



# WHISTLE

**W**omen's  
**H**ealthy and active lifestyle  
Is **T**hreatened by  
verbal sexual harassment:  
**LEt's** stop CATALLING in sport





# OPEN EDUCATIONAL RESOURCES

## TO RAISING AWARENESS OF VSH AMONG SPORTS EDUCATORS





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P2 Si può fare cooperativa sociale, Italy

P3 Municipality of Padova, Italy

P4 KEAN, Greece

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#### Deliverable Scope (as in the DoA)

D3.3 comprises:

- open educational resources to train coaches and sport staff to detect VSH and to take the right actions supporting women harassed in sport environment. The resources are elaborated by the task leader and are made of guidelines for trainers, materials that can be used during the training event (including slides, pictures, videos), empowering brochure that is arrange with the purpose of disseminating the OER
- pilot events to test and validate the OER and at the same time to empower a group coaches and sport staff selected within the clubs contributing to 3.1 JPP

#### Milestone linked to the deliverable

M3.2 : D3.3 are validated by the partnership after the training events

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

To be reached in M21





### Partners involved in the elaboration of the document

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### 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)





## Table of Contents

1. Introduction
2. Harassment and abuse in structured sport
3. Harassment and abuse in non-élite sports
4. **PREVENT THE PHENOMENON OF VSH**
5. Gender-based violence: why it's your business
6. **RESOURCES for AWARENESS-RAISING ACTIVITIES**
7. **Testing and validation event**
8. Annexes to resources
9. Annex 1 - Educational Materials
10. Annex 2 – Questionnaire Evidences



# Introduction

Sport is not only a physical activity, but an extraordinary means of knowing and improving oneself and of communicating with others by building positive relationships, and it plays a powerful educational and associative role. For these reasons, sexual abuse and harassment are completely incompatible with the intrinsic values of sport.

Of all human activities, sport is the result of a choice and not an obligation and has to do with many dimensions: rules, relationships, education to respect oneself and others. It helps to understand that violent and overpowering dynamics are signs of weakness and not of strength, and that commitment and constancy in physical effort and the capacity for sacrifice are not exclusively male prerogatives, but simply personal aptitudes.

Educating is one of the most important human prerogatives: those who teach sport educate, also through their example, to communicate and transmit the values inherent in sporting activity. Developing tolerance and understanding and establishing recognition of the equality of people in order to avoid discrimination and harassment is therefore a fundamental goal for an educator.

More generally, it can be stated that all those, at whatever level, who revolve around sport should strive to create a safe environment and atmosphere for children, young people and adults.

This toolkit therefore represents a simple and effective tool to help coaches and trainers to perform their educational role with greater awareness, through tools and skills that help them to propose a model of masculinity different from the dominant one.

Not only: it is a tool to help them understand what are the limits of acceptable behaviour that it is desirable not to overstep. For this reason, in conclusion to this first part of the presentation of the phenomenon, guidelines will be attached that can guide the educator in the way he/she behaves towards his/her athletes.

The manual is a tool to help sports educators recognise and counter the dynamics of gender-based violence, sometimes open and obvious, other times subtle and hidden, in the sports contexts in which they work.

In the first part, the phenomenon of verbal sexual harassment within a structured sports context will be explored, while in the second part we will look at the effects and consequences of catcalling - understood as a street phenomenon - on free sporting activities.



In the third part, the handbook will explain why it is important to prevent the phenomenon of harassment by coaches and educators.

At the end of this chapter, some guidelines will be given to help educators navigate between acceptable and abusive behaviour.

In the fourth part, some training activities will be illustrated step by step, indicating for each one the objective to be achieved and the reflection stimulus to be activated through that specific action.

The last section of the manual will be dedicated to the restitution of the experience carried out with a heterogeneous group of educators involved in the verification of the materials drafted in order to validate the activities of this toolkit.

Indeed, the commitment of each of us, even within the limits of our own range of action, can make a difference.



# Harassment and abuse in structured sport

Open and inclusive sport is a fundamental goal in sport.

A prerequisite for achieving this goal is that children, young people and adults are happy and can feel safe while playing sport.

Therefore, clubs and associations have a duty to prevent harassment and abuse within their organisations, and both employees and volunteers within them should follow guidelines to counteract such behaviour, as well as intervene if such situations occur.

Harassment and abuse are considered human rights violations and occur in all countries, cultures and environments. They are harmful both to the individual and to sport as an organisation. It is therefore important to work to create strong sporting environments, whether at club, league or federation level. Everyone within the sporting environment has a responsibility to identify and combat harassment and abuse and to develop a sporting culture characterised by respect and safety.

## What do we mean by harassment

People in sport, as in other contexts in society, may have different views on what constitutes harassment and how to counteract abusive behaviour. In sport, perhaps more than in other situations, discriminating between what is harassment and what is not can become even more complex, as often, especially following a victory or defeat, showing emotions in the form of physical contact is part of sporting behaviour.

The same applies to body contact when learning new movements and techniques.

It is therefore important to try to define the limits of what is defined as acceptable behaviour, but to do so, it is unavoidable to unequivocally determine what is meant by harassment.

The common denominator of harassment is that a certain behaviour is unwanted, offensive, threatening or annoying to the person subjected to it.

They represent verbal sexual harassment:



- repeated and unwanted sexual glances, comments, teasing and jokes about the body, clothes or private life;
- unwanted intimate questions concerning the body, clothing or private life;
- 'jokes' with sexual innuendo;
- proposals or requests for sexual services or relations;
- ridicule of sports performance;
- ridiculing female athletes as females (e.g. 'Football is not for girls').

This conduct may also manifest itself in the form of unwanted telephone calls, text messages or letters with sexual content.

Such behaviour may result in words or actions that make the exposed person feel offended, frightened or otherwise upset. This means that these experiences occur regardless of whether the person responsible for the harassment does so on purpose or not.

This aspect is crucial because both women and men may have different perceptions of what is unwanted and/or offensive and emphasises how some behaviours, such as - precisely - verbal sexual harassment and catcalling, often represent for men a form of appreciation or compliment, whereas for women it is a disrespectful, degrading and damaging phenomenon that could result in a real psychological trauma.

There is a difference between flirting and sexual harassment: the former implies that the attention is mutual and perceived positively for both parties, unlike sexual harassment, which is unwanted sexual attention.

Precisely in order to settle such important divergences of perception, the aim of this toolkit is to promote an empathic capacity-building so that each sports educator becomes more aware of the impact that certain behaviours can have on those exposed to them, and to promote messages and behaviours that go against all forms of harassment even outside the purely sporting sphere.

## Consequences of sexual harassment in structured sport

Studies conducted in Europe indicate that sexual harassment occurs in all sports and at all levels.

Athletes are exposed to harassment both by their peers and by people in the support/management network.

Studies show that sexual harassment is experienced by girls and women mainly by men. Research also shows that the likelihood of being exposed to this type of phenomenon is higher in organisations and workplaces where there is no prevention strategy, where the abuser is very determined and the athlete is very vulnerable.





Recent research also shows that young people under the age of 18 are responsible for as many as 30% of all reported child sexual abuse.

So what is the impact of experiences of sexual harassment in sport? What would be the consequences for elite athletes?

Being an elite athlete is often associated with having a strong self-esteem. Could this mean that the experiences and coping strategies of elite athletes differ from those of those who experience sexual harassment outside the sporting environment?

The main question we seek to answer in this toolkit is therefore: "*what is the impact of experiences of sexual harassment on the lives of female athletes, with particular regard to their health and their involvement and performance in sport?*"

Research on female athletes who were victims of sexual harassment showed that they found it difficult to concentrate on their sporting activity when the harasser was in the same place, e.g. during a sporting event.

The studies also showed that the memory of the original harassment experience remained vivid even many years after the harassment occurred, so that, when talking about it, many still seemed to think about it and feel anger, irritability, confusion and anxiety.

Again, many female athletes felt that the incidents of sexual harassment had damaged the coach-athlete relationship and led to changes in their behaviour towards the coach. In some particularly serious cases, the girls felt that what they had experienced had influenced the way they behaved towards other men in general.

Almost the entirety of the female athletes reported that their experiences of sexual harassment had affected both their self-esteem and their body image.

One can easily see, therefore, how the consequences of harassment and abuse can be very serious for both the athlete and the club and/or organisation in which it is perpetrated.

Even the so-called 'lighter' forms of sexual harassment proved to have potentially serious consequences for female athletes even several years after the experience.

With respect to the relationship with the harasser, it would appear that the consequences of being harassed by an authority figure such as the coach are perceived as having a greater impact on the person than if the harassment comes from another athlete or, in any case, a peer. This difference in experience is easily ascribable to the role of power played by the figure of the coach, who normally enjoys the trust of the athletes and may represent a person on whom the athlete is also emotionally dependent (Gutek and Koss, 1993). It is understandable, therefore, how



behaviour or incidents that lead to the breaking of this relationship of trust can have devastating effects on those who suffer them.

