KEEPING
CHILDREN SAFE
IN SPORTS

SAFER KIDS IN SUMMER CAMPS AND SPORT CLUBS

Training of Trainers Manual

Terre des hommes
Helping children worldwide.

Terre des hommes (Tdh) is the leading Swiss organisation for children's aid, founded in 1960. Through our health, protection and emergency relief programmes, we provide assistance to over four million children and their families in around 40 countries each year. We aspire to a world in which the rights of children, as defined in the Convention on the Rights of the Child, are always respected. A world in which children can thrive in safe environments and become the agents of change they wish to see in their lives.

Terre des hommes is an independent, neutral and impartial organisation committed to bringing meaningful and lasting change to the lives of children and youth, especially to those most exposed to risks. We strive to improve their well-being and ensure the effective application of their rights as defined by the Convention on the Rights of the Child and other relevant human rights instruments. To make a difference, we focus on the areas of maternal and child health, children and youth migration, and access to justice. We aim to empower children and youth through active participation. We advocate for the respect of children's rights, supporting them in voicing their needs and interests. We work in fragile and conflict-affected settings, as well as in stable environments.

TABLE OF CONTENTS

The story of 4 people

This is a little story about four people named EVERYBODY, SOMEBODY, ANYBODY, AND NOBODY. There was an important job and it was Everybody's job to make sure it got done. Anybody could have done), but Everybody thought Somebody was doing it so in the end Nobody did it. Everybody got angry when Nobody did what Somebody was supposed to have done. Everybody thought that Anybody could do it, but Nobody realised that Anybody wasn't doing it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done

Don't be a bystander, doing nothing is not an option; You are important!!!

Keeping Children Safe in Sports

Keeping Children Safe in Sports (KCSS) is a European project, co-funded by Rights, Equality and Citizenship Programme of the European Union (2014-2020). The project aims to promote child safeguarding policies in sports settings and summer camps in Romania and Greece and it is coordinated by Terre des hommes Romania in partnership with Terre des hommes Greece and Terre des hommes Hungary.

Its specific objectives are to ensure children are protected in sports clubs and summer camp settings through dedicated safeguarding policies, to build capacities of professionals in contact with children, to empower children and to encourage multi-country exchange and cooperation regarding child safeguarding in sports and summer camps.

KCSS started with conducting a baseline assessment with the purpose of exploring and understanding the current situation related to Child Safeguarding in two different contexts: summer camps in Greece; football and gymnastics clubs in Romania.

The findings were used in designing the content of this curriculum on child safeguarding, and it subsequently informed the design of the training materials.

The main training needs identified by the participants at the interview were the following: to identify signs of abuse; to know how to respond to disclosure; to understand referral pathways; to embed the child's rights; to familiarise with child participation and motivation; to gain knowledge about child safeguarding procedures; to be able to address gender-based violence; to understand relationships dynamics in sport and summer camps and to support children that exhibit behaviours on a wide range from isolation to aggression.

The results of the report highlighted in both countries the need of a comprehensive Child Safeguarding Policy and afferent procedures, the need to implement these at sport clubs and summer camps using an approach based on the principles of working together and child centred practice.

"Keeping children safe" means to prevent and respond to any form by which the child may be negatively affected – emotionally, verbally, or physically – during trainings or when they practice performance or recreational activities.

The KCSS project is aimed at sport clubs, sport federations, summer camps and it could be adapted to respond to safeguarding needs for other recreational settings.

The Keeping Children Safe (KCS) coalition is a membership network or organisations working together to increase safeguards offered to children, of which Terre des hommes is a member.

"Child safeguarding" is the responsibility that organizations have to make sure their staff, operations, and programmes do not harm to children, that is that they do not expose children to the risk of harm and abuse, and that any concerns the organisation has about children's safety within the communities in which they work, are reported to the appropriate authorities.

This includes both preventative actions to minimise the chances that harm will occur and responsive actions, to ensure that incidents which may happen are appropriately handled.

Thus, **Safeguarding** implies a wider duty of care towards children rather than just upholding their right to protection (as defined in the UN Convention on the Rights of the Child, 1989) – but it is primarily concerned with harm and wellbeing, rather than with the promotion and protection of child rights generally" (excerpt Keeping Children Safe Coalition; Terre des hommes' s Child Safeguarding Policy.)

To whom this curriculum is addressed

This training is intended for all employees of sports clubs and summer camps. It provides a framework for training in child safety, in how to implement procedures that ensure child safety and protection, and provides guidance in carrying out the responsibilities of adults who have specific child safety duties (referred to in the text below as "focal point", "person responsible for child safety" or "safety champions").

The curriculum is based on the Child Safeguarding Policy developed within the KCSS project.

The Safeguarding Procedures have been developed in accordance with the International Safe Environment for Children Standards.

(https://www.keepingchildrensafe.global/accountability/).

These standards represent a commitment by those who work with (and for) children that their organisations do no harm (do no harm to children) and that they fulfil the responsibilities set out in the UN Convention on the Rights of the Child to protect children from all forms of abuse, neglect, exploitation and violence.

The training intends to develop and improve the personal, methodological and technical skills of coaches and staff in sports and recreational environments in Romania and Greece so that they:

- to better understand Child Safeguarding policies and procedures;
- to learn about the role of the Child Safeguarding Focal Point (CSFP);
- explore and learn about what a safe environment for children means in sports clubs and recreational environments (summer camps).

The content of the modules includes information about child safety procedures and standards, child abuse, reporting scheme, as well as notions about child development and child rights, personal and professional skills development of the learners.

The course takes an experiential learning approach, so involves direct experience and reflection on the processes and products of the activities undertaken. It is an interactive course. As such, participants will be encouraged to take an active role and subsequently deliver child safeguarding training to their colleagues. They will share their experience and knowledge to raise awareness of child safety and teach their colleagues to prevent child abuse and respond to incidents.

Methods implemented during the training will include:

- discussions, role plays, teamwork, games, presentations, videos and creative activities.

