



Women's Healthy and active lifestyle Is Threatened by verbal sexual harassment: LEt's stop CATALLING in sport!



WHISTLE

Women's
Healthy and active lifestyle
Is **T**hreatened by
verbal sexual harassment:
LEt's stop CATALLING in sport



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OPEN EDUCATIONAL RESOURCES TO EMPOWER WOMEN TO REACT TO VERBAL SEXUAL HARASSEMENT





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P2 Si può fare cooperativa sociale, Italy

P3 Municipality of Padova, Italy

P4 KEAN, Greece

P5 VOLLEYBALL Foundation Greece

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Deliverable Scope (as in the DoA)

D3.2 comprises:

- open educational resources to empower women in sport. The resources are elaborated by the WP/task leader and are made of **guidelines for trainers**, materials that can be used during the training events. Resources include slides, pictures, links to videos and are arranged with the purpose to support partners in the development of of events for and with women
- the events are organized with the purpose of test the resources and to empower participants (women and sport coaches and trainers).
- The outcome of the events are evaluated as planned in the task and consistency with the milestone M3.2. related evidences are saved in partners archive. They includes personal data and consequently cannot be enclosed to the deliverable, which is public

Milestone linked to the deliverable

M3.2: Approval of D3.2 2 SPF The D3.2 are validated by the partnership after the training events.

To be reached in M18

Evidence: Report of evaluation about the training events + questionnaire filled by participants about their level of satisfaction





Partners involved in the elaboration of the document

Participant No	Organization name	Short Name	Specify if involved
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3	Municipality of Padova, Italy	CPD	
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5	VOLLEYBALL Foundation Greece	VF	x
6	Actividades Alternativas Spain	ACAL	x
7	Fondatzia Kurazh / Courage Foundation, Bulgaria	CF	x
8	Spor Elçileri Derneği, Turkey	SPELL	x
9	Fundacja Instytut Partnerstwa Strategicznego, Poland	SPF	

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Rev. n.m	Date	Changes
Rev 0	2023.07.22	Validation of OER first draft with partners
Rev 1.0	2023.09.06	Start of Testing events
Rev 2.0	2023.09.11	Peer review OER within consortium
Rev 3.0	2023.10.02	Revision by SI PUO FARE and review by P1 USMA
Rev 3.1	2023.10.13	Validation of OER by partners
Rev 4.0	2023.10.17	Final issue

Dissemination level

PU	X	Public
PP		Restricted to other programme participants (including the Commission Services)
RE		Restricted to a group specified by the consortium (including the Commission Services)
CO		Confidential, only for members of the consortium (including the Commission Services)





Introduction

The objective of this manual is to collect good practices and activities to practice through workshops that will be tested and validated by the project partners, first at local level in each project partner country - Italy, Spain, Greece, Bulgaria, Turkey and Poland - and then at international level.

Among the objectives of the workshops and tools:

- Raising awareness of gender stereotypes and differences in sport;
- Raising awareness of catcalling and verbal sexual harassment in sport;
- Strengthen the empowerment of women and girls in sport in order to reduce sports drop-out;
- Encourage team support and co-operation;
- Strengthening emotional intelligence for empowerment.

Why facilitate female empowerment

In a world where women constantly face cultural barriers and prejudices, women's empowerment is a crucial tool for breaking down inequalities. But what exactly do we mean when we talk about empowerment? In fact, it is about encouraging the self-realisation of women's full potential, which translates into breaking down the barriers imposed by gender stereotypes and creating opportunities for equal participation in all spheres of a woman's life, not least in sports. This is not just an abstract ideal to be pursued, but a concrete goal, recognised and supported globally, by different agencies and institutions. Promoting Women Empowerment is in fact also a privileged way to ensure that the culture in which we live becomes more and more inclusive.

The five winning qualities of female empowerment include:

- Having confidence in one's abilities
- Paying constant attention to the challenges ahead
- Having passion and determination
- Leadership skills, i.e. leading and inspiring a team
- Resilience, i.e. the ability to accept failure as 'feedback' for improvement.

In order to be able to start a process that triggers these five winning qualities, the areas on which it is essential to intervene are:

- improvement of self-image by enhancing self-esteem and self-efficacy
- development of awareness-raising processes and cognitive reworking to remove conditioning and gender stereotypes to which one is exposed
- enhancing the emotional and affective dimension of behaviour
- acquisition of transversal skills, such as coping strategies, social skills and assertiveness.

Important goals against prejudice have certainly already been scored in the global women's empowerment tournament. However, several obstacles still remain to be overcome. Although every day brings us closer to victory, we cannot yet afford to



rejoice, but remain focused on what is at stake: universal women's empowerment. The field is open, the game is on, and together we can one day lift the most important cup: the triumph over gender stereotypes.





RESOURCES

for AWARENESS- RAISING ACTIVITIES



R1

VIDEO 'LIKE A GIRL'

<https://www.youtube.com/watch?v=qtDMyGjYIMg&t=11s>

PURPOSE: To begin the process of becoming aware of how gender stereotypes can influence our thoughts and, consequently, our actions.



LEARNING OBJECTIVES:

- Raising awareness of gender stereotypes and differences in sport;
- Expressing one's experiences and thoughts clearly and assertively;
- Activating mirroring in female athletes;
- Encourage self-reflection regarding one's abilities, interests and ambitions with regard to playing sports;



TARGET GROUP (SIZE AND PROFILE):

- Team of female athletes, at least 5, aged 10 years and over, who play sports, including different ones.

STEP-BY-STEP ACTIVITY





After watching the video, solicit some questions from the athletes to encourage a group discussion. The interviewer should ask the questions in a clear and concise manner. The interviewees should try to respond by bringing in their own experiences and experiences, thus facilitating an exchange that can make the athletes realize that, very often, our thoughts, emotions and experiences are shared. The icebreaker activity also facilitates the establishment of a climate of trust, especially if the athletes do not know each other.

Stimulus QUESTIONS

1. Has it ever happened to you that you are underestimated because you are female?
2. How did you feel?
3. Would you have answered?
4. Did you do it?
5. If yes, what did you answer?
6. If not, what stopped you?
7. Do you feel you have to put more effort into your sport to prove yourself?
8. If yes, do you feel you have to do this as a woman?
9. Do you think males experience the same problems?
10. Do you think there are stereotypes and gender differences in sport?

REFLECTION AND EVALUATION: When the athletes respond, mark the answers considered most significant. If any girls make important points, encourage an exchange between the athletes.

METHODOLOGY: Circle time. Have the athletes stand in a circle to facilitate the flow of thoughts and discussion.



DURATION: 15 min. including watching the video





CONTEXT, TOOLS AND MATERIALS: a room that can hold at least 5-10 people, a PC and speakers to watch a video.



POSSIBLE ADAPTATIONS, ADVICE FOR FACILITATORS: If we notice that athletes embarrassed and/or an initial lack of participation, try to ask general questions and shift the focus from themselves to someone they know with questions such as: "Has any of your friends or teammates ever told you about being in that situation?", "Do you remember how you felt when she was telling what happened to her?", "Did you give her any advice?".

R2

VIDEO 'RESPECTABLE CITIZENS'

https://www.youtube.com/watch?v=xhSXlzR2W_4

PURPOSE: To make girls aware of gender roles and stereotypes in society.



LEARNING OBJECTIVES:

- Explaining the structure of unconscious stereotypes;
- Developing critical thinking;
- Encouraging reflection on certain male behaviour. Boys will be boys (?): the patriarchal stereotype;
- Making girls think about how to deal with street harassment of the female sex;
- Raising awareness that catcalling is not a compliment.



TARGET GROUP (SIZE AND PROFILE): Team of female athletes, at least 5, aged 14 years and over, who plays sports, including different and unstructured ones.

STEP-BY-STEP ACTIVITY





After watching the video, ask the girls if they have ever paid attention to certain gender stereotypes and if they have heard of toxic masculinity. Solicit some questions from the athletes to encourage a group discussion.

Stimulus QUESTIONS:

- What do you think about the fact that it is the responsibility of women to consider from the outset that men are 'predators with an instinct they cannot contain even if they wanted to'?
- Do you think it ever happens that responsibility for certain behavior is shifted onto the victim?
- Do you have any examples to bring?

REFLECTION AND EVALUATION: Once the participants are seated in a circle, they are asked how they felt while watching the film, what they thought and what they might have learned again. The girls will be invited to express themselves without forcing them to do so (15 minutes).

METHODOLOGY: It is based on non-formal education. Knowledge, values and behaviour are transmitted through active participation, learning by doing and interaction of different knowledge and backgrounds generate educational richness; participants are the protagonists of their own learning process. Through discussion and debate, critical thinking is contributed by paying attention to the emotional aspects of the participants.



DURATION: 20 min. including watching the video





CONTEXT, TOOLS AND MATERIALS: a room that can hold at least 5-10 people, a PC and speakers to watch the video.



POSSIBLE ADAPTATIONS, ADVICE FOR FACILITATORS: Take care not to make value or merit judgements or evaluations in the face of any opinion or critical observation of the athletes by the facilitator. Instead, favour any discussion within the group, respectful and equal.

R3

THE SAGES

PURPOSE: To stimulate reflection on the influence of gender stereotypes in sport and how to break them down. Women's empowerment activity that can also be proposed to coaches to strengthen their female athletes.



LEARNING OBJECTIVES:

- Increasing awareness of introjected gender stereotypes;
- Encouraging self-reflection regarding one's own abilities with regard to playing sports;



TARGET GROUP (SIZE AND PROFILE): Team of female athletes, at least 5, aged 10 years and over, who play sports, including different and unstructured ones.