It is important to realise that feelings of guilt and shame can be very strong in such a situation. Many of those who have been exposed to abuse by a person with whom they had a bond also have great difficulty trusting their own judgement. This can have fatal consequences in interaction with others, but also in other areas of life. For an athlete, it can mean the inability to continue their sporting career.

It is evident that many of these reactions can affect an athlete's performance, regardless of the level he or she is at.

This mainly affects athletes who are directly exposed to sexual harassment and abuse, but it can also have the same negative impact on athletes who witness it.

As far as sport as an organisation is concerned, similar facts can lead to clubs/leagues having problems with sponsors, with major financial consequences.

One can easily see, therefore, how the consequences of harassment and abuse can be very serious both for the athlete, but also for everything around him/her.

Therefore, in general experiences of harassment in sports can lead to the following consequences:

- Reduced ability to concentrate;
- Sleep problems and/or insomnia;
- Anxiety, depression and physical reactions to stress;
- Low self-esteem and self-confidence, e.g., in relation to one's athletic achievements; and
- Poor work/training performance;
- Negative impact on other club members and family life;
- Problems with trust in others;
- Problems in close relationships;
- Ruined relationship between coach and athlete;
- Abandonment of sports activities;
- A negative effect on social activities;
- Guilt and shame.

It is generally difficult for athletes to make a formal complaint in these situations. It is difficult to talk to parents or coaches, or to talk to others about such personal, sensitive, and intimate matters.

There are many reasons why this happens. One such reason is a phenomenon derived from social psychology, the bystander effect. It refers to cases in which individuals do not offer help to a person in an emergency situation, but merely passively watch. There are several factors

that lead to non-action: for example, the greater the number of "bystanders," that is, those who do not intervene, the less likely it is that any of them will choose to help the victim. In addition, the individual weighs the costs and benefits of action before acting.

The athlete then finds himself in a state of mind that leads him to question the context he is experiencing and, as a result, to wonder who will believe his testimony; what impact telling someone else about what happened might have; what consequences it might have on his career and personal life; how this might adversely affect his team or staff; what his actions earned him what happened; and, most importantly, whether or not this can really be considered abuse.

An additional reason why abuse situations are often kept silent is that the act of reporting, for sports organizations, could mean reputational damage and consequent financial harm in both the short and long term. This, in addition to the fact that they are often uneducated on the subject of abuse, "justifies" the decision not to intervene and hide the problem, thus creating the false belief among abused people that such behaviour is considered socially acceptable.

By no means should it be forgotten, however, that all forms of abuse listed so far constitute a violation of human rights. However, according to a study by Tuakli-Wosornu et al. (2022), most athletes have only partial knowledge of their rights and believe that they cannot exercise them in training or competition. Although female athletes are aware that violence of any kind is not appropriate in sports, they are less likely to seek help because they fear negative consequences. Men, on the other hand, are more likely to accept violence and pressure from coaches, staff, or teammates because these attitudes tend to be normalized as part of a "male sports culture."

All athletes, regardless of age, gender, religion, ethnicity, sexual orientation, and psychophysical ability, have the right to play "safe" sports through the creation of a respectful, fair environment free of favoritism and abuse of any kind, in which psychological safety is also promoted. Psychological safety refers to an individual's perception of the consequences of interpersonal risk in the workplace, or in this case in the field of sports. Psychologist William A. Khan (1990) defines psychological safety as the ability to express oneself freely without fear of negative consequences to one's image, status and/or career.

How do you create an environment that encourages psychological safety? Through leadership that ensures that it lays the foundation for a climate of acceptance and accountability in promoting a healthy and safe sports environment; by promoting a change in team sports culture through clubs and federations, which have a moral, ethical, and legal obligation to follow



policies designed to protect the athlete's well-being and health; and finally by raising awareness and educating athletes, entourage, families, managers, and medical personnel in open and transparent communication.



# Harassment and abuse in non-élite sports

## What is catcalling and prevalence of the phenomenon

The term is used to refer to all those verbal and nonverbal behaviours aimed at commenting on a woman's physique in a sexualizing sense. Thus, these behaviours include comments, sexist jokes, allusive questions, advances, whistling, groping, honking, walking or driving alongside.

With respect to the prevalence of the phenomenon, a cross-cultural study conducted in the United States found that 13 percent of women were subjected to street harassment for the first time at less than 10 years of age; the majority of the sample-71 percent out of 16,600 women surveyed-between the ages of 10 and 17, and 16 percent after the age of 17.

More than 55% of women, again in terms of the global average, have been victims of sexual harassment, and 71% say they have been stalked at least once.

In the Italian context, more than half of women said they had been fondled or groped, and 69% said they had been stalked on the street by one or more men and consequently felt in danger.

Too often, such behaviour has been regarded as absolutely not serious and, indeed, almost justified as clumsy attempts at courtship and approach, an expression of "normal flirtation."

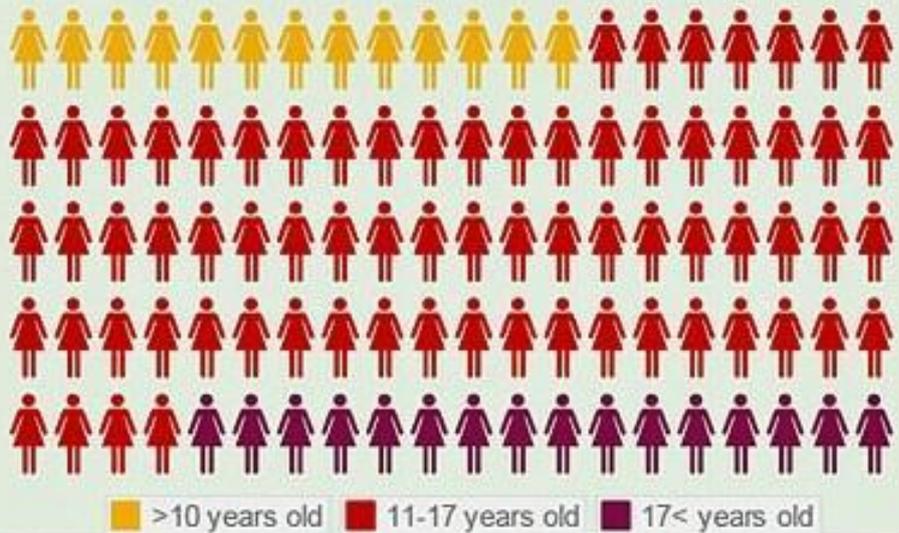
Sometimes, unfortunately, women themselves have not condemned the fact, going so far in some cases as to feel flattered by receiving such attention. In reality, this phenomenon should be seen as a reflection of a masculinist and sexist view in which women are identified as mere sexual objects, in line with what Fredrickson and Roberts described as early as 1997.





Out of 16,607 Total respondents

The majority of women globally, experience their first street harassment during puberty.



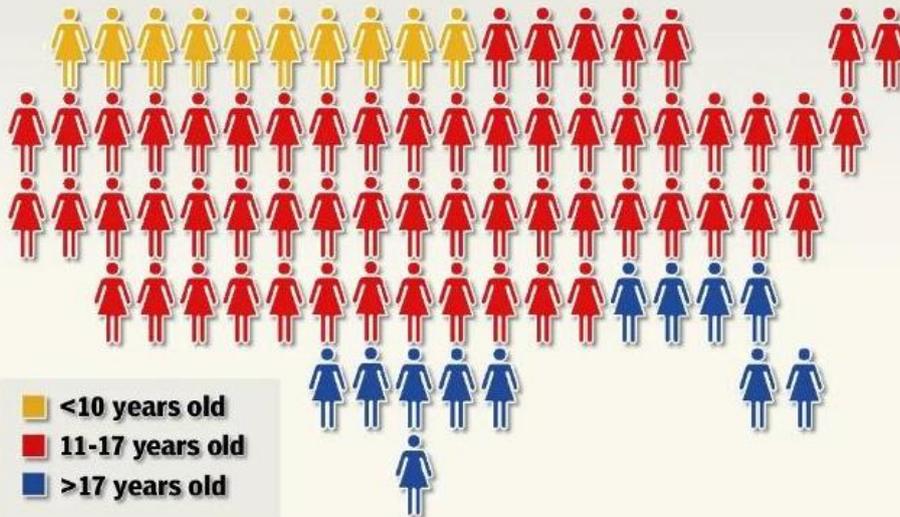
Global Average Age of First Harassment





## RESULTS OF THE LARGEST INTERNATIONAL STREET HARASSMENT STUDY

The majority of women, globally, experience their first street harassment during puberty.



More than 50% of women in 22 countries have reported being fondled or groped.



90% of British women reported experiencing harassment before age 17.

64% of Irish women report being groped or fondled in the past year.

76% of French women report being followed in the past year.

More than 88% of Italian women report taking a different route to their home or destination because of harassment.

81% of Polish women report experiencing their first harassment before age 17.



SOURCE: Hollaback! & ILR School at Cornell University



## Sexual objectification

Fredrickson and Roberts speak of "sexual objectification theory" to indicate a social context in which women are considered a priori as sexual objects, even before they are considered as persons. Men, as a result, feel entitled to judge and openly express their views in this regard, unilaterally and without being asked to do so in any way.