Summary of the modules

MODULE 1. KEEPING CHILDREN SAFE Introduces the Keeping Children Safe in Sport (KCSS) project, explores and familiarizes with the context of safeguarding in sports and recreational settings whilst building relationships and strengthening the group of ToT participants.	**13**
MODULE 2. CHILD SAFEGUARDING ENVIRONMENT IN SUMMER CAMPS AND SPORT CLUBS Explores the concept of child safeguarding versus child protection, details what safeguarding means in summer camps and sport clubs and explains the importance to create a safe culture in all recreational settings.	**15**
MODULE 3. VALUES, SKILLS, AND CORE PRINCIPLES OF CHILD SAFEGUARDING The module highlights the important values that are embedded as the base of child safeguarding, such as: of empathy, respect, acceptance, of being caring, genuine, of showing interest and on how to manifest them actively. The child rights are described with a focus on child participation, as being essential.	**19**
MODULE 4. CHILD RIGHTS AND PARTICIPATION The module focuses on child rights and participation, and how these are linked and why they are so relevant to child safety in recreational settings; Hart's Ladder of participation and Lundi's Model are described.	**21**
MODULE 5. COMMUNICATION AND CONFIDENTIALITY Reflects about communication styles and features of communication that summer camps staff should employ when addressing child safeguarding concerns; understand confidentiality and disclosure in the context of child safeguarding.	**22**
MODULE 6. RESILIENCE Understand the value of resilience in our life and develop protective factors for building it in children and young people. Familiarize them with practical tools to understand the lived experience of abuse of the child and young person in the summer camp setting.	**26**
MODULE 7. LEADERSHIP IN CHILD SAFEGUARDING The module presents meaningful leadership models and ways to manifest it when promoting child safeguarding practice whilst acknowledging the importance of trust relationships and attuned communication.	**29**
MODULE 8. THEORIES IN CHILD SAFEGUARDING The module describes how adverse childhood experiences (ACEs) and different styles of attachment are so impactful upon child's course of life and brain development.	**32**

Module 1. "Keeping Children Safe in Sports" Project

Learning objectives:

- Get to know the purpose of KCSS project and the objectives of this curricula
- Understand the worldwide context for safeguarding

> **Safeguarding is everyone's responsibility and it should concern all those involved in sport. Sport staff, volunteers, parents, and children share the duty to adhere to the principles of safe sport through best practices[1]**

TOPICS AND ACTIVITIES	METHODS	TIME	RESOURCES
1.1. KCSS project	Icebreaker Presentation Objectives exercise Questions Feedback & reflections	15 min 5 min 5 min 5 min 5 min	Slides PPT
1.2. Safeguarding context worldwide	Video Start to talk Group discussion Worries vs. Hopes exercise Presentation Reflective discussion The Line Game Group discussion	5 min 10 min 10 min 20 min	Link video: https://www.coe.int/en/web/sport/start-to-talk Handout _ Safeguarding context worldwide (page 67) Handout_Questions_Line game (page 69)
1.3. Child safeguarding champion	On a body map the participants would identify: The ideal **skills** in the arms; The ideal **attitudes** in the torso; The ideal **knowledge** in the head.	20 min	

[1] Mountjoy, M., Brackenridge, C., Arrington, M., Blauwet, C., Carska-Sheppard, A., Fasting, K., & Starr, K. (2016). "International Olympic Committee Consensus Statement: Harassment and abuse (non-accidental violence) in sport" Br J Sports Med, 50(17), 1019–1029.

Activity 1.1. Keeping Children Safe in sports and summer camp

Keeping Children Safe in Sports (KCSS) is a project funded by the European Commission (Directorate – General Justice and Consumers) and it aims to promote child safeguarding policies in sport settings in Romania and Greece.

Its specific objectives are to ensure that children are protected in sports clubs and summer camps settings through bespoke safeguarded policies, to build capacities of professionals working with children, to empower children and to encourage multi-country exchange and cooperation regarding child safeguarding in sport and recreational settings.

The project is financed by "Rights, Equality and Citizenship" Programme of the European Union. (REC 2014-2020). KCSS is coordinated by Terre des hommes Foundation, Romania and implemented in partnership with Terre des hommes Lausanne and Terre des hommes Hellas.

Activity 1.2. Safeguarding context worldwide

Instructions

Present to the trainees the definition of safeguarding and some last results upon the number of abuses recorded worldwide.

Tdh places the utmost importance in safeguarding and promoting the well-being of children. The Child Safeguarding Policy has been developed as a sign of our commitment to ensuring that all children with which we come into contact (either directly or indirectly) are safeguarded and have their well-being promoted and that the operation of our sport and recreational activities does not cause any harm to children.

Inform the trainees about "Start to talk" initiative, which is a Council of Europe call for action to public authorities and the sport movement to stop child sexual abuse. By joining this call, governments,

sports clubs, associations, and federations, as well as athletes and coaches, pledge to take concrete measures to prevent and respond to abuse.

Sport brings people together and it contributes to their health and happiness, breaking down barriers and building trust and community spirit. For over four decades, the Council of Europe has advocated fair play and respect in sport, tackling corruption and helping play sports safe, ethical, and accessible to all. "Start to talk" is about adults breaking the silence and lending children a voice.

Invite the trainees to watch the video https://www.coe.int/en/web/sport/start-to-talk and to reflect about how they could use the video and the information in the video to raise awareness about child safeguarding in sport and recreational settings.

Activity 1.3. Child Safeguarding Champion

By attending this course, the participants are invited and encouraged to become "Child Safeguarding Champions".

Explain that we want to support the trainees to be a 'champion' of safeguarding practice in their organisation. The trainer should draw a big body map on a large piece of paper. The silhouette is the 'ideal Champion'!

The trainer should brainstorm with the group and further on, write on the body map:

- The ideal skills in the arms;
- The ideal attitudes in the torso;
- The ideal knowledge in the head.

The facilitator should summarise and emphasise the importance of a reflective practitioner, who pleads in his/her organisation for child safeguarding procedures, being aware about the standards of KCS and child safeguarding policy but as well, be able to communicate, be resilient, have developed leadership skills, have knowledge on child development and not at least, have good understanding of what child abuse means in recreational settings, how to prevent and how to intervene, in case of an incident.

Module 2. A child - safe environment in summer camps and sport clubs

Learning objectives:

- Define what is meant by child safeguarding
- Increase awareness about KCS standards and ways to implement it in your own organization
- Learn about child-safe environments in recreational settings and be aware about the standards, principles, and best practices in the field
- Understand the importance to create a safe culture in all recreational settings in Romania/Greece

> 'It was only later that I came to see that you have to oversimplify things sometimes in order to begin to understand them. Only when the basic frameworks are established can you add in the qualifications and complexities' Charles Handy[2]

TOPICS AND ACTIVITIES	METHODS	TIME	RESOURCES
2.1. Child protection versus child safeguarding	Psychosocial game "balloon game" Group discussion Presentation	20 min	Slides PPT
2.2. Child safeguarding standards	World Café method Theoretical presentation Summary	55 min	Handout 10 Child safeguarding standards (page 70)
2.3. Childsafe environment – principles and best practices	Brainstorming & mind mapping Video materials Creative activity	15 min	https://www.children1st.org.uk/help-for-families/safeguarding-in-sport/safeguarding-in-sport-resources/play-sport-stay-safe-film/

Activity 2.1. Child protection versus child safeguarding

The facilitator presents the "balloon's game "activity as an introduction for the topic and highlights that the responsibility for child protection rests with the adults (description of the activity – page 86). After the debriefing, the trainer presents the definitions of child protection and child safeguarding and presents shortly the child protection system from Romania/Greece.

