binary and/or transgender. Is this something that is important to them as well?

ANNEX 2: Rating & Judgement Cards

(Print and cut out the cards below to use in the activity.)

MOST IMPORTANT

IMPORTANT

LESS IMPORTANT

WE HAVE THIS

WE NEED THIS

Statement Card Template

Use the template below to create your own cards. You can type your safeguarding priorities in the boxes, print, and then cut them out leaving the space on the back blank for drawing an image. You can also print blank cards and leave space for the participants to write their own priorities during the activity.

The image displays two identical blank statement card templates arranged vertically. Each template consists of a large dashed rectangular box at the top, intended for typing safeguarding priorities. Below this is a smaller dashed rectangular box, intended for drawing an image. The dashed lines indicate where to cut out the cards.

Annex 3: Games and Energizers

1. Human Knot

Objective: Encourage communication and teamwork.

Time: 5-10 min

Activity Instructions:

- The participants take one hand and grab the hand of anyone in the group except the people standing next to them.
- The participants take their other hand and grab the hand of anyone in the group except the people standing next to them and the person they are already holding hands with.
- The challenge is to get untangled without letting go of each other's hands.

Increase challenge:

- Make the groups larger and/or add restrictions to their communication methods.

2. Silent Line Up

Objective: Promote non-verbal communication and teamwork.

Time: 5-15 min

Activity Instructions:

- The participants must organise themselves in a line according to a certain criteria (e.g. height) without speaking.

Increase challenge:

- Repeat the challenge two or three times with progressively more challenging tasks (e.g. date of birth)

3. Back to Back Get Up

Objective: Practice communication, trust-building, and strategic thinking.

Time: 5-10 min

Activity Instructions:

- Divide the group into pairs.
- Have everyone stand back to back.
- Have partners cooperatively press their backs together and then have them try to sit down slowly, without the use of their hands.
- Once pairs sit down, have them try to stand back up while still pressing their backs together and moving their feet close to their bottoms.

Increase challenge:

- Increase the size of the group working together

4. Ball Toss Race

Objective: Facilitate team building, problem solving, and communication

Time: 10-15 min

Activity Instructions:

- Have the group get into a circle and have one or more balls (appropriate size for throwing and catching) ready.
- Go around the circle allowing everyone to say their name so that the others can hear.
- The leader begins by throwing, rolling or bouncing a ball (depending on the age and skill level) to another player while saying the other person's name loudly.
- Explain that it is very important to remember who you have passed the ball to.
- Keep passing the ball around the circle so that everyone has received the ball one time. You can have players sit down or cross their arms once they have received the ball, so make sure nobody gets it twice.
- When the last person gets the ball, have them pass it back to the leader.
- Now without the ball and in the same order, have each player say outloud who they will pass the ball to so that the pattern of the ball's movement is established.
- Once everyone remembers who to pass to, try again with the ball and see how fast they can go.

Increase challenge:

- After trying a couple times, ask the group:
- Who has an idea for how to get the ball to everyone more quickly?
- What do you think about adding a second ball?
- Shall we time ourselves and then try to beat our time?
- Allow the group to try again with their new ideas