Within this theoretical frame of reference, catcalling can be considered in its own right as one of the various forms of sexual objectification.

The expression of an unsolicited judgment, the absence of consent and clear signs of willingness on the part of the recipient of the judgment, and the vulgar, sexual, and offensive nature of the comment are the elements that bring catcalling back within the category of harassment and not within that of compliment.

Indeed, the latter presupposes the presence of an appropriate context of socialization, adherence by both social actors to a shared form of exchange and interaction. Above all, a willingness to value a personal quality, rather than that of sexually objectifying a body.

Unfortunately, it is common for women themselves to normalize, or even romanticize, harassment, viewing it as a clumsy attempt at courtship and attention.

The real negative effects of harassment are often ignored or overlooked (Fairchild & Rudman, 2008) because of their normalization and can lead to self-objectification on the part of women (Bastian & Haslam, 2010; Cole, Davidson, & Gervais, 2013), that is, in the internalization of an objectified view of their bodies (Szymanski & Feltman 2014; Fisher, Lindner, & Ferguson, 2019).

Because of self-objectification, women may worry excessively about their physique in public, to the point of constantly checking their outward appearance. Self-objectification is associated with feelings of shame related to one's body image, psychological distress, and even eating disorders, depression, and sexual dysfunction.

## Psychological consequences of catcalling in non-élite sport

Catcalling causes significant emotional distress that can be expressed in physical, emotional, and behavioural effects.

Physical symptoms generally reported include muscle tension, breathing problems, dizziness, and nausea (Tran, 2015); emotional distress may be expressed through feelings of embarrassment, annoyance, and

suppressed anger, the latter stemming from having experienced the harassment and aggravated by frustration at not reacting because of fear of the harasser.

Other symptoms include decreased perception of safety, increased fear of rape, anxious and/or depressive manifestations, and worsened sleep quality (Davidson et al., 2016; Del Greco and Christensen, 2019).

Because of feelings of fear, threat, and danger, women who have experienced catcalling, according to the literature, begin to enact avoidance behaviours perpetrated to prevent the event from happening again.

Typical avoidance behaviours are:

- Give up going out alone, especially in the evening, or return home before dark;
- Choose to exercise indoors and/or completely stop any outdoor sports, such as jogging;
- Change one's routes and schedule;
- Change one's clothing to try to reduce one's visibility, including wearing a hood and/or goggles;
- Avoid certain neighbourhoods or routes as a proactive measure (Kearl, 2009)
- Reduce socialization.
- 

Scientific studies on the phenomenon report that in order to reduce the chances of experiencing street harassment, women tend to implement techniques and strategies to avoid potentially risky situations. Such strategies allow them to feel less vulnerable to victimization. These techniques include posturing and attempts to appear "mean," such as keeping their shoulders covered or their mouths pursed. In addition, most women use nonassertive behaviours, such as avoiding eye contact or completely ignoring the aggressor when experiencing a catcall.

These behaviours depend heavily on one's self-esteem. Indeed, without it, the catcalling victim may blame herself and hold herself responsible for the harassment she receives.

The type of harassment also affects the psychological consequences: a chase or physical violence, for example, has a great impact on the person, who is therefore more likely to have a traumatic experience.

## What drives the practice of catcalling

While tracing the phenomenon of catcalling to a masculinist sociocultural framework, it is important to ask what are the motivations of men who engage in such behaviour.

The desire to assert one's dominant masculinity by fostering and/or maintaining an imbalance of power between genders could also be joined by other motivations, such as boredom or being driven by a genuine desire for approach and courtship.

It is interesting, therefore, to delve into what may be the communicative intent of those who engage in catcalling.

The study conducted by Del Greco (2020) examined a number of variables in relation to the phenomenon of catcalling, including men's motivations, level of tolerance of harassment, and power role.

The study shows that 87 percent of those who admitted to street harassment were driven by a desire to elicit positive responses from women, such as smiling or initiating conversation. Those who engage in catcalling, therefore, would appear not to perceive such an occurrence as something negative, nor would they expect negative reactions.

The results also suggest that greater tolerance of sexual harassment is associated with strong beliefs about traditional gender roles, the degree of social dominance and masculinity, and hostile attitudes toward women.

These data show that catcalling is often used by men as a means of control with the goal of changing the target's behaviour.





# PREVENT THE PHENOMENON OF VSH



# Gender-based violence: why it's your business

*"Violence against women is a violation of human rights and a form of discrimination against women, which includes all gender-based acts of violence that cause harm or suffering of a physical, sexual, psychological or economic nature, including threats to commit such acts, coercion or arbitrary deprivation of liberty, whether in public or private life" (World Health Organization).*

Gender-based violence finds fertile ground in masculinist society and even more so in the stereotypes that underlie a culture that sees males and females in opposition.

It is based on social inequalities of power and prestige, as well as the division of roles in society, which involves a rigid determination of the tasks that men and women must perform to be considered as such.

Gender-based violence affects women in a precise and structured way at every stage of their lives, a phenomenon fostered by social and cultural aspects, so much so that it is very easy to fall into sexist stereotypes and behaviors, even if unintentionally and unconsciously.

What do we mean by gender stereotypes?

Gender stereotypes are generalisations about what is expected of men and women in a specific social context. For example, girls are expected to love dolls, while boys are expected to play with building blocks. Boys are assumed to be loud, restless and strong, while girls are portrayed as calm, placid and sensitive. Gender stereotypes are not only oversimplifications with regard to tastes, attitudes and behaviour, but also with regard to abilities and ambitions and, therefore, the definition of our social roles. For this reason, when entering the school system, it is often taken for granted that girls will be better at humanities subjects, which they will therefore prefer, while boys will be better at science and mathematics.

Such preconceptions have no biological basis and are entirely the product of repeated social expectations and their influence on individuals. Gender stereotypes depend on historical periods and cultural affiliations and, therefore, can vary according to time and place.

Is the field of sport exempt from this? Unfortunately not.

When children, teenagers and adults are asked to think of three important athletes for example, most of them mention male personalities.





On a practical and operational level, research tells us that girls are encouraged less, compared to boys, to be physically active, and that they are generally considered less apt to learn and apply themselves in basic motor skills.

Female athletes then, we shall also see later, are constantly sexualised by the media, often resulting in real and socially accepted harassment. In fact, many female athletes are only accepted by society and receive media coverage if they participate in traditionally female sports. If a woman dares to participate in a male sport, her sexuality is still questioned. The media tend to ignore women's athletic achievements by focusing on their physical appearance, private lives, femininity and sexuality, even if they achieve more impressive sporting feats.

Also data are not encouraging: in the European Union, men tend to engage in sport or other forms of physical activity more often than women. 44% of men exercise or practice a sport at least once a week, compared to 36% of women. Men are more likely to engage in sport or physical activity for fun, company or to improve their physical performance; women, on the other hand, tend to do so to keep their weight under control, improve their physical appearance or combat ageing. These numbers are also easily read with a stereotypical gender perspective: men are expected to be strong and athletic, while women are expected to be beautiful, slim and young.

There is thus a strong awareness that sport propagates and reinforces the orientations and categories that culturally and practically define what is appropriate and natural for a male and a female. The social organisation of sport provides, through its images, ideologies and structures, a mechanism to maintain and legitimise in society a particular organisation of the relationship between the sexes, tending to reinforce social stratification based on gender (Murphy 1988). If, for young males, sport still constitutes an almost obligatory rite of passage, embodying idealised male characteristics such as competition, aggressiveness and loyalty, traditionally, and still until after the Second World War, physical and sporting activity was considered the enemy of femininity: in the eyes of most Western populations, female athletes have long appeared as a deviation from femininity, an anomalous virilisation, so much so that even the correctness of their sexual orientation was questioned. The negative stereotype concerning women engaged in sporting activities actually reaches as far as their sexuality, and the resulting homophobia seems to limit the possibilities of solidarity between women.

The idea that sporting activity could worsen and masculinize the appearance of female athletes and thus undermine the proper relationship between the sexes, especially in the sexual sphere - by promoting



homosexual tendencies - has certainly emerged as one of the main deterrents to the spread of women's sport with which many female athletes often have to negotiate.

It is precisely sport, as one of the main areas where young people, both male and female, are socialised according to gender stereotypes, that could therefore become an important ground for the proposition of new forms of masculinity and femininity.

Therefore, as a promoter of a culture against gender-based violence, every coach, in his or her role as an educator, should always ask himself or herself this question, "How much is what I say and do with and for female athletes influenced by the stereotypes ingrained in the culture in which I live?"

Gender-based violence against women affects the whole society and is acted out by men, so it is first and foremost men who have to take responsibility for the problem, to make themselves accountable for their actions and thoughts, because gender-based violence is a violation of human rights with very high moral and ethical, as well as economic, costs.