Definition of Child Safeguarding

Safeguarding is defined as the organization's responsibility to ensure that recreational spaces are a safe, positive and enjoyable experience for all children and that all children are kept safe from harm (including abuse and neglect) when involved in recreational activities, in all capacities and at all levels.

Definition of Child Protection

Child protection is the protection of children from violence, exploitation, abuse, neglect. Article 19 of the UN Convention on the Rights of the Child. Article 19 of the UN Convention on the Rights of the Child promotes the protection of children raised in or out of the family.

Child Protection System

A set of state institutions that provide a set of services to children and families.

Activity 2.2. Child safeguarding standards

Instructions
- Make an introduction to the Keeping Children Safe standards and of what is meant by child safeguarding.
- World Café activity: Split the group on teams. Each team will explore the topic of the standards (policy, procedure, people, accountability).
  Each group will have to answer to assets and gaps identified in their job field.
  After this part is completed, the groups will participate to the World Café activity.
- Summary of the results in the big group.

Short theoretical presentation

Child safeguarding is an umbrella term encompassing both preventative actions to minimise the chances of harm occurring and responsive actions to ensure that, when concerns do arise, they are handled appropriately.

It responds to the need to take into account the best interests of the child in every action relating to children involved in activities (e.g. decisions, conduct, training, services and programmes) and to act in accordance with international standards and national legislation, in particular where suspected cases of abuse may amount to criminal offences. Although cases of child sexual abuse in sports and summer camps have come to light, sexual abuse is not the only form of abuse that violates children's right to protection.

There are **four key principles involved** in the International Child Safeguarding Standards set by KCS coalition:

Policy - your organisation develops a policy which describes how it is committed to preventing and responding appropriately to, harm to children.

People - your organisation places clear responsibilities and expectations on its staff and associates and supports them to understand and act in line with these responsibilities and expectations.

Procedure - your organisation creates a childsafe environment through implementing child safeguarding procedures that are applied across the organisation.

Accountability - your organisation monitors and reviews its safeguarding measures.

Safeguarding - The local legal context

Each country has its own laws relating to child abuse, including definitions of abuse. The types included in this sheet are commonly recognised internationally and are included for general guidance.

For events and activities taking place within summer camp settings it is important to check local laws on child abuse, as any safeguarding actions must be legal in the country where they are taken.

Legal status

Childhood rights are protected by the Romanian and Greek Constitution as well as through EU Directives (e.g. Law for Responding to Domestic Violence 3500/2006; Adoption of the EU Council Convention for child protection from sexual abuse Law 3727/2008) and the UN Convention on the Rights of the Child (Ratification Law 2101/1992).

Child protection issues are further mainstreamed and regulated by the Romanian and Greek Civil Code and the Penal Code, for instance under family law, basic individual protection principles, and breaches of physical and emotional integrity, or personal freedom.

In Greece, any child protection incident should be investigated by the prosecutor, including any "continuous harsh behavior on children" which may cause physical or emotional harm (Law 4322/2015).

Reporting a child protection incident (based on suspicions or valid information) is an explicit obligation for educational staff in the public or private sector and civil servants, as well as for every individual under the Penal Judicial Code.

In Romania under the Law 272/2004, updated in 2014, provides that every professional in contact with children if is aware of a child abuse case, should report it immediately to the child protection authority.

Reporting such concerns is considered as a preventative measure for initiating further investigation and assessing the level of risk in each case.

Activity 2.3. A Child Safe Environment Space

Instructions
- Start by asking the trainees: for them, what does a child safe environment look like?
- Draw all terms mentioned by the group on a large piece of flipchart. Use colours and symbols as to create a child friendly image of the space(a mind map).
- Present to the trainees some best practices of clubs and recreational settings.
- Share the principles of child safe environment and provide the participants with copies of the handouts.

Child safe environments are safe and friendly settings where children feel respected, valued, and encouraged to reach their full potential.

Organisations need to be proper equipped as to manage and respond to risks that may arise regarding the safety and well-being of children accessing their services.

Organisations providing child safe environments:
- take a preventative, proactive, and participatory stance on child protection issues
- value and embrace the opinions and views of children and young people
- assist children and young people to build skills that will assist them to participate in societyare focused
- are focused on the protection of children and young people and take action to protect them from harm
- provide parents, guardians, or carers with evidence of their child safe environments policies and procedures when requested.

Creating child safe environments is a dynamic process that involves active participation and responsibility by all sectors of the community including individuals, families, state authorities and non-government organisations and community groups. Sharing responsibility for the care and protection of children and young people helps to develop a stronger, more child-focused community.

A child safe community can:
- care for all children and young people
- identify vulnerable children and young people
- support children and young people who have suffered harm o have been placed at risk
- prevent further harm to children and young people.

Child safe environments are the product of a range of strategies and initiatives. In addition to developing child safe policies, procedures, and appropriate codes of conduct for employees, volunteers and members, organisations must also foster cultures of openness.

This means:

- children and young people need to know what to do if they believe they have been subject to inappropriate behaviour, have been placed at risk or have experienced harm (including but not limited to harm caused by sexual, physical, mental or emotional abuse or neglect);
- organisations need to have very clear procedures to assist employees/volunteers in identifying children and young people suspected to be at risk;

- management, employees and volunteers must also be aware of their duty to report a suspicion that a child or young person is at risk to the authorities and to take other measures to establish, promote and ensure child safe and child friendly environments.

This commitment to protecting and supporting children should be embedded in an organisation's culture with everyone being aware of their responsibilities.

Module 3. Values and principles of Child Safeguarding

Learning objectives:

- To understand the values and principles that underpin the child's safety in, around, and through recreational activities.
- To inform about child rights and increase awareness about the importance of participation and of including children and young people (CYP) in creating child safe environments in summer camps.