STEP-BY-STEP ACTIVITY

The trainer hangs on the wall - or lays on the floor - two silhouettes of human figures: female and male and, having previously prepared post-its containing



adjectives and/or qualities, the trainer will ask the participants which figure they think the post-its should be stuck on.

E.g. Aggressiveness, elegance, competition, fairplay, endurance, strength, speed, anger, fear, frustration, commitment, effort, winning, etc.

Ask the athletes, "On which silhouettes do we stick these labels?"

Once the post-its, which can be supplemented with qualities/adjectives coming from the athletes themselves, are finished, we will proceed by moving a few post-its from the male to the female template and vice versa. By performing this action, the athletes will be asked:

1. Why didn't you use 'strong' for a female?
2. Why didn't you use 'winning' for a female?
3. Is agile in your opinion a preferred adjective for the female or the male?
4. Let's try to think of a fast or strong female athlete.
5. What would happen if we attached this label to the other template?
6. What would people say?

This activity will stimulate female athletes to change their stereotypical thinking in order to break down a common rigid view.

REFLECTION AND EVALUATION: We have seen how stereotyping is a generalised view or preconception about the attributes or characteristics that are or should be possessed by members of a particular social group or the roles that are or should be played by members of a particular social group. The activity serves to bring out how, in general, certain adjectives attached to the figures and representations of the feminine and masculine are very different. For example, males are attributed prerogatives such as 'strong, confident, courageous, serious, proud, ambitious, focused, adventurous, authoritarian,



furious, proud, hard, irous, virtuous, decisive, bold, impudent'. For females, on the other hand, the most frequent characteristics attributed to them are 'weak, emotional, hypersensitive, uncompetitive, passive, docile, gentle, submissive, irrational, creator of an unentertaining and uninteresting sporting spectacle, if good, not very feminine'. The silhouette exercise aims to help girls understand how even a girl can be ambitious and successful, despite the fact that the idea of femininity is still too often linked to a concept that sees her relegated to subordinate roles. This is why we wanted to propose sports-related adjectives with completely neutral silhouettes to see how they will be 'dressed' by children*, girls* and adults*.

During the group discussion, the two participants can be consulted to compare their impressions and comment on the content, the emotions they felt during the interview and any thoughts the other interviewee's answers may have aroused.

METHODOLOGY: Plenary discussion.

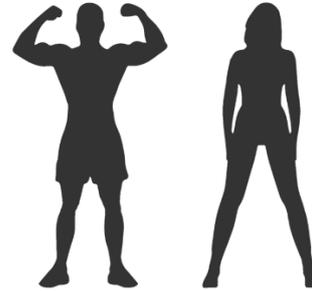


DURATION: 30-45 min interview and plenary discussion



CONTEXT, TOOLS AND MATERIALS: one male and one female silhouette drawn on 50x70 cards (attachments 1 and 2).





POSSIBLE ADAPTATIONS, ADVICE FOR FACILITATORS: it is possible to conclude the activity by showing the girls videos or photos of sportsmen and sportswomen in which both genders are engaged in the same sports activities.

R4

GENDER IN THE BOX





PURPOSE: To show girls how cultural reference models influence social representations of males and females and how this generates an idea of masculinity and femininity that conditions attitudes, behaviour and the relationship between men and women.



LEARNING OBJECTIVES:

- Raising awareness of social expectations and how these impact on perceptions of masculinity and femininity and the resulting behaviour.



TARGET GROUP (SIZE AND PROFILE): Team of female athletes, at least 5, aged 10 years and over, who play sports, including different and unstructured ones.

STEP-BY-STEP ACTIVITY

Retrieve articles, photos, comments and pictures/advertisements of sportsmen and sportswomen. Obtain a pink and a blue box.

Proceed by dividing the group into two subgroups: one will work on male images, the other on female images.

Invite the groups to answer the following stimulus questions:

- How are the women portrayed in the photos?
- Describe their appearance and physical characteristics.



- Describe their clothing.
- What messages do these photos give about the character of these women?
- How are they supposed to behave?
- Describe the women depicted with adjectives.
- Based on your own experience and reflecting on what you have always heard from your parents, peers, friends, media, etc., what roles do women play in sport?
- Are they successful?
- Do they hold positions of authority?
- What is their role within the press, the management, the teams?

Use the same stimulus questions for the images of men.

Place the answers in the FEMALE box and the MALE box.

REFLECTION AND EVALUATION: social conditioning, which induces people to structure their lives in obedience to sexual stereotypes, is promoted by the social actors with whom we relate, namely parents, extended family, teachers and peers.

Early mass media conditioning, which proposes distinctly different social roles for the male and female gender (Murnen et al., 2016; Reich et al., 2018), also contributes to cementing the harmony between one's way of life and one's gender. As a matter of fact, men are represented in activities in which self-assertion as individuals predominates, women, on the other hand, play less important roles, often related to the nurturing of the 'focularity', meaning by this construct all the activities that gravitate around the household (looking after the home, caring for the offspring, etc.) (Lauzen et al., 2008).





Our lives are full of social expectations, both our own towards others and of others towards us. In general, in order for our relationships to be comfortable, we tend to try to meet these expectations, since not doing so may give way to uncertainty and, therefore, anxiety. However, although confirming the expectations of others may seem the only way to avoid the judgement of others, in reality, often, wanting to conform to others becomes a cage of expectations that will cause us more and more confusion and discomfort.

METHODOLOGY: Plenary discussion.



DURATION: 30-45 min.



CONTEXT, TOOLS AND MATERIALS: articles, photos, comments and images/advertising of sportsmen and sportswomen. One pink and one blue box, or two identical boxes with different labels.



R5

THE TARGET

PURPOSE: This activity is to be considered as consequential to the previous one. The aim, in fact, is to 'quantify' social conditioning and how this influences each athlete's personal life to a greater or lesser extent. In fact, if we consider the box of the previous activity as a boundary delimiter created by the stereotypes linked to the idea of sportswoman or sportsman, the athletes will be asked to answer some stimulus questions aimed at fostering greater awareness.



LEARNING OBJECTIVES:

- Raising personal awareness of how stereotypes influence each girl's personal thoughts and choices.



TARGET GROUP (SIZE AND PROFILE): Team of female athletes, at least 5, aged 10 years and over, who play sports, including different and unstructured ones.

STEP-BY-STEP ACTIVITY

If we consider the box from before as a boundary delimiter created by stereotypes linked to the idea of sportswoman or sportsman, try answering this

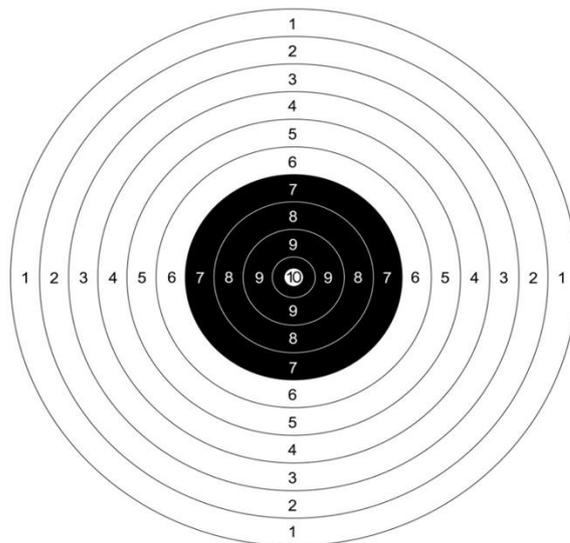




question: "Do you think you live in the box? Circle a number from 1 to 10 where 1 means "nothing in the box" and 10 means "totally in the box" (Appendix 3).

1	2	3	4	5	6	7	8	9	10
Not at all in the box									Totally in the box

Each participant then rolls up their sheet and the conductor collects and marks the results on a large hanging target, to probe the athletes' degrees of 'freedom' (ANNEX 4).



REFLECTION AND EVALUATION: make the athletes reflect on how socially conditioned they may be and how these conditionings may represent limitations that keep them 'caged in'.

METHODOLOGY: Plenary discussion.





DURATION: 30 min.



CONTEXT, TOOLS AND MATERIALS: Numbered target. If you wish, you can print out a strip with the scale from 1 to 10 above to give to the athletes.



POSSIBLE ADAPTATIONS, ADVICE FOR FACILITATORS: the issue of gender inequality, which is usually triggered during the discussion, can be a very sensitive and difficult issue. Female athletes might reject the fact that there is inequality between women and men or try to defend why males and females are treated differently. They might argue that it is just a reflection of the fact that each gender has different qualities, for example, that men have greater physical strength than women. It is important to help participants assess whether these characteristics are dictated by society, rather than relying on biological factors.

Should such considerations emerge, the question "do you think you live inside the box?" could be put in these terms: "who has more freedom and more privileges?".

It may be useful for facilitators to search for country-specific statistics on gender inequality, including information on the gender pay gap and the number of women in positions of power compared to men.

R6

WHAT YOU REALLY WANT

PURPOSE This activity helps to understand how we sometimes feel obliged to do certain things without having the desire to do them and that doing them



often corresponds to external demands that may come either from important reference figures or social stereotypes. It is therefore advisable to ask the athletes whether they recognise those 'musts' as their own or remember having internalised them through conditioning. This practice is useful to understand the extent of the discomfort felt by the subject at certain moments.