Underlying the WHISTLE project is the belief that it is the duty of every person to counter gender violence by recognizing it, not by acting on it, isolating it, and being outraged by it. We believe it is the duty of every sports educator to fulfill this duty by contributing to the formation of children who can become non-violent, non-sexist adults.

### Authenticity and awareness: the identity card of the sports educator

Awareness on the part of every coach of his or her role as an educator is a fundamental prerequisite for the successful use of this manual. It is now widely recognized that the practice of sports can significantly influence the development and formation of young people because it offers an educational context that, like other environments (such as the family, school, peer group), has the task of transmitting important values on the playing field as in life: respect for others, the ability to build a nonviolent masculine identity and relationships that respect differences, discipline and respect for rules, and teamwork.

Boys and girls need examples to draw on as they grow into adulthood, and they often find in the sports coach that role model from whom they draw inspiration and guidance: they listen to him, respect his opinion, and are accustomed to following his instructions on athletic preparation, technique, and performance. The coach and trainer, then, do not just teach the technical and tactical elements of a sporting discipline but, through their way of being and teaching, also have the "power" to transmit

values and role models that young men and women will carry with them off the sports field and into their adult lives. After all, going through the body, as is the case in sports, to increase self-knowledge provides fundamental elements for a young person's development, such as the perception of one's own limits and potential. That is why every coach and trainer must become aware of the valuable and important function he or she performs: to help young people become respectful adults and responsible citizens.

We consider "responsible adults" to be those people who are able to respect others, denying and avoiding all forms of violence (verbal or physical) as a means of persuasion, submission, reaction toward others and, in particular, in gender relations. The coach must then be well aware of the risk that some supposed values, attitudes and behaviours taught or tolerated, when acted out in behaviour, can, even unconsciously, support and renew violent and prevaricatory patterns and fuel gender stereotypes that we can easily find underlying violence against women.

The strength and weakness of the sports educator lie in the fact that an instructor or educator, beyond his or her role, puts himself or herself out there as a person, with his or her own values, beliefs, expectations and sense of responsibility. To be a positive role model that boys and girls can be inspired by requires two qualities: authenticity and awareness. It is not necessary to be "perfect" men or women, but it is essential to be able to listen and communicate authentically and effectively and behave consistently. Authenticity and mindfulness have no other starting point than listening to oneself and recognizing what each person really is, and then moving on to authentic encounters with the other and education to respect and value differences. On the valorisation of differences is based the construction of new gender relations, capable of breaking out of the constraint posed by rigid and complementary patterns and roles. Of course, this path requires attention, careful observation and listening to athletes, valuing each one, respecting talents, potentials and limitations. We find effective the words of the great Benjamin Franklin, American scientist, scholar and politician, who said that:

“Educating for equality and respect is  
educating against violence”



The sports educator, therefore, recognizes each pupil for her potential and characteristics, for the original and specific contribution she can bring to the team, for the commitment she can give in her personal performance, and is committed, in turn, to enhancing her technical, tactical and strategic skills while respecting these personal aspects. It conveys the values of respect for others, of sport as a recreational moment of the person whose pleasure and satisfaction are not generated solely and exclusively in winning, but are intrinsic to participation with others in the shared and common experience, the perception of psychophysical and global personal growth.

Finally, the sports educator communicates to his or her children in a language they understand, while being aware that the most effective language for an educator is his or her own example. The adult who plays an educational role must possess adequate communicative competence toward the athletes entrusted to him, a competence that can enhance them and facilitate the acquisition of that level of self-esteem sufficient to deal with life situations and respect others.

### Guidelines for the sports male and female educator

Management, with the support network, plays an important role in the development of the athlete, both at club and association level. It is they who are responsible for the safety and management of health and wellbeing conditions and for the development of the athlete's autonomy.

Athletes must be aware of what limits are acceptable to them and must be able to make them understood and communicate them to others.

Last but not least, athletes must be able to respect the limits themselves and make their voices heard when they feel that someone goes too far (assertiveness).

This is difficult for children and young people, but also for young adults if they are not in a safe environment. This is especially true if the offender is a respected adult, such as the coach may be.

Adults must therefore respect the athlete's personal space and never exceed the limits of acceptable behaviour.

Guidelines should be guidelines mentioned in the employment contracts of coaches and managers. They demarcate the limits of acceptable behaviour and should be highlighted within the guidelines of the code of ethics of every sports organisation, be it amateur or competitive.



Ethical guidelines can also be called rules of daily interaction or rules of conduct.

Examples of rules that could be adopted within the sports club are:

- Treat everyone with respect and refrain from any form of communication, action or behavior that could be perceived as offensive.
- Avoid body contact that may be perceived as unwanted.
- Avoid any kind of verbal intimacy that may be perceived as sexually charged.
- Avoid expressions, jokes and opinions that refer to the athlete's gender or sexual orientation in a negative way.
- Seek to have both sexes represented in the support network.
- Avoid contact with athletes in private spaces unless more than one person is present or in consultation with parents/guardians or sports management.
- Show respect for the private lives of athletes, coaches and managers.
- Avoid dual relationships. If a reciprocal relationship is established, the situation should be raised and clarified openly in the environment.
- Do not offer any form of reward for the purpose of requesting or anticipating sexual services in return.
- Intervene and warn if these rules are violated.

The support network (coaches, managers, representatives, officials, judges, parents, etc.) has the primary responsibility to make these rules known within the sports organization/environment and to enforce them.



# RESOURCES

## for AWARENESS- RAISING ACTIVITIES



# R1

## WAY OF BEING AN EDUCATOR

**PURPOSE:** the administration of the questionnaire before starting with the activities has a twofold function: on the one hand, it is useful for the conductor to have a general overview of the type of users he/she is going to work with, on the other hand, it helps the coaches to start becoming aware of their own degree of sensitivity to the issues they will be dealing with.



### LEARNING OBJECTIVES:

- Break the ice and get acquainted with the topics and among the participants;
- Encourage initial reflection on gender issues;



### TARGET GROUP (SIZE AND PROFILE):

- Coaches of any age group.

### STEP-BY-STEP ACTIVITY

hand out the self-report questionnaire recommending that participants be as truthful as possible in filling it out (Annex 1).



**REFLECTION AND EVALUATION:** Each sheet has its own objective: it contains indications for introducing the topic, for operational steps to be taken, to guide a discussion and accompany the coaches' reflection.

**METHODOLOGY:** Self-report questionnaire and plenary discussion.



**DURATION:** 20-30 min. for the compilation and calculation of the score. Possibly another 15-20 min. for plenary discussion.



**CONTEXT, TOOLS AND MATERIALS:** Questionnaire (Annex 1).



**POSSIBLE ADAPTATIONS, ADVICE FOR FACILITATORS:** It is conceivable, after the scoring of the questionnaire, to initiate a plenary discussion regarding the score obtained. During the group discussion, participants can be confronted with their first impressions and a comment on the contents, the emotions they felt during the filling in and any thoughts that the answers of others may have aroused.

# R2

## LANGUAGE AND HARASSING BEHAVIOR

**PURPOSE:** Stimulate the reflection of coaches and trainers on the fact that certain behaviors can be offensive, humiliating, derogatory, harmful and, therefore, harassing, in unexpected ways. This will discourage such behavior and coaches will be more alert and less likely to engage in it.



### LEARNING OBJECTIVES:

- Increase awareness of one's own behavior;
- Promoting self-reflection regarding the consequences of one's actions;



**TARGET GROUP (SIZE AND PROFILE):** Coaches of any age group.

### STEP-BY-STEP ACTIVITY

Before starting the activity, the presenter will propose an introductory speech to introduce the topic to be addressed:

"Today I want to talk to you about the importance of the words we use with others and the behaviors we have towards female athletes, behaviors that to us may seem harmless but for female athletes can be harmful and offensive.

Sometimes we use words that offend, mock, belittle without realizing it and without really wanting to do so. Other times, especially when we are very angry and disappointed, we deliberately use those humiliating and offensive words.

Sometimes we think we are making ourselves funny and nice by behaving in a certain way (e.g. whistling at a woman, making jokes about clothes or physical appearance). In reality this is disrespectful and unpleasant behavior because it causes women and girls suffering.

Today I would like to help you truly realize what the real effect of such behavior is."

Once this talk is over, we ask the coaches the following **QUESTIONS**:

- What are, in your opinion, the words that humiliate, offend and mock an athlete on the team who cannot play so well?
- What are the words that humiliate, offend and deride a girl?
- Telling a boy 'You are playing like a girl' is an insulting sentence, not for the boy but for the girls. Why, in your opinion, are these words offensive to girls?
- How would you feel if someone spoke badly, mocked a personal characteristic of yours, for example your physical appearance or the way you dress?
- How do you feel when someone uses humiliating and offensive words to refer to people close to you?
- Have you ever heard boys describe girls as stupid or incompetent?
- Do you think you may have ever been a little over the top?
- What behaviors have you seen that, in your opinion, are disrespectful towards women and girls?



- How do you think girls feel about receiving this kind of 'attention'? Why might these behaviors, such as whistling, be offensive?
- Have you ever made inappropriate remarks about your female athletes?
- How did you feel after making them?
- What can you do when you feel that your colleagues and/or friends make disrespectful comments about girls?