> Safeguarding is everyone's responsibility and it should concern all those involved in sport. Staff, volunteers, parents, and children share the duty to adhere to the principles of safe sport through best practices[3]

TOPICS AND ACTIVITIES	METHODS	TIME	RESOURCES
Activity 3.1. **Values and skills**	Our values exercise (in pairs exercise) Safeguarding worldwide (discussion) Values and Behaviour (small group)	10 min 10 min 15 min 15 min	Slides PPT
Activity 3.2. **Core Principles of Child Safeguarding**	Brainstorming Presentation	15 min 10 min 20 min	Handout_ Core principles of safeguarding (page 71)

Activity 3.1 Values and skills of safeguarding

Instructions

Introduce the topic of values, what they are and explain that our values are evidenced through the behaviour displayed in certain situations. When we define our personal values, we are likely to discover what's truly important to us. A good way of starting to do this is to look back on our life journey using a solution focused approach and to identify when we felt good and confident that we were making good choices.

[3] Mountjoy, M., Brackenridge, C., Arrington, M., Blauwet, C., Carska-Sheppard, A., Fasting, K., & Starr, K. (2016). "International Olympic Committee Consensus Statement: Harassment and abuse (non-accidental violence)in sport" Br J Sports Med, 50(17), 1019–1029.

Values are usually stable, yet they don't have strict limits or boundaries.

Also, as we move through life, our values may change.

For example, when you start your career as a staff member at a summer camp, success could be measured by money and status and this might be a top priority.

But after you have a family, work-life balance may be what you value more. As your definition of success changes, so do your personal values.

Hence, keeping in touch with our values is a lifelong exercise; we should continuously revisit them, especially both when our lives go smoothly or when we face challenges and difficulties.

Split the groups in 4 small groups

Each group is provided with a Value card (1, 2, 3 & 4) and it is invited to identify and to discuss one situation as per the instruction on the card.

Each small group will reflect upon the personal experiences of the participants and match the behaviours listed on the card.

Card 1: Value - Courage, Behaviour - Striving for improvement

Tell us about a time when you had to learn a new skill or a new way of doing things?

- Challenges self, demonstrates how they learnt something new
- Evidence of determination and accomplishment
- Recognizes own strengths and weaknesses and can work with those
- Learns from experiences of others
- Remains positive in situations where things did not go as well as expected
- Copes well with change; is open minded

Activity 3.2. Core principles of safeguarding

Instructions

Present the definition of safeguarding and the main domains covered by this concept. Provide a sample of the handout on principles for each trainee and then, split them into pairs to discuss and reflect about them.

Card 2: Value - Protect, Behaviour - Accountability

Tell us about a time when you led on a project that did not go the way you anticipated it to and list your feelings and actions.

- Takes responsibility for own decisions
- Creates and maintains clear role/practice boundaries
- Reflects on events, experiences; self-aware
- Focuses on the interests of the child
- Acts with professional integrity, openness and honesty

Card 3: Value - Respect, Behaviour - Commitment to organizational vision

Tell us about a time when someone you worked with closely challenged or criticised the organisation you worked for?

- Takes time to listen to different views/ criticisms
- Recognises that not everyone might like or agree with their organisation's work
- Shows respect for their organisation even if they do not entirely agree with its decisions/is constructive about their organisation
- Able to keep calm and focused
- Able to keep bigger picture in mind, displays professionalism in their practice

Card 4: Value - Trust, Behaviour - Working together

Describe a situation when you had to rely on others to achieve your objectives and highlight what led to your success.

- Communicates own needs and objectives clearly and honestly, shares information well
- Takes other person's needs and constraints on board and is willing to help
- Recognises strengths of others and acts to achieve mutuality of interests
- Actively seeks others' views/suggestions on how they could best achieve their objectives

Ask them to choose 3 core principles and to justify why. All activities should be built on strong principles and values and every decision and action should be underpinned by these.

Module 4. Child rights and Participation

Learning objectives:

- Understand which are the rights of children and why the child right of participation is so important in order to assure child safety and wellbeing
- Increase awareness upon Hart's ladder of participation and Mundi's model

TOPICS AND ACTIVITIES	METHODS	TIME	RESOURCES
4.1. Children's rights and child participation	Presentation	30 min	Convention on the Rights of the Child - children's version
4.2. Roger Hart's participation ladder and Lundi's model	Brainstorming Group work	20 min	Handout 4.1. Hart and Lundi's participation models
	Presentation	10 min	

Activity 4.1. Child rights and child participation

Instructions

- Explain that you are going to explore child rights and participation, and how these are linked and why they are relevant to child safety.

Present the **Convention on the Rights of the Child,** the most widely ratified human rights treaty in history and which has helped transform children's lives around the world.

For more information about this topic, provide to the trainees a sample of the Child Friendly version of the Convention. Highlight the need to increase awareness of children with whom they work upon them.

www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf

- Introduce the topic of child participation and present the Hart's ladder of participation & Lundi's model to the group. (Handout, page 76)

Participation

Explain to the group that you are going to explore what 'participation' means. Ask the young people to work in pairs. They should have 5 minutes to have a conversation about what they think 'participation' is. What does it mean, especially regarding young people? Ask them to share their views with the rest of the group and capture their thoughts on flip chart paper.

Use the following definitions of participation to explain what we might mean by 'participation':

- "Sharing decisions which affect one's life and the life of the community in which one lives". (Hart, 1992)
- "Children taking part in and influencing processes, decisions, and activities that affect them, in order to achieve greater respect for their rights". (Lansdown, 2002)

Explain that you are going to do a practical exercise to explore the principles in more detail. Spread out on the floor the different stages of Hart's ladder of participation. You should have the eight different stages spread out across the room. As you do this you should discuss each stage from Stage 8 (which represents participation) to Stage 1 (which represents non-participation).

For example: 8) Child initiated, shared decisions with adults 7) Child initiated and directed 6) Adult initiated, shared decisions with children 5) Consulted and informed 4) Assigned and informed 3) Tokenism 2) Decoration 1) Manipulation

Summarize with the group the main ideas of what participation is and how to implement it in summer camps.