LEARNING OBJECTIVES:

- Distinguish what you 'want' from what you 'have to'.



TARGET GROUP (SIZE AND PROFILE): Team of female athletes, at least 5, aged 12 years and above, who play sports, including different and unstructured ones.

STEP-BY-STEP ACTIVITY

The leader invites the participants sitting in a circle to think of a situation in which they usually feel obliged to act in a certain way. After allowing them enough time to reflect and retrieve from memory an experience related to the request made, the game begins. In turn, each person, using the verb "I must", will express what they have been thinking. At the end of this first round, each person is asked how they felt about saying that sentence with the verb "I must". Then the leader invites the participants to replace the expression "I must" with "I want to". Thus begins the second round where each person in turn will express what he/she said previously in the new way. At the end, the presenter will again invite each person to express what they have felt. At the end of the game each participant should try to grasp the emotional difference between the two different modes of expression and in which one they felt most spontaneous and free.

REFLECTION AND EVALUATION: help the athletes understand why, on some occasions, they may feel uncomfortable doing something.

METHODOLOGY: Plenary discussion.



DURATION: 30 min. to an hour, depending on the number of participants.



CONTEXT, TOOLS AND MATERIALS: Setting: a large room.



POSSIBLE ADAPTATIONS, ADVICE FOR FACILITATORS: Variant. The facilitator can propose a specific topic of conversation (e.g. in the match, with the coach, etc.) to assess any difficulties in expressing oneself on these topics as well.

NB: The game can also be used to enhance the athletes' determination and motivation: 'I must win/want to win'.

R7

TRUE SPORTSMAN-TRUE SPORTSWOMAN

PURPOSE: To make young male and female athletes aware of the extent to which gender stereotypes might influence the ideas everyone has of themselves, also by analyzing the expectations coaches and trainers have of them.



LEARNING OBJECTIVES:

- Discuss with the athletes whether internal team expectations can have an impact on the athletes' idea of themselves.



TARGET GROUP (SIZE AND PROFILE): A mixed team of athletes, i.e. made up of both boys and girls, aged between 10 and 16 years practicing the same sport.

STEP-BY-STEP ACTIVITY

Arrange boys and girls in a circle. Hand them each the "True sportsman, true sportswoman" card (Appendix 5). They are told that they have 15' to complete it





individually. Once they have finished completing the card, ask them to roll it up into a ball and throw it trying to make a basket in the centre of the circle.

The presenter retrieves the basket and starts, one by one, to read the answers from the cards. E.g.: "this person's coach expects him/her never to complain about fatigue". The participants will have to guess whether it is the card of a male or a female.

The participants' answers will provide the impetus for developing a group discussion.

Stimulus questions:

- Are there commonplaces about sportsmen and sportswomen?
- In which sports especially?
- How do you think these expectations can influence athletes in sport?

REFLECTION AND EVALUATION: helping female athletes to distinguish between their own aspirations and external expectations.

METHODOLOGY: Individual work and plenary discussion.



DURATION: 30 min. to one hour, including 15' for filling in the form, depending on the number of participants.



CONTEXT, TOOLS AND MATERIALS: a "True sportsman, true sportswoman" card for each athlete, pens, a basket or box to put in the centre of the circle.





POSSIBLE ADAPTATIONS, ADVICE FOR FACILITATORS: the moment when athletes throw their crumpled sheets into the basket could be confusing. It will be up to the facilitator to let a certain lightness flow, and then to resume reading the sheets by asking for attention and mutual respect.



R8

THE LOSS

PURPOSE: to help girls share views that may be different and sometimes even distant from their own way of perceiving things.



LEARNING OBJECTIVES:

- Empathising with one's teammates.



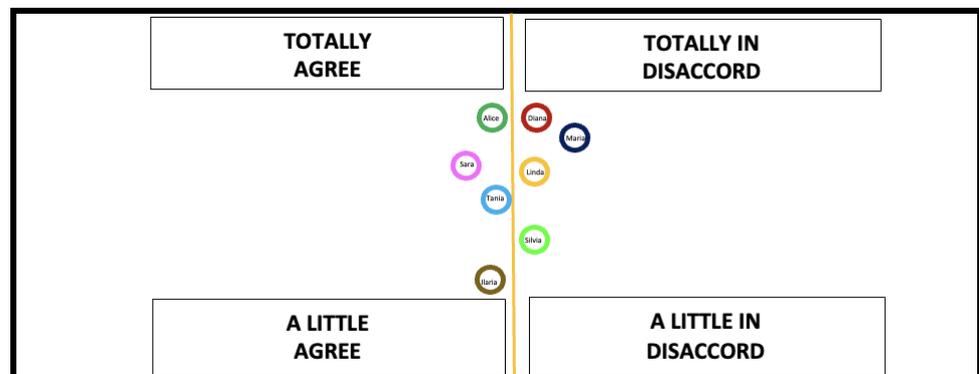
TARGET GROUP (SIZE AND PROFILE): Team of female athletes aged 14 and over who play the same sport.

STEP-BY-STEP ACTIVITY

Divide the room into two parts using masking tape as a dividing line and place signs saying **TOTALLY AGREE** and **TOTALLY DISAGREE** at one end. At the other end put signs with the words **SOMEWHERE IN AGREEMENT** and **SOMEWHERE IN DISAGREEMENT**. Tell the athletes that statements will be read out to them and that they should stand towards one end or the other, one side or the other, depending on their views. The closer they are to either end, the more they will agree or disagree with the statements you are going to read. They may partially agree or disagree with the statements: in this case they will position themselves along the line at the distance they think is most appropriate with respect to the degree to which they agree with the statement read.

Statements to be read for the activity:

- The person who has suffered catcalling, or verbal sexual violence, must react by performing some equally violent act against the perpetrators.
- The friends/teammates of the person who suffered the violence should NOT intervene.
- If the person who has been abused reports this to his or her parents, it will only make things worse.
- The person who has experienced verbal sexual violence should report it to his or her friends and ask them for advice.
- If the person who suffered violence talks to a coach or trainer about what happened, nothing will change.
- The person who has experienced violence should talk about the incident with a psychologist or psychotherapist.
- Catcalling at the end expresses a compliment



REFLECTION AND EVALUATION

There is no single, indisputable and irrefutable reality. Every thought, and therefore every perception of reality, is the result of a particular position of the subject interpreting it. The entry of other variables does not disprove the previous reality, but produces another, no less 'true' one. Let us explain further: a tree is a tree for anyone who looks at it. Of course, but it only exists from the moment we perceive it. Since each of us perceives it differently, because we



derive original and entirely personal emotions from the sight of it, the tree becomes a different reality depending on how we perceive it. Which is therefore the truest tree? Which perception can afford to prevail over another? Who can legitimately claim that one reality is truer than another? Here now, the statement 'there is not one truth, but many truths' takes on a more comprehensible meaning.

This principle is even more applicable to the world of emotions, which arise from ourselves as a function of our upsets, of our experience.

Beware of falling into the trap of trying to identify, in a competitive view, which reality is authentically 'real'.

It may happen that an athlete confides to her teammates negative perceptions about some incident that happened to her. The ditch activity can help girls not to be minimising about certain events and to be understanding and supportive of each other, but also to evaluate positions and readings of situations that differ from their own.

METHODOLOGY: Work with 2 groups of girls.



DURATION: 30 min. to an hour, depending on the number of participants and the exchange that takes place.



CONTEXT, TOOLS AND MATERIALS: adhesive tape to separate the environment. 4 riders with the inscriptions "TOTALLY AGREE",





"TOTALLY DISAGREE", "SOMEwhat AGREE", "SOMEwhat DISAGREE".



POSSIBLE ADAPTATIONS, RECOMMENDATIONS FOR FACILITATORS: can be added other statements in addition to those above that are considered useful to initiate an exchange between athletes.



R9

EQUAL OPPORTUNITIES?

(<https://www.youtube.com/watch?v=VmQPhoz1gdo&t=1s>)

PURPOSE: To inform female athletes about the current situation with regard to gender equality. To make female athletes aware of how male-female equality is still not fully achieved, even in sport, by reflecting with them on what social, cultural and/or organisational changes would be helpful to counteract the problem.



LEARNING OBJECTIVES:

- Promoting group discussion.



TARGET GROUP (SIZE AND PROFILE):

Team of female athletes aged 14 and above who play sports, even different ones.

STEP-BY-STEP ACTIVITY





Show the video and initiate a plenary discussion regarding its content. After the athletes have started to express their ideas about it, play the following on-screen or verbally:

- In Italy, with reference to the 15-17 age group, the share of girls doing physical activity is 42.6% compared to 58.4% of their male counterparts. (Censis data 2019).
- Again according to Censis, of the 4708741 registered athletes in the various Federations, women make up just 28%. Among the operators there are even fewer: female coaches are only 19.8%, club managers 15.4% and Federation managers 12.4%.
- At the international level, an interesting study by the IOC (International Olympic Committee) during the 2018 Pyeong Chang Winter Olympics showed that out of 2842 journalists, only 19.1% were women.
- According to the recent IOC statement on gender equality, women now make up 37.5% of the total IOC membership, 33.3% in the IOC Executive Board (compared to 26.6% pre-Olympic Agenda), 47.8% of the IOC commission members (it was 20.3% pre-Olympic Agenda) and 53% in the IOC administration itself.

Emphasize with female athletes that the issues of gender equality, catcalling and verbal sexual violence are not just a fad, but a reality also made up of numbers and objective obstacles, of which it is important to be aware.