**REFLECTION AND EVALUATION:** this activity will allow coaches to familiarize themselves with the issue and the state of mind experienced by female athletes who suffer verbal sexual harassment.

**METHODOLOGY:** plenary debate.



**CONTEXT, TOOLS AND MATERIALS:** room large enough to hold all participants placed in a circle to facilitate communication.



**POSSIBLE ADAPTATIONS, ADVICE FOR FACILITATORS:** If you have the opportunity, we suggest that you let the coaches experience, through empathy, what it feels like to be offended. It is a simulation that will help them put themselves in the shoes of the athletes.

# R3

## THE STORY OF MARIA

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

**PURPOSE:** This activity is closely related to the previous one. Maria's story is a clear example of how certain behaviors can be so humiliating that they compromise an athlete's performance and, in the most serious cases, lead to her dropping out of the sport. When Maria tells her story, she succeeds in making the emotional state felt by the athlete evident and thus it becomes easier to fully understand the state of mind of an athlete who suffers verbal harassment, fostering empathy on the part of the coach.



### LEARNING OBJECTIVES:

- Promoting awareness of the impact of verbal harassment.
- Becoming familiar with one's own emotions.
- Developing empathy.



**TARGET GROUP (SIZE AND PROFILE):** Coaches of any age group.

### 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 coaches:

- How did you feel watching the video?
- How do you think Maria might have felt?
- How would you have behaved in Maria's place?
- How do you interpret the coach's behavior?
- What do you think about Maria considering leaving the sport after these events?
- Have similar situations ever happened to you?
- Are you aware of any stories similar to Maria's?
- Have you ever had any athletes confide in you because they have experienced similar situations to Maria's?
- If yes, what did you think and how did you act?

**REFLECTION AND EVALUATION:** It may not be easy to step into the shoes of an athlete who suffers verbal harassment. Maria's video succeeds in fostering a greater understanding of the state of mind of an athlete who is subjected to certain behavior by a coach.

**METHODOLOGY:** free 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 coaches have difficulty in initiating the discussion, make them reflect on the role they play, the fact that they are in a position of strength in relation to the athlete and that often this asymmetry of power makes it difficult for athletes to refuse requests that may be inappropriate.



# R4

## STRENGTH DOES NOT EQUAL VIOLENCE

**PURPOSE:** Give coaches some tools to begin to recognize the difference between violence (negative) and strength or life energy (positive); they will understand that one can stop before becoming violent and that strength and energy are not male attributes. Sometimes it is not easy to distinguish between strength and violence, so working on knowledge and awareness of what is one and what is the other is very important.



### LEARNING OBJECTIVES:

- Promoting awareness of the difference between violence and incitement.



**TARGET GROUP (SIZE AND PROFILE):** Coaches of any age group.

## STEP-BY-STEP ACTIVITY

Here is an example of an introduction to the training topic: 'Now we will talk about a complex topic, difficult to explain in words, but clear in actions: the difference between strength and energy on the one hand and violence on the other. To be strong is to use one's energy to do positive things, such as inciting

one's team to strive to win; to be violent is to use one's energy to do harm, such as deliberately offending the athletes on the team. In sport, as in any other area of life, in order to train, to win games and competitions, one needs not only physical strength, but also a certain amount of aggressive energy. However, it must be emphasized that resorting to force or a certain amount of aggression is not the same as resorting to violence.

This applies not only in sports competitions, but also in everyday life. Moreover, always remember that when the maximum dose of 'healthy' aggression does not achieve the competitive result, you also need to master another skill: knowing how to lose, knowing how to handle the disappointment and frustration of a lost game in view of longer-term goals."

Once this talk is over, we ask the coaches the following **QUESTIONS**:

- How do you incite the athletes during a match?
- Do you find your incitement style effective?
- Do you think you emphasize more on the athletes' abilities or on the comparison between teammates or with the girls of the opposing team?
- Have you ever used any offence thinking of activating the competitiveness of your team or your athletes?
- If yes, do you think this proved to be a winning strategy?

**REFLECTION AND EVALUATION:** When inciting an athlete to play sport, the words and emotions used by the coach are decisive on the effect this incitement will have.

If the coach experiences the sporting moment of the athlete he incites as an opportunity to bring out his own abilities and not those of the girl, the way in which he incites her to take the field or train will have important repercussions on the emotional dynamics surrounding competitiveness.



On the one hand, in fact, the athlete will be given the message that striving to win and make a good impression will be the only yardstick by which to assess her own value and that of others. On the other, he/she may run the risk of overstepping certain limits with the misconception that offending the athlete should serve as a stimulus for performance improvement.

The ideal would therefore be to urge the girls to measure themselves against their previous performance levels, so as to motivate them to commit themselves during training and competition, through awareness of their own progress.

Starting from this premise, it becomes essential to encourage reflection and gain awareness of the difference between violence and aggression understood as strength and energy, especially in the sporting environment.

Often, in sport as in life in general, violence, aggression and strength are confused; however, the terms are by no means interchangeable, but have distinct origins and consequences.

One can be aggressive and violent, but one can also be only aggressive and non-violent. Violence can be defined as an act against another with the intention of causing suffering or injury. Aggression, on the other hand, is a spontaneous impulse, a manifestation of the life force and energy that enables one to get things done, to cope with situations, to feel alive. Sport often requires aggressive strength and energy to overcome competitions, matches: competition, agonism, the will to win are facilitated by a 'healthy' and 'contained' dose of aggressiveness, which increases energy and strength. When this aggressiveness exceeds, it leads to violence, which is negative, which is why it is important to have the tools to know how to dose aggression.

In sport, aggression is also controlled by rules: if you violate them, you can be penalized or even ejected from the game and the same applies off the pitch. As with matches, in life too, there are even serious consequences when aggression crosses the line and becomes violence to the detriment of others.

**METHODOLOGY:** free 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:** You could use some newspaper articles about coaches being suspended for offending their athletes in training or during matches and start a discussion.

You could end the session by explaining the difference between violence and aggression like this: 'We all experience moments of disappointment or anger, but that does not make it right to become violent and disrespectful. The real difference between force/energy and violence is that force/energy is not to the detriment of others, violence is'.

It emphasizes how much control and responsibility everyone has for all actions and emotions both on and off the playing field.

Help coaches recognize when they are about to become aggressive and think about what they can do to calm down. Suggest these strategies as examples: 'Take deep breaths, stop and think about the possible consequences.'

# R5

## GENDER IN THE BOX



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



### LEARNING OBJECTIVES:

- Explore gender roles and stereotypes that are created and enforced by society, including the media.
- Explore beliefs about what it means to be a sportsman or sportswoman in society.
- Challenge gender stereotypes and 'accepted' or 'normalized' beliefs about masculinity and femininity.
- Recognize the negative impact of gender roles for both males and females.

- Understand the link between gender socialization, gender inequalities and power hierarchies.
- Understand how the application of gender roles contributes to gender-based violence.



**TARGET GROUP (SIZE AND PROFILE):** Coaches of any age group.

### 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.



**POSSIBLE ADAPTATIONS, ADVICE FOR FACILITATORS:** Think about replacing newspaper articles by projecting pictures of sportsmen and sportswomen with a projector on a blackboard.

# R6

## MYTHS ON CATCALLING

**PURPOSE:** dispelling beliefs that often lead to the assumption that verbal sexual harassment should be interpreted as a form of compliment.



### LEARNING OBJECTIVES:

- Identify and dispel common myths of verbal sexual harassment.



**TARGET GROUP (SIZE AND PROFILE):** Coaches of any age group.

### STEP-BY-STEP ACTIVITY

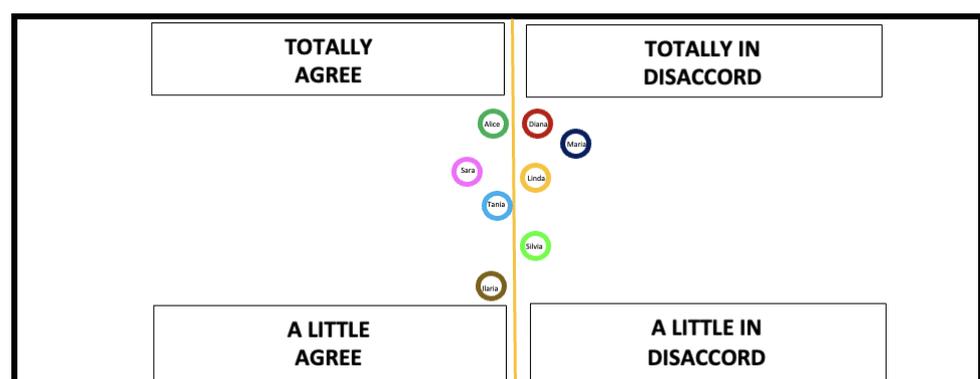
Divide the room into two parts using masking tape as a dividing line and place signs saying **TOTALLY AGREE** and **TOTALLY DISAGREE** at one end. At the other end put signs with the words **SOMEWHERE IN AGREEMENT** and **SOMEWHERE IN DISAGREEMENT**. Tell the athletes that statements will be read out 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:

- Whistling at a woman is a form of appreciation and/or compliment.
- Whistling at a woman is a form of flirting.
- Catcalling involves the use of exclusively vulgar language.
- If a woman or girl whistles a verbal appreciation, she is pulling her leg.
- If a girl responds to catcalling with a smile or a joke, it means she is flattered.
- Catcalling can generate anxiety and lower a woman's self-esteem.
- Making unsolicited compliments to a girl has no impact on her.
- In Italy, catcalling is a crime
- In other European countries such as France, catcalling is an offence



### REFLECTION AND EVALUATION

Still too often, catcalling is thought to be a masculine form of appreciation.