TIPS

In order to bring participation into our practice, we should:

- Build **respectful** relationships with children and young people we work with
- Create a **child friendly space** where ALL participants can feel safe, regardless of experiences and background.
- **Understand** their rights
- Provide **a chance for youth to be involved**
- **Work together**
- **Value** them
- **Keep** in touch
- Always remember! **It's the youth's choice!**

(7 Golden Rules for Participation - elaborated by Children & Young People Commissioner Scotland, directly informed by the United Nations Committee on the Rights of the Child's General Comment No. 12 (2009) https://www.cypcs.org.uk/education/golden-rules)

Module 5. Communication and confidentiality

Learning objectives:

- To improve quality on communication competence and transversal skills such as self-reflection, listening, empathy
- Understand confidentiality and disclosure in the context of child safeguarding

Breakdown in communication can happen where there is an absence of local safeguarding systems, barriers to effective co-working or failure to recognise or act upon safeguarding opportunities. Effective communication requires practitioner skills and a culture that promotes information sharing as well as clear systems and guidance that enables information to be critically appraised and used to guide decision making and planning.[4]

TOPICS AND ACTIVITIES	METHODS	TIME	RESOURCES
5.1. Communication characteristics and active listening	Brainstorming Exercise per teams (A-B-C exercise) Group discussion And presentation of the concepts	20 min	Handout_ Assets and gaps in communication (page 73)
5.2. Communication styles and competence matrix	Group presentation Questionnaire completion Self-reflection Role play	25 min	Handout _styles of communication (page 74)
5.3. Confidentiality, consent and disclosures	Summary of the core elements, theoretical presentation		PPT slides

[4] Brandon et al. (2016). Pathways to harm, pathways to protection: a triennial analysis of serious case reviews 2011 to 2014, DfE

Activity 5.1. Communication characteristics and active listening

Instructions

Exercise: Three ways to (not) communicate (10 min)

Ask the group to form pairs, A facing B, the A on a line and the B on another line facing them. Ask them to think of a short story, anecdote, or dream, and invite them to recount it to their game partner. a) A and B tell their story at the same time (1 min). Feedback: how did you feel? How did you react? b. A tells their story and B does not listen, does something else, looks elsewhere (1 min). Change roles and repeat (1 min). Feedback: how did it feel for the speaker? And for the listener who did not listen? c. A tells her story and B listens actively (1 min). Change roles and repeat (1 min). Feedback: how did it feel for the speaker? For the listener?

Communication or dialogue is defined as the free flow of meaning between two or more people. It involves getting all the relevant information out on to the table, where people can honestly, but not offensively, express their opinions, share their feelings, and articulate their theories.

We must learn the key skills of talking, listening and acting together, by creating the conditions in ourselves and others that make dialogue the path of least resistance.

Communication includes verbal messages, non-verbal or body messages (gestures, expressions, attitude, tone of voice) and active listening.
It is always a two-way process.

WHAT DO WE NEED IN ORDER TO COMUNICATE?

BE: PRESENCE, OPENNESS

FEEL: EMPATHY, TRUST, RESPECT

SEE: OBSERVATION

SPEAK: CLARITY, PRECISION

LISTEN: ATTENTION, CONCENTRATION

Source: from https://www.tdh.ch/sites/default/files/tdh_manuel_e_0.pdf

Active listening is a skill that can be acquired and developed with practice.

Listening is the most fundamental component of interpersonal communication skills.

Listening is not something that just happens (that is hearing), listening is an active process in which a conscious decision is made to listen to and understand the messages of the speaker.

Listeners should remain neutral and non-judgmental, this means trying not to take sides or form opinions, especially early in the conversation. Active listening is also about patience - pauses and short periods of silence should be accepted.

Listeners should not be tempted to jump in with questions or comments every time there are a few seconds of silence. Active listening involves giving the other person time to explore their thoughts and feelings, they should, therefore, be given adequate time for that.

Read more at: https://www.skillsyouneed.com/ips/active-listening.html

Activity 5.2. Communication styles and competence matrix

Instructions

- Invite the trainees to complete a short quiz about their style of communication. (Handout quiz assets and gaps in communication)

- Group discussion about the results and short pre-sentation of the main styles (directing; following; guiding)

- Present the competence matrix and its usefulness

Activity 5.3. Confidentiality, consent, disclosure

Confidentiality, content and disclosures

Only discuss/share sensitive information, or information that identifies the child with/in front of those who **need to know** in order to ensure the child's safety. E.g.:

- The focal point/person who will refer the case to child protection services.
- Professionals to whom the case is referred to ensure the child's protection.
- "Identifying information" doesn't only mean names, it can refer to family size, age, location etc.

Protect information gathered about clients:

- Collect, keep, share, and **store information safely** and according to agreed data protection policies. E.g. in locked filing cabinets, password protected computers and electronic files.
- **Do not reveal** identifying information to **anyone not directly involved** (including informal conversations).
- When information is shared, it should be **limited** to only the information necessary to enable better protection of the child.

Certain professionals in Greece and Romania are bound by the principle of professional confidentiality:

Social workers, psychologists, doctors, dentists, lawyers. The violation of this obligation is punishable by law. However, there are exceptions that permit the breach of this obligation.

Limits to confidentiality

Confidentiality can sometimes be broken:

- In Greece there is a legal obligation for professionals to report under Article 12 of the Convention of the Council of Europe for the protection of children from sexual exploitation and abuse (Lanzarote).

Under the Greek Law, all professionals and teachers dealing with children have the obligation to report any situation:

- for which there are reasonable grounds to believe the that a child is a victim sexual exploitation or abuse (L. 3727/2008)
- for which he or she was informed about or ascertains that there is a crime of domestic violence against the student (the law 3500/2006 makes special reference to the obligations of the teachers)
- for which he or she has the information of planned crimes in general (Penal Code Art. 232)

All citizens are obliged to report child abuse and neglect under the criminal procedural code (Art. 40) and Penal Code Art. 232.

Consent to share personal data is required by law. Consent should therefore be obtained before making a referral:

- It should be explained what information will be shared, with whom, and how it will be used
- In some high-risk situations consent may not be required. E.g. The child has been abused by a close relative and the family are reluctant to act. Such cases can be discussed with the child protection focal point and child protection services.

Types of disclosure

Direct disclosure

Sometimes children will tell you directly that they are being abused or neglected. They might begin with one example and see how you react.

Research shows that children often tell about their experiences many times before action is taken to respond.

Indirect disclosure

The child does not share the details of the abuse without being prompted or does so in a round about way. The disclosure can also be disguise, through hints or even through another child

- Talking to their peers
- Telling you through non-verbal actions
- Through play
- Through the pictures drawn
- Letters
- Diaries
- Harming themselves

When the disclosure is "missed" children may continue with additional hints, or not. The child is hoping that a trusted person will get the "hint" they are offering.

DEALING WITH DISCLOSURES – THINGS TO DO AND THINGS TO AVOID	
DO	**DO NOT**
Listen to everything the child has to say. **Reassure** the child they have done the right thing in telling someone. **Stay calm.** **Believe the child.** **Use the child's language** and **explain** to the child that you will need to confide in a trusted person who can help. **Write down** what the child has said. **Get support** for the child and yourself. **Act quickly** if you believe the child is at risk of harm.	**Ask leading questions,** such as 'did your mum/dad do that to you?' **Be judgemental** or **tell the child off** ("Why didn't you tell me before?") **Panic.** **Express disbelief** or try to excuse what has happened. **Make promises** you cannot keep: For example, do not promise to tell anyone else. **Confront the perpetrator.** **Do nothing** and assume someone else will do something. **Touch** the child without permission.