REFLECTION AND EVALUATION: Attitudes towards equality are evolving, but even today's younger generation is not immune to gender stereotypes and inequalities. Inequalities between women and men persist today, especially in certain areas, such as employment.

The EU has made considerable progress in gender equality over the past decades. However, inequalities persist and it may be interesting to explore with



female athletes whether such inequalities exist and are also perceived in sports and, if so, how they manifest themselves and which sports might be most affected.

METHODOLOGY: circle time with athletes.



DURATION: 30 min. to an hour, depending on the number of participants and the exchange that takes place.



CONTEXT, TOOLS AND MATERIALS: room with a video projector and a PC for viewing the clip.



POSSIBLE ADAPTATIONS, RECOMMENDATIONS FOR FACILITATORS: It is conceivable to start the reflection after having dealt with the activity of the press review, highlighting within it the difference in the media's treatment of male sportsmen compared to female sportsmen.

R10

APPRECIATION OR HARASSMENT?

PURPOSE: to assess together the boundaries between compliments and harassment.



LEARNING OBJECTIVES:

- Promoting group discussion.



TARGET GROUP (SIZE AND PROFILE): Team of female athletes aged 14 and above who play sports, even different ones.

STEP-BY-STEP ACTIVITY:

Hang a poster board divided in half, gradually ask to list compliments or appreciations received during training, intensive sessions, etc., and place them identifying their nature, starting with the athletes' evaluations.

REFLECTION AND EVALUATION:

Most men who catcall claim that their comments are purely compliments and should not be considered a problem, indeed, that as compliments, they should even be welcomed. However, unsolicited and unwelcome comments take on the



connotation of harassment, which can easily instil fear and have even long-lasting psychological repercussions in those who suffer them.

We differentiate harassment from appreciation:

- Compliments are meant to increase a person's confidence, while harassment can make women feel insecure or uncomfortable.
- Compliments are personalised; harassment is sexualised and dehumanises the woman.
- Compliments are harmless, while harassment makes a person feel insecure.

In the context of gender, therefore, harassment often ends up being a way for men to exert control over women and their bodies. Making a sexual comment about a woman's appearance shows the sexualised and disrespectful view men have of women.

Although the situation can be dangerous, embarrassing and demoralising, more and more women are finding the strength to defend themselves against harassment.

METHODOLOGY: group discussion.



DURATION: 30 min. to one hour, depending on the number of participants and the exchange being activated.





CONTEXT, TOOLS AND MATERIALS:

A3 poster divided in half (Annex 6)

APPRECIATION	CATCALLING



POSSIBLE ADAPTATIONS, ADVICE FOR FACILITATORS: the conductor can proceed by proposing a list of previously selected words, but also asking the athletes to implement the list.

R11

PRESS REVIEW: LANGUAGE THAT PERPETRATES VIOLENCE AND GENDER STEREOTYPES

PURPOSE: to initiate with female athletes a reflection on the impact of social media on the figure of the female sportswoman and how news about her is conveyed.



LEARNING OBJECTIVES:

- Promoting group discussion.
- Making female athletes aware of the frequency of such occurrences in sport, reflecting with them on what changes need to be made to counter these phenomena



TARGET GROUP (SIZE AND PROFILE): Team of female athletes aged 14 and above who play sports, even different ones.

STEP-BY-STEP ACTIVITY:

Ask the athletes to look at the following pictures (Annex 7) and comment on them. Some questions that could be asked are:

- what do you see in these images?
- what do you think when you look at them?
- what emotions do they arouse in you?



After gathering some impressions, tell the facts related to these images.

Linda Cerruti: multiple Italian synchronized swimming champion Linda Cerruti published a photo on her Instagram profile showing the medals she had won, and was flooded with insults and vulgar and sexist comments. The volume and tenor of the comments forced the athlete to file a complaint, and the investigations conducted also by experts from the Cyber Security Operations Centre in Genoa, and coordinated by the Savona Public Prosecutor's Office, with the support of the Rome Postal Police Service, made it possible to identify the 12 network users, who were considered to be the authors of the most shared defamatory comments.

Tayla Harris: The young Australian footballer Tayla Harris, a young Australian football promise, has been the victim of disparaging and insulting comments for a photo showing her in action on the pitch. The photo immortalised her during a sporting action that shows her in all her athletic strength: during a high jump she is ready to kick the ball powerfully, score the first goal of the match and lead her team to victory. Too bad, however, that it triggered a series of comments about her physique and everything that had nothing to do with her physical performance, so much so that the footballer gave interviews in which she claimed to consider herself a victim of sexual abuse perpetrated through social media. Once again, where courage, ability and athletic preparation are



celebrated about the former, comments on the latter are wasted on the physique and everything that has nothing to do with sport).

Stimuli for discussion:

- if it had been you, how would you have felt?
- If it had been you, how would you have behaved?
- In your opinion, are expressions such as 'beautiful and good', 'knockout physique', 'style icon' sexist or not?
- Is the expression 'weaker sex' still used or is it outdated?
- Would you appreciate being praised more for your performance or for how you look physically?

REFLECTION AND EVALUATION

Travis Schedler and Audrey Wagstaff conducted a study showing that many female athletes are only accepted by society and receive media coverage if they participate in sports traditionally considered feminine. But who decides which sports should be considered masculine and which feminine? Maxwell McCombs and Donald Shaw argue that the media shape social reality and this also happens in sport.

The media tend to ignore women's sporting achievements, focusing on their physical appearance, their private lives, their femininity and their sexuality, even if they achieve more exceptional sporting feats than men.

If a woman decides to participate in a men's sport, her sexuality is still questioned and becomes a cause for public debate.

A few percentages (DAZN-Blogmeter research, Social Athletes): male athletes receive comments on their physical appearance almost exclusively when they post a selfie or moments from their private life; female athletes receive such comments regardless of the content of their post, even when they talk about sport.





When content is related to a sports victory, male athletes receive 65% of the comments related to the feat, while the percentage for women drops to 45%. The latter, however, have to deal with 9% of harassing (offensive or vulgar) content when celebrating their victory.

This harassment reaches 22%, i.e. one comment in five, if the content posted by a female athlete is a selfie, i.e. a light, non-sport-related moment. Male athletes dealing with this type of content, on the other hand, account for 6% of harassing comments, with a further 4% of offensive comments directed at people close to them.

METHODOLOGY: circle time.



DURATION: 30 min. to an hour, depending on the number of participants and the exchange that takes place.



CONTEXT, TOOLS AND MATERIALS: choose a few articles from the press review and share them with the participants, initiating a constructive debate.



POSSIBLE ADAPTATIONS, ADVICE FOR FACILITATORS: one can start from news reports of which the athletes are aware. The activity is more effective if the articles selected from the press review clearly show the different treatment of female athletes compared to male athletes.



R12

FREE TO CHOOSE

PURPOSE: The story of "Abigail and Gregor" activities provides an example of a moral and ethical dilemma. It can be used to foster the internalisation of the concept of responsibility and to guide female athletes in reflecting on how a situation can affect both behaviour, actions and relationships. At the same time, this occupation aims to develop the ability to work in a team.



LEARNING OBJECTIVES:

- Become more aware of how our value system influences our perception of reality.
- Develop an awareness of the existence and legitimacy of perspectives other than our own.
- Acquire awareness of the link between actions and consequences.



TARGET GROUP (SIZE AND PROFILE): Team of female athletes aged 14 and above who play the same team sport.

STEP-BY-STEP ACTIVITY

Hand each participant a sheet with the story of Abigail (attachment 8). The presenter invites each participant to read the story carefully. After that, each girl will be asked to draw up a personal ranking of the characters, from the one who



behaved best to the one who behaved worst, evaluating their behavior (attachments 9-10).

Once the individual task has been completed, the athletes will be divided into at least 2 subgroups, each of which will have to draw up a collective ranking of the characters in the story that is as shared as possible by all. Each subgroup will read out its ranking in plenary.

Once this initial sharing is complete, the presenter will **ask** the athletes the following **stimulus questions**:

- What emotions did you feel when reading the story individually?
- How did you come to share the choice?
- What values, attitudes, skills and characteristics proved to be necessary for the ranking of the characters in the story?
- What kinds of compromises have been reached?
- What emotions did you feel when you had to come to a common choice?
- Did you all agree? Why?
- And those who disagreed, why did they disagree?
- How can actions/decisions/attitudes influence others/situations? Why?
- Sometimes we feel we have no choice, but is that really the case?
- How would you interpret Abigail's story in a sporting context?

Emphasize with female athletes that the issues of gender equality, catcalling and verbal sexual violence are not just a fad, but a reality also made up of numbers and objective obstacles, of which it is important to be aware.

REFLECTION AND EVALUATION: Attitudes towards equality are evolving, but even today's younger generation is not immune to gender stereotypes and



inequalities. Inequalities between women and men persist today, especially in certain areas, such as employment.

In recent decades, the EU has made considerable progress in gender equality. However, inequalities persist and it may be interesting to explore with female athletes whether such inequalities exist and are also perceived in sports and, if so, how they manifest themselves and which sports might be most affected.

METHODOLOGY: free discussion and guided discussion.



DURATION: one hour, one and a half hours depending on the number of participants and the exchange that is activated.



CONTEXT, TOOLS AND MATERIALS: pen and paper for each participant. Alternatively, have a video projector and a PC available for projecting the story.