**METHODOLOGY:** Work with 2 coaches of both sexes and all age groups.



**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.

# R7

## VIDEO 'RESPECTABLE CITIZENS'

[https://www.youtube.com/watch?v=xhSXIzR2W\\_4](https://www.youtube.com/watch?v=xhSXIzR2W_4)

**PURPOSE:** Through an ironic and extreme reality, make the coaches aware of the existence of the culture underlying a certain form of machismo. Highlight some of the stereotypes about catcalling, including the fact that responsibility is often shifted from the aggressor to the victim (victim blaming) or that a male who engages in catcalling must be excused because he is prey to impulses 'that are part of male masculinity'.



### LEARNING OBJECTIVES:

- Explaining the structure of unconscious stereotypes;
- Developing critical thinking;
- Encouraging reflection on certain male behavior.
- 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):** Coaches of any age group.



## STEP-BY-STEP ACTIVITY

After watching the video, ask the coaches 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.

**METHODOLOGY:** It is based on non-formal education. Knowledge, values and behavior 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, favor any discussion within the group, respectful and equal.



# R8

## LEADING BY EXAMPLE

**PURPOSE:** motivating the rest of the staff to behave respectfully towards the girls, both in words and actions; helping the girls to become aware of when someone behaves inappropriately and/or disrespectfully towards them.



### LEARNING OBJECTIVES:

- Motivate staff to become positive role models in the club and outside.
- Avoid using authoritarian ways of communicating and relating to the athletes;
- Encourage the use of authoritative and credible attitudes.
- Promote empathetic communication.
- Remember that the role of a coach is very delicate and important, as he/she is a role model for the team, on and off the playing field.
- Promote intervention strategies to be implemented when faced with violent behaviour or language that will help you deal with critical moments (e.g. dangerous language in locker room chatter, during suspension time, etc.).





**TARGET GROUP (SIZE AND PROFILE):** Coaches of any age group.

**STEP-BY-STEP ACTIVITY:** stimulate coaches' thoughts by asking these questions:

- Have you ever been in a situation where you intercepted someone addressing your athletes in an inappropriate or violent manner?
- If so, did you intervene? How?
- How could this incident have been avoided?
- What are the ways to show respect in dealing with girls?
- What can you do if you feel that a colleague or supporter is addressing female athletes inappropriately?
- What are ways to share the principles of respect with others you know, in your club and outside?

Point out to the coaches that by showing respect to their female athletes in their words and actions, they not only do the right thing but also become an example to others.

Encourage them not to be passive witnesses of violence by telling them if they hear someone within the club using inappropriate language or see inappropriate behavior towards a girl, not to pretend nothing is wrong. Invite them to think of ways they can share with others the principles of respect that may have emerged during the training. Support and encourage them by emphasizing that they are all part of something positive within the club. Last but not least, emphasize that their commitment to respect is also a responsibility to defend and share..

## REFLECTION AND EVALUATION



You can start with the sentence: 'It is easier to teach than to educate, because in the first case you only need to know, and in the second case you need to be'. Being a coach involves knowing how to use empathy primarily in order to make each athlete feel important to himself and the team. It is all about transferring integrity and consistency into the young athletes. Every coach must acquire the knowledge that he will be an important role model for his athletes, both on and off the field. Simply put, it is about being a teacher, not just of sport, but of life.

**METHODOLOGY:** free and guided discussion.



**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:** we could ask coaches if they have any figures they have taken as examples and role models for themselves and explain what positive aspects make them role models for them. Comment on the positive aspects of these figures. You can also use this opportunity to point out the more negative aspects of some of the role models proposed by the media (e.g. Mourinho).

# R9

## PRESS REVIEW: LANGUAGE THAT PERPETRATES VIOLENCE AND GENDER STEREOTYPES

**PURPOSE:** to initiate with coaches 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 coaches 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):** Coaches of any age group.

### STEP-BY-STEP ACTIVITY:

Ask the athletes to look at the following pictures (Annex 2) 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:**

- How do you think you would have felt in the place of these athletes?
- How do you feel about the way they have been treated?
- 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?



- Do you think it may have also happened to your female athletes to be commented on for their physical appearance instead of their performance?

## REFLECTION AND EVALUATION

Travis Scheadler 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 coaches 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.

## MORE ARTICLES

CINEMA E TV

PROGRAMMI TV

### DILETTA LEOTTA/ "A Napoli coro sessista contro di me. Catcalling? Meglio un applauso"

Pubblicazione: 04.06.2021 Ultimo aggiornamento: 15:03 - Elisa Porelluzzi

<https://www.ilsussidiario.net/news/diletta-leotta-voglio-trovare-un-uomo-per-bene-frecciatina-a-can-yaman/2179212/>

### La sorella di Zaniolo vittima di Catcalling: "Mi hanno spaventata"

15.06.2021 17:07 di Vincenzo Pennisi  vedi letture



Sport

### Nicolò Zaniolo, la sorella Benedetta molestata: "Certa gente fa schifo"

By Fabio - 16 Giugno 2021

 3529  0

Con un post pubblicato su Instagram, la sorella 16enne di Nicolò Zaniolo, Benedetta, ha denunciato un episodio di Catcalling.



Il fenomeno del **catcalling** è qualcosa che solo una donna può comprendere. Nessun uomo, infatti, per quanto avvenente sia ha subito lo stesso quantitativo di molestie quotidiane, né ha mai provato paura di andare in

LAVORO MOLESTO

## «Molestie nello sport, la maggior parte dei casi resta nel silenzio»

di Chiara Sgreccia



Secondo Daniela Simonetti, presidente dell'organizzazione Il cavallo Rosa, lo sport è uno degli ambiti professionali in cui le donne sono più riluttanti nel denunciare le violenze perché vigono comportamenti di tipo omertoso. Anche le storie arrivate a #lavoromolesto mostrano la necessità di invertire la tendenza

21 DICEMBRE 2021

2 MINUTI DI LETTURA

[https://espresso.repubblica.it/attualita/2021/12/21/news/lavoro\\_molesto\\_molestie\\_nello\\_sport-331061083/](https://espresso.repubblica.it/attualita/2021/12/21/news/lavoro_molesto_molestie_nello_sport-331061083/)





DIRITTI / ATTUALITÀ

## “Gli abusi nel mondo dello sport sono un fenomeno diffuso”. Non solo in Italia

di Ilaria Sesano — 14 Novembre 2022

Nelle scorse settimane diverse ginnaste ed ex atlete hanno denunciato i maltrattamenti subiti nelle palestre da parte dei loro allenatori. L'associazione “Change the game” monitora dal 2017 il fenomeno e promuove attività di sensibilizzazione per squarciare il velo del silenzio e la retorica delle “mele marce”



## Molestie nello sport, Morganti: “Mi è successo da ragazzina e ho avuto paura di parlare”

Si incontrano Coni, Fise, politica italiana e campioni per la prima giornata europea contro le molestie

Sofia Francioni — 25 Febbraio 2022



Potrebbe interessarti anche



POLITICA

Berlusconi, Cavaliere del popolo: il grande amore per mamma Rosa

12 Giugno 2023



L'Altra voce dell'Italia | Mimi | Attualità

## "Ah fataaa", la molestia maschile che infastidisce le donne per strada

*Gli apprezzamenti poco graditi e quell'approccio nel film di Sordi "Ladro lui, ladra lei" del 1958*

ELVIRA FRATTO | 11 APRILE 2021 14:44 | 0 commenti



## CORRIERE DELLA SERA / CRONACHE

Stampa  
Email

L'INTERVISTA

### Aurora Ramazzotti contro il catcalling: «Non mi aspettavo commenti così offensivi, specie da parte di donne»

La conduttrice, figlia di Eros e Michelle Hunziker, si è sfogata con un video per i commenti sessisti mentre faceva jogging: «Ora mi scrivono: non sei abbastanza bella»

di Roberta Scorrane



Aurora Ramazzotti



## THE PAW PRINT

Editorials Sports

### Catcalling Wildcats: How Street Harassment Affects our Female Runners

Quynn Lubs, Staff Writer | February 11, 2019



## BBC NEWS

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### Lockdown runs: Women 'chased and harassed by men'

25 February 2021



Sophie Lee says she had to flee from someone who leapt out of an alleyway and chased her



# R10

## 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 the self-esteem of others.



**TARGET GROUP (SIZE AND PROFILE):** Coaches of any age group.

## STEP-BY-STEP ACTIVITY

Distribute to each participant a sheet with the story of Mr. Verdi, the gym teacher (annex 3). After the reading, the conductor, accompanying the athletes with predefined questions (annex 4), will help them reflect on the resonances they perceive by putting themselves in the shoes of the athletes in situation 2 (empathy, awareness, respect).