Module 6. Resilience

Learning objectives:

- Understand the value of resilience in our life and develop protective factors for building it in children and young people
- Utilize tools to promote resilience and conscious practice when keeping children safe in and around summer camps

Effective safeguarding work depends on collaborative multi-agency working and no single professional retains all the required knowledge or skills. Communication is essential for collaboration but is inevitably one of the key points of breakdown.[5]

TOPICS AND ACTIVITIES	METHODS	TIME	RESOURCES
6.1. Resilience and resources of the person	The professional path line activity – individual activity Group discussion Presentation	20 min	
6.2. Protection and risk factors in building resilience for youth	Group activity Resilience and impact exercise Presentation	20 min	

Activity 6.1. Resilience and resources of the person

1. Individual activity

My life path (25 min).

As a trainer, draw your 'lifeline' example on the flipchart, but do not yet mention what helped you to get through. Individually, each participant draws a blank lifeline on an A4 sheet.

From birth up to today, note or draw the ups and downs of experiences you have lived through. Then choose a difficult event below the middle line. Think about what helped you face this situation. Was there anything which helped you? Did you have people, things, or values which played the role of a secure base, or support to help you continue forward? etc.

[5] Brandon et al. (2016). Pathways to harm, pathways to protection: a triennial analysis of serious case reviews 2011 to 2014, DfE

Once the individual work is completed, go in pairs, and share this unpleasant event with one another, as well as the resources which enabled you to overcome it. Make a list and be ready to share your views.

2. Discussion Inner and external resources

Ask the participants to name everything which helped them get over their difficult times. Write this down on the flipchart. Then ask whether some categories stand out and circle these with various colors (relationships, activities, identity).

If some elements are missing, you can help by asking questions: who are the most important people to you? What can you do well? What do you do in everyday life? What is your goal in life? What values are important for you? What are your beliefs? What are the features of your personality? Etc.

Definition

"Resilience is the art of navigating through torrents."
Boris Cyrulnik

"The concept of resilience is based on the observation that under adverse circumstances some people cope

and develop relatively well while others fail to do so. The term resilience describes the characteristics of those who cope relatively well."

It is important to emphasize that resilience is not just about personal qualities but also about the way in which these qualities interact with external factors within the family and the wider environment. A resilient person utilises all the resources available to him, whether at a psychological (personal characteristics) or environmental (family, society) level.

" The capacity of resilience depends on a healthy self-esteem having its roots in attachment to a secure base, that is a person who gives a feeling of protection and comfort to the infant, or an emotional attachment to an objective or project."

Here is a way of looking at an individual's resources. It is important to understand their components and what they bring to a person before knowing how to help use or rebuild their inner and external resources after a difficult event.

PSYCHOLOGICAL RESILIENCE is the ability to mentally or emotionally cope with a crisis or to return to pre-crisis status quickly.[1] Resilience exists when the person uses "mental processes and behaviors in promoting personal assets and protecting self from the potential negative effects of stressors".[2] In simpler terms, psychological resilience exists in people who develop psychological and behavioral capabilities that allow them to remain calm during crises/chaos and to move on from the incident without long-term negative consequences.
Source: https://en.wikipedia.org/wiki/Psychological_resilience

---

I have bonds
I (re)construct relationships. I build confidence in myself and in others, a sense of belonging and recognition. I love myself and feel loved, by my parents, family, friends, teachers, community.

I can act
I (re)start activities in a reassuring space, to reconstruct my confidence and abilities, take initiatives. I feel capable of coping with school, work, hobbies and daily activities.

I am unique
I carry within me the values, the cultural and family beliefs which make up my identity and which give meaning to my life. I make plans, I develop personally, and I make sense of my surroundings to increase my self-respect, self-confidence and my sense of responsibility.

Activity 6.2. Protection and risk factors in building resilience for youth

Instructions

Group activity Protection and risk factors (20 min)

The participants make groups of three and choose a case to analyse involving a child facing a risky situation in the summer camp.

Identify the resources of the individual and family situation of the child by referring to the list of protection and risk factors. Altogether, discuss the various factors and characteristics of children who are resilient or not. Work out ways to help these children to face their difficult situations.

Socio-ecological model of child protection

Children don't exist in isolation! If one looks at the psychosocial pattern of an individual when interacting with the various strata of his environment, on each level there are corresponding factors of protection that form the basis of a person's inner and external resources.
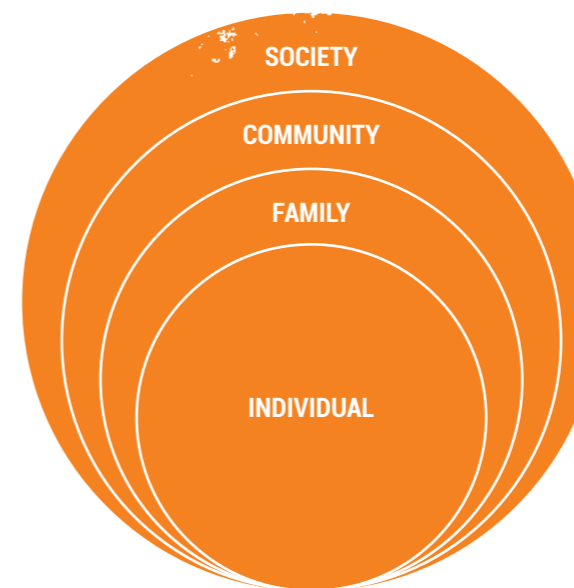
Risk factors with a negative impact on resilience

- Experience of separation and loss
- Family secrets about disappearances and death
- Frightening experience of violence
- Continuous threat of violence
- Person in charge or guardian unknown or incapable of creating a supportive environment
- Family tensions
- Difficult conditions of life and lack of access to basic services/needs
- Few chances for playing
- Racism and hostility
- Poverty
- Disabilities

Research shows that risk factors are cumulative, that is to say that the majority of children can adapt to one or two of the factors mentioned above. But when there are three or four, they have far greater difficulty.