POSSIBLE ADAPTATIONS, ADVICE FOR FACILITATORS: If a PC and video projector are available, the story can be projected and read aloud by the presenter. If the reading is done by the presenter, he/she should take care not to communicate personal judgements by also paying attention to the way/ tone in which he/she reads the story.



R13

I LEARN TO DEFEND MYSELF

PURPOSE: every human being possesses and needs a personal space, their own territory in which to feel protected, to be defended from external intrusions. When we speak of personal space, we are not only referring to the physical component, and its violation can also occur through the invasion by other stimuli, such as the voice, the breath, the body heat of others, emotions transmitted in a direct and profound way. This is the reason for the discomfort and the typical sense of annoyance, if not outright threat, that one feels when someone invades that space.

It is not necessary to enter a lift full of people to feel discomfort; often the most serious 'aggressions' come from the people closest to us. Hence the prevailing need to know how to set limits. We may find it difficult to protect our personal space. This inability to manage our personal boundaries generates a very high emotional cost, leaves its mark and weakens the deepest foundations of one's psychological architecture.

For this reason, we must learn to establish physical and psychological distances in all external dynamics that attack our intimacy and act as powerful sources of stress.





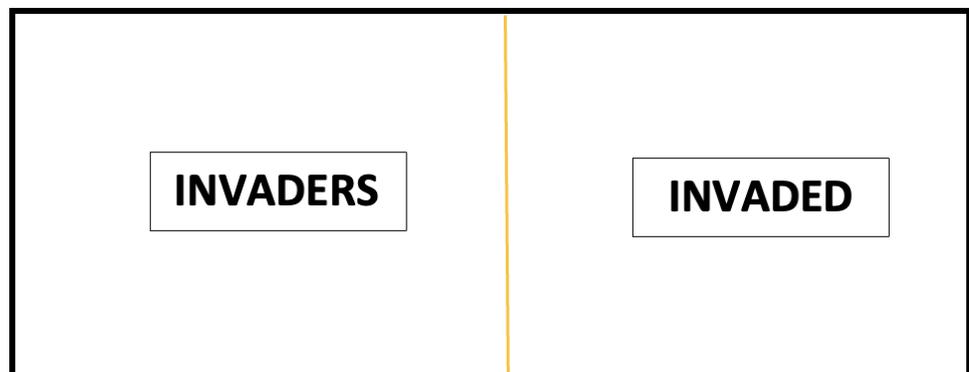
LEARNING OBJECTIVES:

- Fostering awareness of one's limits and defensive capabilities.
- Learning to assertively articulate what our needs, personal boundaries and limits are in order to improve our ability to enforce them.
- Improve communication and relationship with the other.
- Learning to better protect ourselves from toxic and invasive environments.
- Strengthening one's sense of identity.



TARGET GROUP (SIZE AND PROFILE): Team of female athletes aged 14 and above who participate in single and team sports of different types.

STEP-BY-STEP ACTIVITY: divide the group into two teams, INVADERS and INVASERS. Each member of the invaders group will be assigned a partner who will be part of the opposite team (invaders). The invaders' team, and each invader in particular, will have to focus on invading the space of their previously assigned partner. Each member of the invaded team will have to find their own mode of defence.



METHODOLOGY: free-body activities.



DURATION: 30 min. approx.



CONTEXT, TOOLS AND MATERIALS: a large room that allows good space for movement.



POSSIBLE ADAPTATIONS, RECOMMENDATIONS FOR

FACILITATORS: the facilitator purposely leaves the subject of "invasion" free, without giving too many indications as to how to invade and how to defend. from here, at the end of the activity, we can reflect together on the different perceptions of each participant, on the themes of physical and emotional space, on the roles of posture and facial expression during the game, on how much the physical and emotional planes overlap and condition each other.

R14

REACTIONS TO THE USE OF POWER

PURPOSE: External dynamics that attack our intimacy materialise as powerful sources of stress.

Stress can be defined as the condition in which an individual finds himself when he is hindered in the fulfilment of his needs, desires or aspirations. External demands of various kinds can also give rise to additional forms of stress, especially when combined with emotions, memories and internal conflicts. This is why it is crucial to recognise and improve the type of response the organism makes to restore its equilibrium. This competence is understood as the individual's ability to interact effectively with his or her environment, deploying various coping strategies, both psychological (of re-evaluating the meaning of events) and actual action. Awareness of this competence translates into feeling self-efficacious (Marmocchi, Dall'Aglio, Zannini 2004).

An example of these processes is evident in reactions to the use of power exercised in an authoritarian manner (dominance, overpowering), which are classically divided into:

- struggle, in active or passive opposition to power



- escape, both physical and psychological (substance use, fantasies, etc.)
- submission, yielding to power and implying resentment and a fall in self-esteem.



LEARNING OBJECTIVES:

- Give female athletes the opportunity to personally experience the use of power and the reactions associated with it.
- Promoting awareness of the meaning of certain behaviours
- Increasing a capacity to react appropriately to the use of power
- Promoting reflection in female athletes of how closely the evaluation of the stressful event is related to the perception of the individual



TARGET GROUP (SIZE AND PROFILE): Team of female athletes aged 14 and above who participate in different individual and team sports.

STEP-BY-STEP ACTIVITY:

Divide the group into two sub-groups, each of which constructs and represents a conflict situation in which someone exercises power and someone else reacts to it.

Have the athletes fill out the form in Appendix 11, as a moment of personal reflection on the different ways in which one can react to the use of power.

At the end, in plenary discussion, some reactions such as fight, flight and submission will be explored.

METHODOLOGY: free-body activities.



DURATION: 30 min. approx.



CONTEXT, TOOLS AND MATERIALS: a large room that allows good space for movement.



POSSIBLE ADAPTATIONS, ADVICE FOR FACILITATORS: depending on the ages of the participants, correlations between self-efficacy, self-esteem, stress management and reactions to the use of power may arise more or less spontaneously in the group. The facilitator should try to stimulate the group discussion so that the athletes themselves create the appropriate inferences and reflections, without "explaining" them first.

R15

HOW I FEEL, HOW YOU FEEL

<https://olympics.com/athlete365/safe-sport/sexual-harassment-and-abuse-in-sport/>

PURPOSE: Maria's story can be the story of many girls. So it becomes the starting point to understand first of all that one is not alone, but also to deepen one's emotions when one finds oneself in certain situations and to evaluate strategies to react and cope with behaviour in the face of which one might feel so overwhelmed that one wishes to give up everything, even at the cost of undoing years of sacrifice and deprivation.



LEARNING OBJECTIVES:

- Developing resilience.
- Enhancing assertiveness.
- Increase awareness of one's own emotions and those of others.
- Valuing anger as a life-saving emotion.



TARGET GROUP (SIZE AND PROFILE): Team of female athletes aged 14 and above who play sports, whether individual or team, even different ones.

STEP-BY-STEP ACTIVITY





After watching Maria's film (<https://olympics.com/athlete365/safe-sport/sexual-harassment-and-abuse-in-sport/>), propose the following **stimulus questions** to the girls:

- Have you ever experienced similar situations?
- How did you feel?
- How did you behave?
- Did you talk to anyone about this?
- Do you think you would do the same thing again today or react differently?
- Try to identify unpleasant phrases or comments with a corresponding situation.

Once the situation has been identified, ask the participants to interpret it by dramatising it, inviting them to try saying "no" by communicating their needs and opinions.

REFLECTION AND EVALUATION: saying 'NO' seems a particularly difficult task. Often, we have the impression that we are committing an execrable act or passing up some important, if not unmissable, opportunity. Other times, we fear that saying 'NO' might even result in retaliation.

However, if we are being oppressed or abused, saying 'NO' is our sacrosanct right and allows us to protect our personal values, making it clear to the other person that we have needs to respect. This is why learning to say 'NO' is, first and foremost, a right we have to recognise for ourselves, because it allows us to put a boundary with the other person on unpleasant things, to express our needs and demands. Let us remember that in certain situations where the issue of gender comes into play, when we allow ourselves to say a 'NO' we are not saying it to a man or an advance, but to everything that allowed that man to make that advance or abuse as he pleases without fearing the consequences. To all that is behind him and within us, in our stories as men and women, by inveterate tradition.





And when it is no longer we who choose to say NO, but men who choose not to put us in a position to say it, then we will be able to say that gender equality is finally achieved.

Meanwhile, to our rescue can come anger, the emotion that gives us the strength to say 'NO'. Too often stigmatised, it is frequently a sign of other concomitant emotions, such as fear, frustration and despair. If we manage to express it in an assertive manner, i.e. by accepting our needs without overriding those of others and always maintaining a respectful attitude towards ourselves and other people, it can prove to be a great ally. A healthy emotion that helps you grow, anger is that energy that signals to you that something more or less unpleasant is happening: an abuse of your needs, your boundaries, your value. Anger serves to protect you, to defend you, to differentiate you, to separate you from the other while keeping you firmly to yourself. It has nothing to do with spending the day ranting, or passing everything through the narrow sieve of a filter for which nothing fits. Understood in its positive sense, anger is an emotion that absolutely must be re-evaluated.

METHODOLOGY: free discussion and guided discussion.



DURATION: one hour, one and a half hours depending on the number of participants and the exchange that is activated.





CONTEXT, TOOLS AND MATERIALS: video projector and a PC for the projection of the clip.



POSSIBLE ADAPTATIONS, RECOMMENDATIONS FOR

FACILITATORS: if the athletes have difficulty telling their stories or have not experienced stories of abuse first-hand, try proposing stimulus questions such as: "Do you know anyone to whom similar situations have happened?". Replace the subsequent questions, which are in the first person, with questions requiring identification, such as "How do you think you would have felt in Maria's place?", "How do you think you would have reacted in her place?", "What would you do in Maria's place?", etc.