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





- In your opinion, why does Mr. Does Verdi make similar comments?
- Why do you think Mr. Verdi makes such comments?
- Have you ever made such comments?
- Have you ever witnessed such comments?
- If you have witnessed it, what did you think?
- If you have witnessed it, how did you act?
- Have you met with your athletes?
- If you did not intervene, do you think you would do the same things again today or react differently?
- Try to identify the unpleasant phrases or comments with the situation at hand.

Once the situation is identified, ask participants to interpret it by dramatizing it, inviting them to reflect on the emotion they feel at hearing certain comments made.





# Testing and validation event

Padova - 27 January 2024



## HARASSMENT PREVENTION

An open, healthy and safe sporting environment will in itself serve to protect against harassment and false accusations, but it can be difficult to implement this if there is a lack of knowledge of what constitutes harassment and the consequences it can have for both the athlete and the club and association.

Understanding sexual harassment and abuse should therefore be included in the training of all active managers, coaches and athletes.

A condition for maintaining and strengthening a healthy sporting environment is for management to agree on what constitutes a healthy environment. Discussing what attitudes and values should characterise a club is therefore very important. These are questions of how to interact with each other, what expectations and requirements are placed on parents, coaches and managers, how the club should be run, etc.





# Pictures Evidences Lessons learned





On Saturday, January 27, at the "Euganeo Stadium" in Padua, Italy, we met with 24 coaches to reflect together on the issues of catcalling and verbal sexual harassment in sports, as well as to test the educational resources presented in this toolkit.

The audience was well balanced in genders terms, as coaches were both female and male, ranging in age from 25 to 65. Most of them were practising sport training since years, and they have a large audience as are involved in coaching youth and adult, female, male and mixed teams in various sports. In fact, the coaches met represented many sports, ranging from cycling, soccer, volleyball, softball, artistic gymnastics, athletics.

Attendance and interest in the meeting proved particularly significant, even unexpected in some ways. Female coaches and trainers were, from the very beginning, putting themselves on the line, explaining that they "felt", especially in recent years, the need to confront the issue of gender equality.

When asked by the presenters to think of a word associated with "women's sports," they listed the following words:

- Grace
- Determination
- Discipline
- Courage
- Clash
- Beauty
- Rarity
- Gender disparity
- Esteem
- Equality

We delved into the cultural and psychological aspects of catcalling and verbal and sexual harassment in sports, reflected on the central role from the educational point of view of the coach, of which behaviours foster gender discrimination and which ones counteract it.

Many among those present recounted personal episodes that sometimes put them on the spot, from the volleyball coach who "hopes every time that her female players don't hear sexist comments about their physiques," to the soccer coach who is asked by the parents of her students "how come you leave the males on the bench to let the females play."

Some emphasized the importance of doing prevention and promoting the breaking down of gender stereotypes, but at the same time empowering and fostering the "empowerment of female athletes, to make them the

protagonists of the battle themselves, and so that psychological discomfort and dropout, related to the phenomenon, can be "contained." Coaches and women coaches also left very good feedback on the level of the meeting's satisfaction questionnaires, in which more than one indicated the need for periodic discussion on the above issues, both for "young" and more experienced coaches.

It is reported that to the question.

*"Do you feel that you have witnessed catcalling and/or verbal harassment of female athletes on any occasion?"*

3 people answered NO, 18 answered YES

Among the YES people, to the next question, "how much emotional discomfort did this response cause you," many answered I experienced "VERY uncomfortable" or I experienced "VERY much discomfort"; only a couple answered they experienced "A LOT of discomfort."

We report some reflections written by participants:

- *"it was enlightening and too short"*
- *"it would be important to propose meetings like this in both schools and sports clubs"*
- *"I think it is essential that sports federations make this kind of training mandatory for their technicians"*
- *"there is still a long way to go".*

In the Annex main questionnaires are reported.





- The test of our resources was extremely positive, as we received strong feedbacks concerning the quality and the impact of those resources. The most important lesson we received was the numerous feedback from the participants, who realized how important it is to talk about this topic, but also to make it objective as a problem. Another important aspect was having an audience of coaches and managers from very different sports, precisely to share the common thread highlighted by the problem of catcalling. Furthermore, the same people came from many different sports associations, which enriched the exchange and allowed the

WHISTLE message to be developed and shared in a very thorough way.

Participants: 24, coming from different association from Padua province:

- Asd Unoacento,
- ACLI (Ente di Promozione Sportiva),
- Asd Ciclisti Padovani,
- Asd Baseball and Softball,
- Asd Ragazze nel Pallone,
- USMA Padova asd,
- Asd Tana delle Tigri







# ANNEXES to RESOURCES





# Annex 1

# Educational

# Materials



# A1

## YOUR WAY OF BEING AN EDUCATOR AND COACH SENSITIVE TO THE TOPIC OF VSH

The questionnaire on the following page aims to help you understand to what extent you are already a 'sports educator' or 'sports trainer' on the issues of violence in general and gender-based violence in particular. It is a self-assessment questionnaire to gain a greater awareness of what you need to do your tasks and to undertake with conviction the WHISTLE project path.

Answer the questions honestly, think about how you really behave how you really behave, how your boys behave and try to remember specific and concrete incidents. Be honest in your answers, without fearing a negative result: only then will you know where to improve. Also remember that having doubts is good. The educator or sports educator is not the one who has all the answers, but a person who continually asks questions.

The questionnaire is divided into 4 subject areas. Mark the answer that comes closest to what you think and how you behave about the sentences in the first column. At the end, check your score by adding up your answers. It is important that you complete this in once.





## EMPATHIC COACH TEST

THEMATIC AREA 1. HOW MUCH I AM SPORTS COACH	TOTALLY DISAGREED	SLIGHTLY AGREE	QUITE AGREE	VERY MUCH AGREE	TOTALLY AGREE
My athletes are not all the same, each one has different personalities and characters and for each of them I can use different teaching methods.	1	2	3	4	5
I am aware that my moods, attitudes and misbehaviour influence the way of thinking and behaving of athletes.	1	2	3	4	5
I strongly convey the importance of having fun during training and competitions.	1	2	3	4	5
I dedicate some (non-sporting) time to explaining which are the correct behaviours to use in the team and competition context.	1	2	3	4	5
I teach my athletes to respect the rules and the referees without engaging in unsportsmanlike behaviour.	1	2	3	4	5
I give more importance and value to teamwork, cohesion and cooperation of the group of my athletes compared to their coalition against the opposing team.	1	2	3	4	5
When I have something to say to my athletes I choose my words carefully and worry about of the impact they can have on them.	1	2	3	4	5
I am willing and attentive to listen to the needs of my athletes and support them in difficult moments.	1	2	3	4	5
When I have to make a note to my team I avoid discouraging, blaming and raising my voice.	1	2	3	4	5
I tell my athletes that what I expect from them is that they do their best, in training and in competition.	1	2	3	4	5
I do not judge my team or athletes on the basis of success or failure; I am proud if they have done well even if they have lost.	1	2	3	4	5
I am disappointed in my team if it plays in an unsportsmanlike, even if they win.	1	2	3	4	5
I never exclude any of my young athletes from the game just because they are not well performing	1	2	3	4	5
I always try to make the athletes of my team understand that all the people, even with their own specificities, are equal, regardless of differences in gender, national origin, sexual orientation.	1	2	3	4	5
I do not accept that in my team there are incidents of gender discrimination, homophobia and bullying.	1	2	3	4	5
Sum the scores - TOTAL					





THEMATIC AREA 2. ME AND THE VIOLENCE	TOTALLY DISAGREED	SLIGHTLY AGREE	QUITE AGREE	VERY MUCH AGREE	TOTALLY AGREE
I require my athletes to use language that is correct, never vulgar and never offensive	1	2	3	4	5
When violence (even if only verbal) occurs violence (even verbal) on the pitch, I always intervene and discuss it with the team.	1	2	3	4	5
I think it is necessary to take time during training to discuss about attitudes, behaviours and violent language	1	2	3	4	5
I feel responsible for negative incidents(e.g. an insult, physical aggression, etc.) of my team	1	2	3	4	5
I have always condemned all forms of violence in sport, clearly expressing my indignation in front of the athletes.	1	2	3	4	5
I discourage and disapprove of negative attitudes and behaviour of my young athletes towards referees.	1	2	3	4	5
I never use phrases like "beat them up"	1	2	3	4	5
I never use phrases like "beat them up" to motivate my athletes to win competitions.	1	2	3	4	5
I never use phrases like "beat them up" to motivate my athletes to win competitions.	1	2	3	4	5
I take action when the behaviour of my athletes is unethical (e.g. violent attitudes, gestures, language)	1	2	3	4	5
Sum the scores - TOTAL					