Some characteristics of resilient children who benefited from factors of protection and developed inner and external resources:

- Socially competent in adult/child interaction
- Independent, ask for help if necessary
- Speak out freely
- Curious, explore their surroundings
- Play actively
- Adapt to change, confident in their ability to take control of certain aspects of their lives
- Involved in activities, have hobbies and talent

Module 7. Leadership in child safeguarding

Learning objectives:

- Understand leadership models and ways to utilize them when promoting child safeguarding practice whilst acknowledging the importance of trust relationships and attuned communications

> This 'leadership stuff' really needn't be complicated. I believe that leading is a natural, human activity that is a part of all of us. You don't need a certain IQ or job title to be a leader! But there is something you do need. You need to be 'up to something' 7. That is, you need to have an ambition or dream or goal for your team, organisation, colleagues or yourself and it's got to matter to you.[6]

TOPICS AND ACTIVITIES	METHODS	TIME	RESOURCES
7.1. Future - Engage - Deliver leadership model	Presentation Group discussion Teamwork	10 min 15 min 10 min	Handout Future - engage - deliver questionnaire on safeguarding www.futureengagedeliver.com (page 75)
7.2. Become a secure base to others	Self-assessment exercise Teamwork Presentation	15 min	Handout secure base – self assessment page Handout Your secure base Handout Principles of developing attunement (page 76)

[6] Ratcliffe, S. (2010). Leadership Plain and Simple, Financial Times Prentice Hall

Activity 7.1. Future - Engage - Deliver leadership model

Instructions

Short introduction to Ratcliffe's Future - Engage - Deliver leadership model

The model has consistently been the catalyst for leaders who have wanted to accelerate their own and others' growth. It has **3 steps** and It really is that simple.

First, leading always starts in the Future.

Powerful and effective leaders are guided by the Future they want. And more than this, the leader is strongest when that Future is powerfully connected to what he or she cares about.

Second, if you want the help of others to create that Future, you'll need to engage them.

So many leaders still appear to believe that in order to get the best from others it's enough for them simply to 'transmit' their ideas or wishes. It isn't.

And third, in deliver, you make things happen. This is where words like 'performance, execution, implementation and results' live. Leading doesn't stop with 'vision' or 'team'. It ends with delivery.

Jim Kouzes defined leadership as a relationship; **'it is the relationship between those who aspire to lead and those who follow.** Sometimes, the relationship is one-to-one. Sometimes, it's one-to-many. Regardless of the number, leaders must master the dynamics of this relationships.

John Childress emphasized the importance **to develop the ability to form relationships in such a way that people get a whole lot more done a whole lot quicker.** 'Trusting, supportive and energizing relationships are the new currency'.

Activity 7.2. Become a secure base to others

Instructions

1. Explain to the trainees the meaning of secure based leadership: "a person, place, good or object that provides a sense of protection, safety and caring and offers a source of inspiration and energy for daring, exploration, risk taking and seeking challenge" .

Instruction:

Part one: Read the following situation and assess the relationships using the pie chart below.

Claude Heiniger was an instructor at a flight school located in Lausanne, Switzerland. On January 29, 2001 he was in a flight with a trainee who had 1300 hours of flight experience. As the plane took off, a locking pin from the right hand side landing gear fell from the aircraft, crippling the mechanism. Now airborne, Claude concluded that they would have to land the plane without properly functioning landing gear.

Claude's first instinct was to take over the controls. But then he had another idea. He asked the trainee questions to determine how he felt and to assess whether he was ready to fly the plane and land it in emergency. The trainee agreed to take the controls, giving Claude the opportunity to concentrate on the big picture in a supervisory role.

As Claude recounts: 'the student actually did the whole flight. But I was right behind him in terms of providing input. We also divided up the work between

the two of us in an efficient way. Geneva International Airport's main runway was closed for a couple of hours. We completed the flight lesson, exiting the concrete runaway onto the grass with one collapsed landing gear. We walked away with very little damage to the aircraft'.

Claude recalls: 'It was not easy to let go of control. Later I discovered that this is very much an industry standard. When there are problems, the commander should not be the one having his head in the situation. He should be able to step back and delegate as much as he can in order to keep an overview'. He added: 'The student needs to grow, and I need to decrease. So, it is actually a transfer of power, a transfer of know-how and a transfer of attitudes.[6]

Part two:

Invite trainees to share in small groups a situation when they faced a challenge or difficulty and summarize how this topic connects with safeguarding.

Good-quality professional relationships are essential for providing children with best safety and wellbeing outcomes.

CHARACTERISTIC	WHAT HELPED?			WHAT HINDERED?	
	A	B	C	D	E
Stay calm					
Accept					
See potential					
Be curious & listen					
Make decision					
Focus on positives					
Encourage risk taking					
Inspire others					
Be approachable					

Module 8. Theories in child safeguarding

Learning objectives:

- Explain and apply the latest research and theories to inform best practice to safeguarding children in summer camps and practice exploring situations of abuse using tools and reflective stories
- Understand the main attachment styles and the ways they influence the types of relationships the child tends to form further on in his/her life
- Learn how to use graded care profile in your work with children in summer camps.
- Be informed about the child developmental stages and about ACEs (Adverse Childhood Experiences)

In our growth processes, there are special moments called developmental crises, in which major transition between two stages of life occur. The human being must have prepared the equipment necessary to effect this change, which permits him/her/them to continue advancing along the path of personal development.[7]

TOPICS AND ACTIVITIES	METHODS	TIME	RESOURCES
8.1. Attachment styles	Individual reflection Group discussion Presentation	30 min	PPT Slides
8.2. Child developmental theory	Group exercises Presentation Activity in pairs	30 min	Handout Graded Scale profile adaptation (page 77) Principles of developing attunement (page 76) The voice of the child (page 79)
8.3. Introduction to Neuroscience	Group discussions Presentation Metaphorical story Summary and self-reflections	30 min	PPT Slides

[6] Kohlrieser G, 2012, Care to Dare; Unleashing astonishing potential through secure based leadership

[7] Montanaro S.Q,, Understanding the Human Being, Chapter 11:
The Developmental Crisis of the first three years of Life, retrieved on 01.07.2020
from https://montessoriguide.org/understanding-the-human-being

Activity 8.1. The attachment styles

Instructions

Briefly explain to the trainees that this module is important as it explores the theories of child development, attachment, and neuroscience.

In order to bond well with children and youth, the participants at the course must be aware about the child developmental stage, his/her style of attachment and ability to connect with other and build healthy relationships. All these are formed mainly in the early life history of the child and explains his/her way to behave in the present.

It provides indications as well on how to proceed better as a summer camp specialist in order to increase the child wellbeing while attending sport and recreational activities in the summer.

Styles of attachment

After the explanations upon each style of attachment, the trainees will be invited to watch a short case study movie and discuss in pairs upon what they had observed about the characters and the type of attachment developed.

Attachment is described as a long-lasting psychological connection with a meaningful person that causes pleasure while interacting and soothes in times of stress.