Alternatively, you can use the table in Annex 12 before starting the discussion.

R15

COMMENTS ON STORIES

PURPOSE: to foster empathy and reflection on how superficial modes of communication can conceal attacks on one's self-esteem.



LEARNING OBJECTIVES:

- Increase awareness of the impact of a certain type of communication on our self-esteem.
- Developing resilience.
- Enhancing assertiveness.



TARGET GROUP (SIZE AND PROFILE): Team of female athletes aged 14 and above who play sports, whether individual or team, even different ones.

STEP-BY-STEP ACTIVITY

Distribute to each participant a sheet with the story of Giulia and Giuseppe and Mr. Verdi, the gym teacher (attachments 13 and 15). After the reading, the



conductor, accompanying the athletes with predefined questions (attachments 14 and 16), will help them reflect on the resonances they perceive by putting themselves in the shoes of Giulia in situation 1 and of the athletes in situation 2 (empathy, awareness, respect)

Once this initial sharing is complete, the presenter will **ask** the athletes the following **stimulus questions**:

- Have you ever experienced similar situations?
- How did you feel?
- How did you behave?
- Did you talk to anyone about this?
- Do you think you would do the same thing again today or react differently?
- Try to identify unpleasant phrases or comments with a corresponding situation.

Once the situation has been identified, ask participants to interpret it by dramatizing it, inviting them to try saying "no" by communicating their needs and opinions.





RESOURCES

for Self-esteem and Self-efficacy reinforcement activities



R15

WE DESIGN OUR OWN T-SHIRT

PURPOSE: To identify the perceived level of competence and develop one's sense of self-efficacy in order to enhance motivation.



LEARNING OBJECTIVES:

- Increasing self-awareness.
- Empowerment of female athletes.



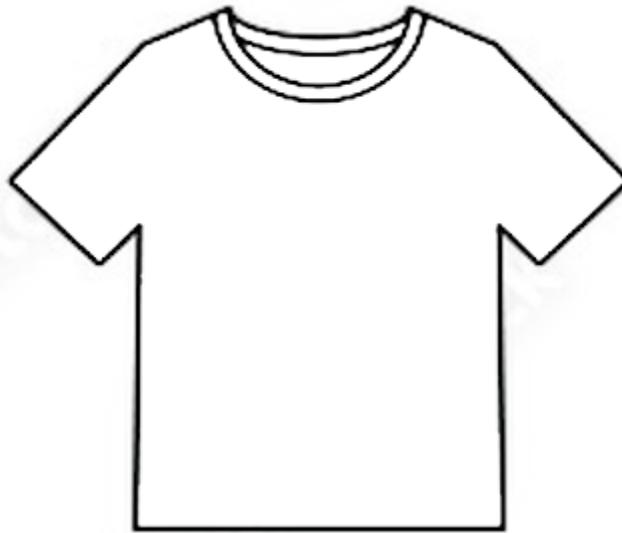
TARGET GROUP (SIZE AND PROFILE): Team of female athletes, at least 5, aged 10 years and over, who play sports, including different and unstructured ones.

CONTENT AND STRUCTURE

STEP-BY-STEP ACTIVITY: each athlete can have a real t-shirt or a print of a full-size t-shirt on which to write the following:

- Right sleeve: Things for which you are naturally suited, requiring little or no training or coaching
- Left sleeve: things that you still need to improve, that still require training
- Chest: Logo and/or coat of arms identifying you
- Kidneys: Your interests and sports and/or physical activities

- Heart: Where your passion lies and/or what motivates you
- Liver: What excites/excites you
- Back: 360 - What others see about you that you don't know about yourself



REFLECTION AND EVALUATION:

Our sense of self-efficacy is the degree of confidence we have in our abilities, specifically in our ability to meet challenges and successfully complete certain tasks. Self-efficacy has a great influence on the motivation and energy we devote to a given activity, which, in our context, is understood to be in the field of sport: people with high self-efficacy tend to be more motivated and committed, as they believe their efforts will pay off. People with low self-efficacy tend to be more likely to develop feelings such as anxiety or perceive states of stress more easily. In fact, if we do not believe we have the skills to manage and cope with the challenges we face, we tend to feel powerless and out of control, which can cause feelings of frustration, anger and despair.



DURATION: 30 min.



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CONTEXT, TOOLS AND MATERIALS: a T-shirt, real or cardboard (Appendix 17), on which to write.





Women's Healthy and active lifestyle Is Threatened by verbal sexual harassment: Let's stop **CATALLING** in sport!



ALIVEAS TO RESOURCES



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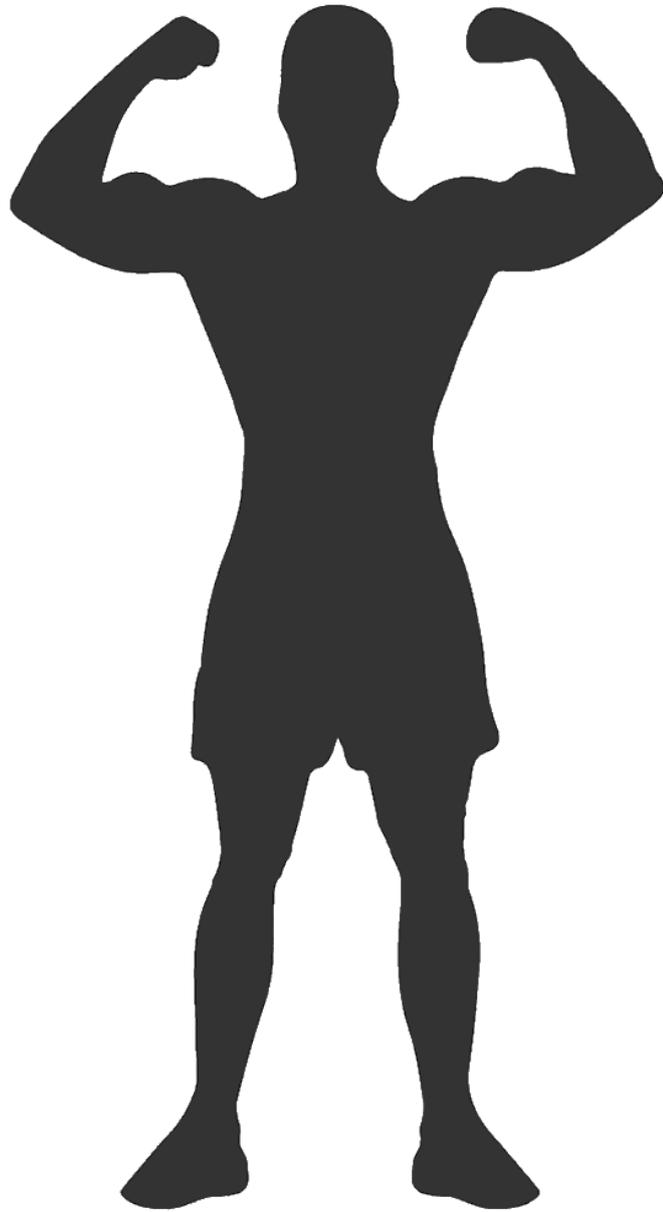
Educational Materials





Women's Healthy and active lifestyle Is Threatened by verbal sexual harassment: LET's stop **CATALLING** in sport!

A1

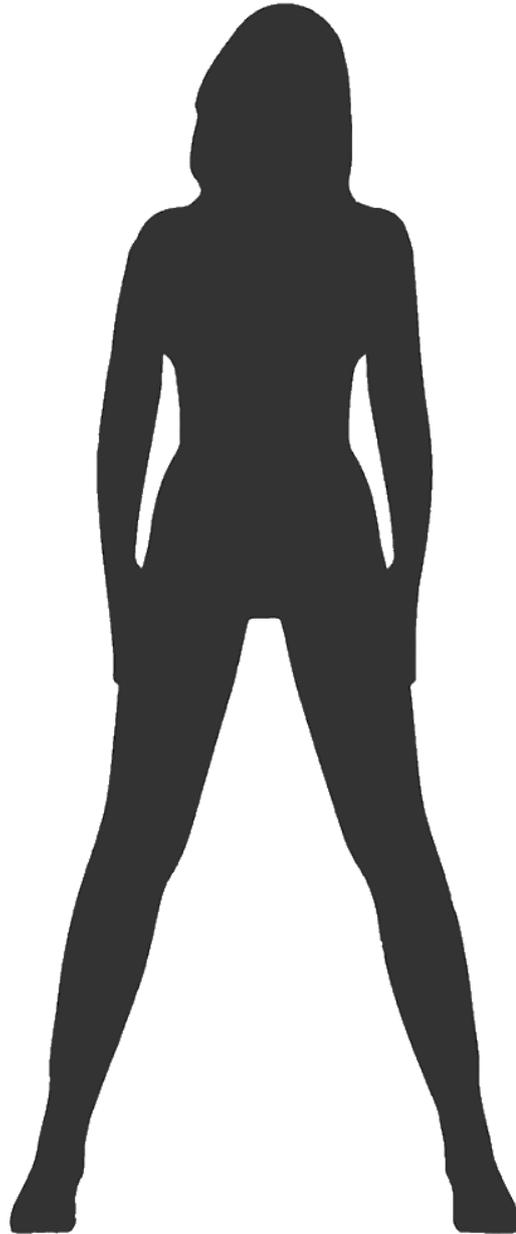


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Women's Healthy and active lifestyle Is Threatened by verbal sexual harassment: LET's stop **CATALLING** in sport!