THEMATIC AREA 3. ME AND THE GENDER STEREOTYPES	TOTALLY DISAGREED	SLIGHTLY AGREE	QUITE AGREE	VERY MUCH AGREE	TOTALLY AGREE
I am more motivated to coach boys than girls.	5	4	3	2	1
I used to think of the weaknesses of my athletes as 'girl stuff'	5	4	3	2	1
Sometimes used expressions like "run like a girl", "don't complain, be a man!", to stimulate my male athletes.	5	4	3	2	1
I sometimes told the weaker athletes "You will never be part of the group of the best" to make them stronger	5	4	3	2	1
Sometimes to command respect I raise my voice and use harsh words without thinking about the impact they have on my athletes.	5	4	3	2	1
Sometimes, when confronted with a mistake by my team, I am very harsh and reprimand them by blaming them	5	4	3	2	1
If an athlete says 'sissy' to another, I tend to let it go	5	4	3	2	1
I believe that a child to whom classmates say "sissy" has to get out of character and stand up for himself.	5	4	3	2	1
In sports, sexual orientation should not be declared	1	2	3	4	5
I believe that male and female coaches have the same career opportunities.	5	4	3	2	1
Sum the scores - TOTAL					





THEMATIC AREA 4. ME AND THE CONTEST	TOTALLY DISAGREED	SLIGHTLY AGREE	QUITE AGREE	VERY MUCH AGREE	TOTALLY AGREE
I can understand the reasons of a manager who does not want to introduce the topic of gender violence into the sports club	5	4	3	2	1
Facing a leadership that is not interested in combating gender-based violence there is nothing to be done.	5	4	3	2	1
I try to do what I can on the issue of gender-based violence without involving others to not run into obstacles.	1	2	3	4	5
If my colleagues did not approve of my choice to be a 'HEART' Coach, I would let forget it.	5	4	3	2	1
I think I would find it difficult to have a meeting with management to introduce empathic coaching	5	4	3	2	1
If the management pressures me to pursue to win and to keep the membership, I would be willing to compromise even tolerating bad athletes.	5	4	3	2	1
I think I would have difficulty in presenting an empathic Training programme to the parents of my athletes.	5	4	3	2	1
Sum the scores - TOTAL					

HOW TO CALCULATE YOUR SCORE		
Do the sum total of the points you scored in the 4 subject areas. If you scored...		
UP TO 80 POINTS	<i>You can improve!</i> You need to work on communication and life skills.	
FROM 81 TO 160 POINTS	<i>You are halfway there!</i> There are still aspects to deepen and improve.	
OVER 160 POINTS	<i>Well done!</i> You have are aware of the importance to be empathic and have well developed your life skills	



# A2



A3

A15

A4

#### QUESTIONS FOR A GUIDED REFLECTION ON SCENARIO

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?





# Annex 2

## Questionnaires evidences





  **Funded by the European Union** 

**Questionario gradimento Formazione Coach**

M

1) Ritieni di aver assistito a scene di catcalling e/o di molestie verbali nei confronti di atlete, in qualche occasione?

No

2) Se alla domanda precedente hai risposto SÌ:  
• Quanto disagio personale ed emotivo ti ha causato questa esperienza?

Per niente   Poco   Abbastanza   Molto   ~~Moltissimo~~

3) Ritieni che questo tipo di esperienza possa condizionare la performance sportiva delle atlete?

Per niente   Poco   Abbastanza   Molto   ~~Moltissimo~~

4) Pensi che sia utile, per atlete, atleti e coach, affrontare e trattare gli argomenti proposti durante la serata?

Per niente   Poco   Abbastanza   Molto   ~~Moltissimo~~

5) C'è un messaggio che vorresti dare ad atlet\* e coach per aiutarci a scardinare questo fenomeno?

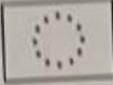
*Consapevolezza a tutti del fenomeno  
Eliminare nei maschi questi atteggiamenti  
Far capire alle femmine che NON DEVONO accennarlo*

6) Quali riflessioni vuoi condividere dopo le attività svolte oggi?

*C'è ancora molta strada da fare.*





  **Funded by the European Union** 

Questionario gradimento Formazione Coach

**Sì**

1) Ritieni di aver assistito a scene di catcalling e/o di molestie verbali nei confronti di atlete, in qualche occasione?

**No**

2) Se alla domanda precedente hai risposto SÌ:  
• Quanto disagio personale ed emotivo ti ha causato questa esperienza?

Per niente    Poco    Abbastanza     **Molto**    Moltissimo

3) Ritieni che questo tipo di esperienza possa condizionare la performance sportiva delle atlete?

Per niente    Poco    Abbastanza    Molto     **Moltissimo**

4) Pensi che sia utile, per atlete, atleti e coach, affrontare e trattare gli argomenti proposti durante la serata?

Per niente    Poco    Abbastanza    Molto     **Moltissimo**

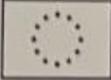
5) C'è un messaggio che vorresti dare ad atlet\* e coach per aiutarci a scardinare questo fenomeno?

*Avere all'interno della squadra (o club) una figura competente...  
a quanto riguarda la psicologia delle parti di affianchi...  
allenatori e atleti... E parlare in questo campo anche gli  
allenatori*

6) Quali riflessioni vuoi condividere dopo le attività svolte oggi?





  **Funded by  
the European Union** 

Questionario gradimento Formazione Coach

M

1) Ritieni di aver assistito a scene di catcalling e/o di molestie verbali nei confronti di atlete, in qualche occasione?

No

2) Se alla domanda precedente hai risposto SÌ:  
• Quanto disagio personale ed emotivo ti ha causato questa esperienza?

Per niente    Poco     Abbastanza    Molto    Moltissimo

3) Ritieni che questo tipo di esperienza possa condizionare la performance sportiva delle atlete?

Per niente    Poco     Abbastanza    Molto    Moltissimo

4) Pensi che sia utile, per atlete, atleti e coach, affrontare e trattare gli argomenti proposti durante la serata?

Per niente    Poco    Abbastanza    Molto     Moltissimo

5) C'è un messaggio che vorresti dare ad atlet\* e coach per aiutarci a scardinare questo fenomeno?

CONDIVIDERE

6) Quali riflessioni vuoi condividere dopo le attività svolte oggi?

• CREDO SIA INDISPENSABILE CHE LE FEDERAZIONI SPORTIVE RENDANO IN QUALCUN MODO "OBBLIGATORIA" LA FORMAZIONE DEI TECNICI SU QUESTA TEMATICA





  **Funded by the European Union** 

**Questionario gradimento Formazione Coach**

M     F

1) Ritieni di aver assistito a scene di catcalling e/o di molestie verbali nei confronti di atlete, in qualche occasione?

No

2) Se alla domanda precedente hai risposto SÌ:

- Quanto disagio personale ed emotivo ti ha causato questa esperienza?

Per niente    Poco    Abbastanza    Molto    Moltissimo

3) Ritieni che questo tipo di esperienza possa condizionare la performance sportiva delle atlete?

Per niente    Poco    Abbastanza    Molto    Moltissimo

4) Pensi che sia utile, per atlete, atleti e coach, affrontare e trattare gli argomenti proposti durante la serata?

Per niente    Poco    Abbastanza    Molto    Moltissimo

5) C'è un messaggio che vorresti dare ad atlet\* e coach per aiutarci a scardinare questo fenomeno?

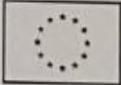
PROPORRE SEMPRE DI PIÙ INCONTRI DI QUESTO TIPO SIA NELLE SCUOLE CHE NELLE SCLARTE SPORTIVE

6) Quali riflessioni vuoi condividere dopo le attività svolte oggi?

MOLTO UTILE





  **Funded by the European Union** 

**Questionario gradimento Formazione Coach**

(M) F

1) Ritieni di aver assistito a scene di catcalling e/o di molestie verbali nei confronti di atlete, in qualche occasione?

SI      No

2) Se alla domanda precedente hai risposto SI':

- Quanto disagio personale ed emotivo ti ha causato questa esperienza?

Per niente      Poco      **Abbastanza**      Molto      Moltissimo

3) Ritieni che questo tipo di esperienza possa condizionare la performance sportiva delle atlete?

Per niente      Poco      Abbastanza      Molto      **Moltissimo**

4) Pensi che sia utile, per atlete, atleti e coach, affrontare e trattare gli argomenti proposti durante la serata?

Per niente      Poco      Abbastanza      Molto      **Moltissimo**

5) C'è un messaggio che vorresti dare ad atlet\* e coach per aiutarci a scardinare questo fenomeno?

PORSI LA DOMANDA SE È GIUSTO O SBAGLIATO QUELLO CHE LA MASSA CI PORTA A FARE

6) Quali riflessioni vuoi condividere dopo le attività svolte oggi?

È STATO ILUTINANTE E TOCCO BREVE





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



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