A2



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A3

"Do you think you live in the box? Circle a number from 1 to 10 where 1 means 'nothing in the box' and 10 means 'totally in the box'.

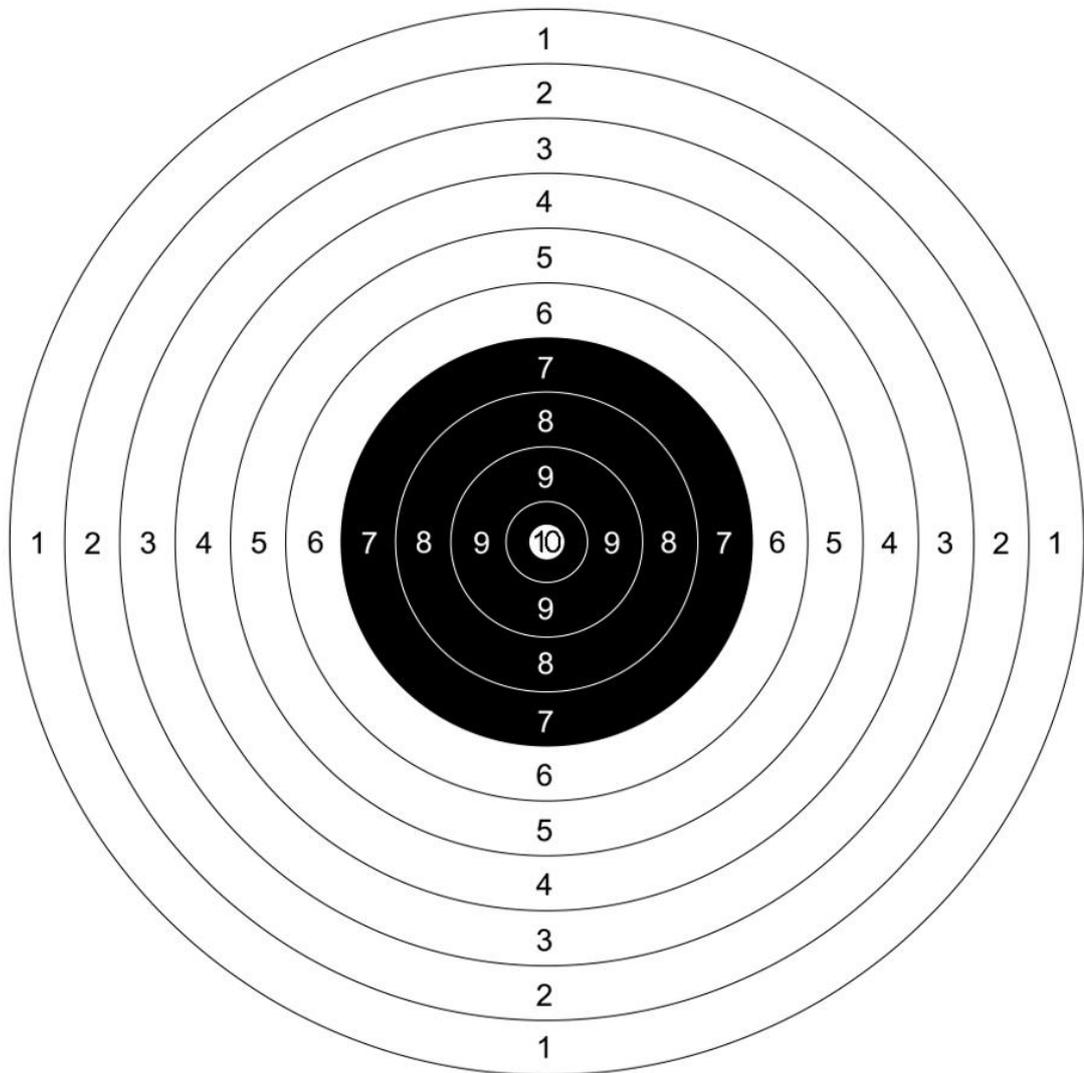


1	2	3	4	5	6	7	8	9	10
Not at all in the box									Totally in the box





A4





A5

TRUE SPORTSMAN, TRUE SPORTSWOMAN' CARD

Male

Female

Mark with a cross the expectations your parents or coach/trainer have of you to be a true sportsman or sportswoman.

Coach and parents expect me to.....

- I never complain about fatigue
- Make me stand up to opponents
- Never be afraid
- Have good grades at school
- Stay graceful or graceful off the field
- Always be tidy and wear clothes appropriate to the situation
- That I do not cry
- Be kind and helpful to teammates and opponents
- Take care of my teammates
- You always try to win
- Struggling to achieve my goal
- Don't swear
- One day marry me and have children
- You do not use force and aggression to solve situations





- Show affection and gratitude
- Accept situations without opposing or complaining too much
- Be confident
- Accepting defeats





□ **A6**

APPRECIATION	HARASSMENT





Women's Healthy and active lifestyle Is Threatened by verbal sexual harassment: LET's stop CATALING in sport!

□ A7



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□ A8

THE ALLIGATOR RIVER

Once upon a time, there was a girl named **Abigail** who lived by a bank of the Alligator River, home to numerous crocodiles, who was in love with a young man named **Gregor**, who lived on the opposite bank of the river. Abigail wanted to cross the river to be together with Gregor. Unfortunately, however, a storm had destroyed the small bridge over the river and it had become difficult for the two to meet.

Abigail was dying of homesickness, so she went to see **Sinbad** the fisherman, who owned the only boat in the region. Abigail explained the situation to him and begged him to take her across the river. Sinbad was willing to help her, but only if she, Abigail, agreed to spend a night with him. The girl was shocked by such a proposal, so she refused and left, looking for someone else who could help her. She then went to **Ivan**, a friend, but he did not want to know anything about it because he did not want to get involved in the affair.

Abigail pondered for a long time and, in the end, decided to accept Sinbad's proposal to see Gregor again and spent the night with the fisherman. The latter kept his promise and, the following morning, led the girl to the other side of the river.

When Abigail told Gregor what had happened, Gregor flew into a rage and said he never wanted to see her again. In despair, Abigail left. While crying, she ran into a friend of hers and Gregor's named **Slug**. Abigail confided her grief to him. Slug listened full of indignation and then went to Gregor to beat him.





Abigail followed him, watched from a distance and began to laugh. As the sun set on the horizon, her mocking laughter echoed through the valley.





A9

CHARACTER GRID

Character	Behaviour	Responsibility	Justify your decision
Abigail			
Gregor			
Ivan			
Sinbad			
Slug			





□ A10

BEHAVIOUR AND RESPONSIBILITY

All 5 characters are listed in alphabetical order. Complete the Character Grid by defining their behaviour/actions and what is their level of responsibility for the situation described.

CHARACTER RANKING

After reading the story, rank the characters by giving them a score from 1 to 5 according to their behaviour and their level of responsibility for the story described, with 1 being the worst behaviour and the highest level of responsibility. Your evaluation of the two aspects of the same character may not match. For example, you might give a character a score of 2 for their behaviour, but 5 for their level of responsibility. Write down briefly the reasons for your ranking.





A11

REACTIONS TO THE USE OF POWER

Complete the form below, focusing on the different reactions to the use of power.

When someone uses power with me, I submit if...	When someone uses power with me, I submit if...
.....
Someone uses power with me. I feel like running away if...	Someone uses power with me. I feel like running away if...
.....





Women's Healthy and active lifestyle Is Threatened by verbal sexual harassment: LET's stop **CATALLING** in sport!

.....
When someone uses power with me, I struggle if...	When someone uses power with me, I struggle if...
.....





□ A12

After watching the video, place a token on the word that best describes how you would feel if you were in that situation. If you line up five tokens in a row, column or diagonally, you get bingo!

HAPPY	HONORABLE	TERRORISED	INFASTIDATED	ANXIOUS
SAD	EUPHORIC	ANGRY	DEPRESSED	GUILTY
CHEERFUL	FURIOUS	HAPPY	CONCERNED	JEALOUS
SCARED	SATISFIED	IMBARAZED	HAPPY	FULFILLED
IRRITATED	ANGRY	DISPLACED	IRRITATED	DISSATISFIED





□ A13

SCENARIO 1

JULIA AND JOSEPH

Giulia is in the third year of high school. Every time she has an English lesson she has to cross a corridor near the gymnasium. Sometimes there is a group of boys in the gym and every time they see her they start joking and making sexual innuendos about her. They don't talk to her directly, but they make comments of a sexual nature, such as "Look at that butt! I would like to have sex with her". All the boys participate except Giuseppe, who does not seem to be interested in this type of behaviour. The rest of the group starts teasing Giuseppe by saying that he is obviously not interested in women and that he is a very strange person.





□ **A14**

QUESTIONS FOR A GUIDED REFLECTION ON SCENARIO 1

1. How do you think the guys in the gym made Giulia feel?
2. How do you think the guys in the gym made Giuseppe feel?
3. What do you think of the boys' behaviour? What were they trying to achieve?
4. Would you define the experience of Giuseppe and Giulia as gender-based violence? If so, how was the violent behaviour experienced by Giuseppe and Giulia?
5. What do you think Giulia should do now?
6. What do you think Joseph should do now?
7. What would you do/did you say if you were friends with Giulia or Giuseppe?
8. What would you do/say if you were friends with the boys?





A15

SCENARIO 2

MR. GREEN, PHYSICAL EDUCATION TEACHER

Mr Verdi is the physical education teacher. Some people really like him, others don't care much for him. He puts a lot of effort into his work but is also quite sarcastic. To girls he is capable of saying phrases like: Class is over, time to go get your hair done; time to go paint your face. He also usually comments on their clothing. When he teaches physical education to boys, he sometimes calls them ladies or girls, or scolds them: You are immediately tired, worse than girls! He once teased a boy by making a shrill voice, imitating a girl's way of speaking and calling him a sissy. Mr Verdi's comments make some students uncomfortable. There are girls who feel very offended. Some boys say he harasses them. Others say not to mind, that Mr Verdi is only joking."



A16

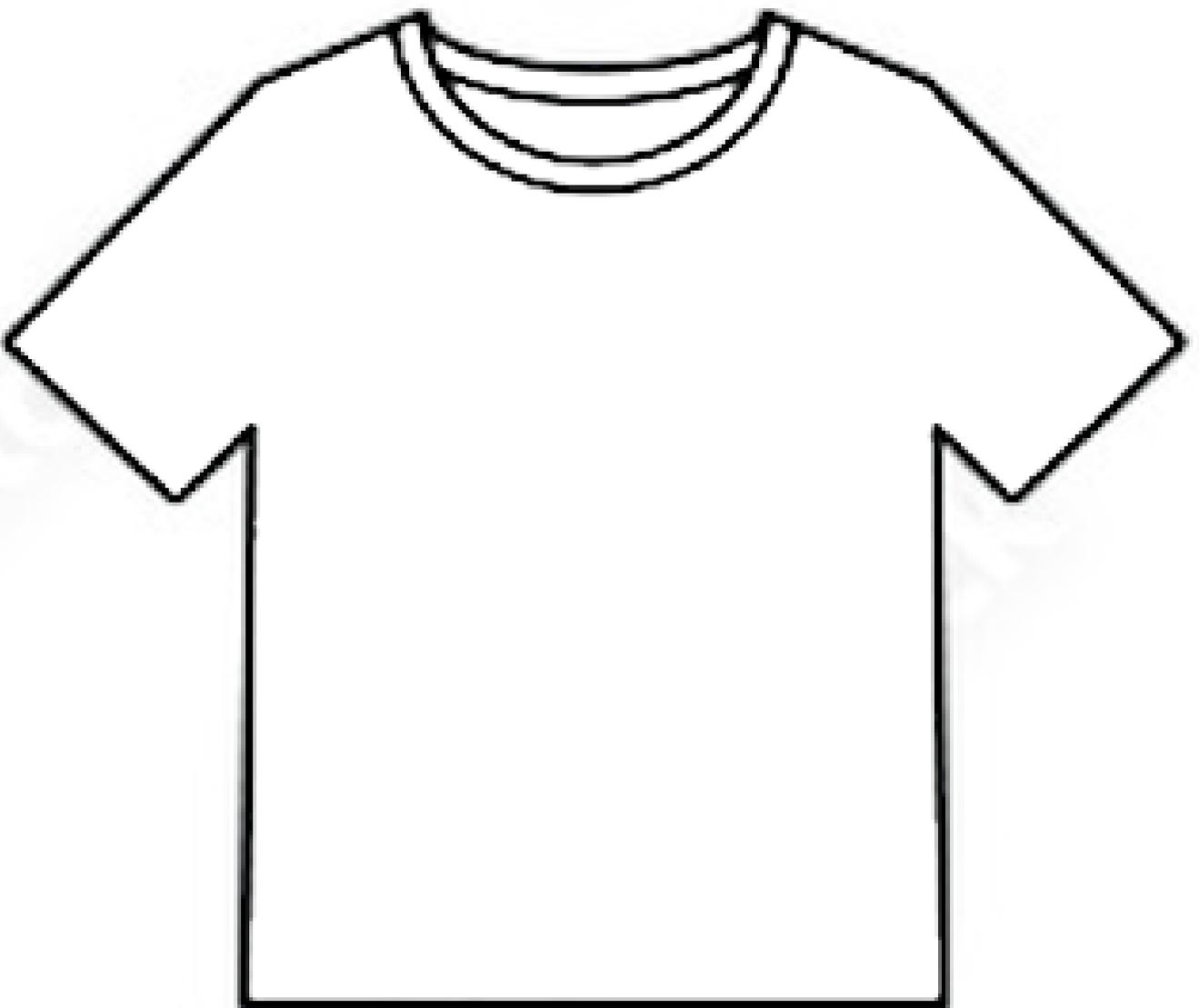
QUESTIONS FOR A GUIDED REFLECTION ON SCENARIO 1

1. How does it feel to be the subject of Mr Verdi's comments?
2. Is this harassment?
3. Why do his words constitute harassment for the boys?
4. Why are they also for girls?
5. What could you do if you were the target of Mr Verdi's sarcasm?
6. What can students do?
7. Could the students get into trouble if they told anyone about these incidents?





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A15

TELL US ABOUT YOURSELF!

PURPOSE: PURPOSE: to develop one's sense of self-efficacy in order to enhance motivation.

STEP-BY-STEP ACTIVITY:

Ask each athlete to tell us something about themselves by answering the following **stimulus questions**:

- describe something nice about yourself
- describe one or more activities you are good at
- tell us about one of your victories

REFLECTION AND ASSESSMENT

Unlike self-efficacy, which indicates how much we believe in our abilities to cope with challenging situations, self-esteem indicates how much we esteem ourselves, i.e. the level of respect and love we have for ourselves. Self-efficacy and self-esteem do not necessarily coincide.

Let's take an example: someone who is a perfectionist generally has a high level of self-efficacy but low self-esteem, because he or she knows that he or she has the skills to cope with life's challenges, yet whatever results he or she achieves, he or she will tend to be overly critical of himself or herself. Having clarified this



important difference, it is necessary to emphasise that although they are different concepts, self-efficacy and self-esteem are closely related.

People with good self-esteem and a good sense of self-efficacy are often able to recognise their own limitations without necessarily passing judgement on them.



POSSIBLE ADAPTATIONS, ADVICE FOR FACILITATORS: Notes to facilitators: the activity could also be used as an initial mutual introduction and/or ice-breaker.



PICTURES of the testing and validation event





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The resources and the guidelines have been tested for the first time with the volleyball athletes of the USMA Padova sports club. The evening was a moment to focus on the types of verbal violence and cat-calling to which female athletes are often subjected, on ways to identify such phenomena and to strengthen both awareness and concrete tools to deal with such situations.

The session involved girls who are group of the first team, which is playing the Italian Serie B, and a group of girls from the junior sector. Their age was overall between 16 and 25 years old. After an introduction based on the multiple meanings of catcalling, which was necessary to establish a framework of the topic, the session was mainly focused on a test of the exercises produced by Si Può Fare. The aim was twofold: on the one hand, to test the materials produced within the OER for the D.3.2, and on the other, to build a session for empowering athletes during their activities. The session was stimulating, and girls became involved in the event by expressing their opinions and perspectives about the proposed activities. Majority of activities were tested, and girls participate with enthusiasm to all of those.

At the end of the session, girls were asked to express feedback on the session and results were terrific. In fact, satisfaction questionnaires submitted to the female athletes show excellent satisfaction with the activities conducted and good interest in the proposed phenomenon. In fact, when asking "do you think it is useful for female athletes to deal with the proposed topics as during this meeting" 12 female athletes answered "a lot", and 5 "very much". The scale was based on the possible answers: "not at all" "a little" "enough" "a lot" "very much".





Furthermore the girls showed to be very interested in the topic and underlined the importance to treat and spread it in any context as sports, schools etc. More than one recommended that male athletes should be involved as well. It is noteworthy that out of 17 responses, to the question "do you feel that you have been a victim of catcalling and/or verbal harassment on some occasion, 14 of them answered YES, while only 3 answered NO. Most of these girls then, wrote that emotionally, these experiences caused "quite a bit" or "a lot" of discomfort.

The girls also were very interested in understanding the psychological and emotional consequences of these phenomena in their own life and personality.

Among most significant comments reported:

- *"for me this project should be extended to many sports clubs, both in women's and men's teams, and also in schools"*
- *"after this activity I feel much more understood as a girl. regarding the topics discussed I hope that sooner or later these acts that cause discomfort will disappear or at least decrease"*
- *"these activities can help so many girls talk about their negative experiences that before maybe they didn't have the courage to do so"*

Mainly lesson learned for the event: better to alternate the theory with the activities to stimulate the audiences and let them practically feel part of the project. When topics became slightly heavy (for example, talking about the psychological consequences of catcalling or harassment), attention was caught telling them real stories of VSH victims, the psychological consequences and the resources that they can count on.



Among the activities, particularly activating was "the moat of ideas," because from a static situation they could be actively involved to express their idea with their bodies.

The gender boxes represented the idea of gender cages well, the girls caught the symbolism on the fly, and seeing on a large target the concentration of the group's perceptions was also significant.

It is useful to let the girls talk as much as possible, and to seek dialogue, catching even small signals at the level of facial expressions or posture. Disagreement or any misgivings need to be accepted. It is necessary to facilitate discussion not so much between participants and trainers, but among participants themselves. Important to downplay occasionally and always maintain a good level of empathy and acceptance, even with respect to any mistrust.

The message reaches them in any case, we are sowing seeds of awareness that will be able to flourish in absolute autonomy.







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