The quality of attachment has a critical effect on development and has been linked to various aspects of positive functioning, such as psychological well-being. (Bowlby, J. (2008). Attachment. Basic books)

THE STUDY OF HUMAN RELATIONSHIPS

Secure attachment

Child's perception: 'Adults are reliable and helpful'
Child: voice:
'I know that I can trust you to meet my needs; you're there for me. I find it easy to trust you and others. I don't like it when you leave me, and I want your comfort when I return. I am OK if you are with me or busy doing other things. You find me relatively easy to relate to.'

Insecure avoidant

Child's perception: 'Adults are rejecting or intrusive'
Child's voice:
'So when I am with you, I will avoid and ignore you and look after myself. I won't be asking you for help no matter what I face. I know it's not OK to be emotional. Love? Care? Why would I trust you? You have no idea what I need.'

Insecure ambivalent

Child's perception: 'Adults are unpredictable sometimes caring and sometimes not'
Child's voice:
'I have to draw attention to myself to get you to notice me and to make sure I get my needs met, even if it's just some of them. I can't rely on you working out what I need and when. Sometimes you will feel like I'm in your face, but you've got to understand that I can't bear to be ignored – that terrifies me. I want comfort but when I get it, it doesn't help me.'

Insecure disorganised

Child's perception: 'Adults are either frightening by being abusive or frightened because they seem so scared or helpless most of the time'
Child's voice:
'I don't know whether to approach you or run away from you. I feel confused by you and others. I'm bad. I'm frightened. Why should I trust you? But then I need you sometimes. I need to stay in control and be ready. Who knows what will happen next.'

'It's like being starving, but faced with a 'poisoned cake''(Hopkins, 1990)

Instructions

- In small groups of 4, the participants are invited to use GCP Care of love table in order to assess the child – parent relationship in their case/or a case they are familiar with. Explain the connection with child safeguarding general topic.

Activity 8.2. Child development

Instructions

- Present the movie with Noah to the group: https://www.youtube.com/watch?v=YeZeXb-MY-s
- Debrief with the trainees upon Noah's life development.
- Describe the main theory on child development. **Explain the connection with child safeguarding topic.**

As children interact with the world around them, they continually add new knowledge, build upon existing knowledge, and adapt previously held ideas to accommodate new information.

"Children were not less intelligent than adults, they simply think differently."
(Piaget, 1969, The psychology of child)

THEORIES OF CHILD DEVELOPMENT

	Physical	Cognitive	Social	Emotional
12-16	Acclimate to physical changes Puberty	Hypothesis Insights, options & decision Problem solving	Peer group led Peer loyalty Self-revelation Morality	Self-conscious Body image Risk taking Question identity
5-12	Gross& fine motor skills Start of puberty	Perspective talk Concrete acts Cause & effect	Friendships Right versus wrong Rules, morality	Desire to do well Manage frustrations Sensitive to critic

THEORIES OF CHILD DEVELOPMENT				
	Physical	**Cognitive**	**Social**	**Emotional**
1-5	More complex motor skills	Verbal, memory, imagination	Interactions Joint play Pleases adults	Self esteem Manage emotions Anxiety
0-1	From the first moves to walking	Explore, curious Symbolic thinking	Parent led To solitary play	Comfort from adult Separation anxiety **Trust and security**

Adverse childhood experiences

ACEs are potentially traumatic events that occur in childhood (0-17 years).

For example:

- experiencing violence, abuse, or neglect
- witnessing violence in the home or community
- having a family member attempt or die by suicide

Also included are aspects of **the child's environment** that can undermine their sense of safety, stability, and bonding such as growing up in a household with:

- substance misuse
- mental health problems
- instability due to parental separation or household members being in jail or prison

ACEs are linked to chronic health problems, mental illness, and substance misuse in adulthood. ACEs can also negatively impact education and job opportunities. However, ACEs can be prevented.

ACEs are common. About 61% of adults surveyed across 25 states reported that they had experienced at least one type of ACE, and nearly 1 in 6 reported they had experienced four or more types of ACEs.

Preventing ACEs could potentially reduce many health conditions. For example, up to 1.9 million cases of

heart disease and 21 million cases of depression could have been potentially avoided by preventing ACEs.

Some children are at greater risk than others. Women and several racial/ethnic minority groups were at greater risk for having experienced 4 or more types of ACEs.

ACEs are costly. The economic and social costs to families, communities, and society totals hundreds of billions of dollars each year.

ACEs can have lasting, negative effects on health, well-being, and opportunity. These experiences can increase the risks of injury, sexually transmitted infections, maternal and child health problems, teen pregnancy, involvement in sex trafficking, and a wide range of chronic diseases and leading causes of death such as cancer, diabetes, heart disease, and suicide.

ACEs and associated conditions, such as living in under-resourced or racially segregated neighborhoods, frequently moving, and experiencing food insecurity, can cause toxic stress (extended or prolonged stress). Toxic stress from ACEs can change brain development and affect such things as attention, decision-making, learning, and response to stress.

https://www.cdc.gov/violenceprevention/acestudy/index.html

Activity 8.3. Introduction to neuroscience

Instructions

Briefly present the main discoveries of neuroscience in regards with brain development and ways to improve its capacities and neural connections.

Explain the connection with child safeguarding topic.

The early years of a child's life are very important for later health and development.

One of the main reasons is how fast the brain grows starting before birth and continuing into early childhood. Although the brain continues to develop and change into adulthood, the first 8 years can build a foundation for future learning, health and life success.

How well a brain develops depends on many factors in addition to genes, such as:

- Proper nutrition starting in pregnancy
- Exposure to toxins or infections
- The child's experiences with other people and the world

Nurturing and responsive care for the child's body and mind is the key to supporting healthy brain development. Positive or negative experiences can add up to shape a child's development and can have lifelong effects.

Recent research proves that how a parent behaves around their baby in the first three years of life has a direct impact on how their baby's brain develops. This is the foundation of how the brain will work as the child grows up and becomes an adult, so if a baby's brain develops healthily, they are more likely to be happy and successful as older children and adults.

Kate Cairns development the Five to Thrive approach. The success of five to thrive is founded on the fact that it is not a rigid, one-size-fits-all programme. Rather, an array of resources, tools and training content is available to help tailor a strategy that best fits with local needs and aims.

Central to the **five to thrive approach** is the set of five key activities:

RESPOND · CUDDLE · RELAX · PLAY · TALK

These are our 'building blocks for a healthy brain'. They are drawn from research into the key processes of attachment and attunement that forge bonds between young children and their carers.

https://fivetothrive.org.uk

Module 9. Recognize different types of child abuse

Learning objectives:

- Knowing the typical signs of abuse;
- Understanding the consequences of child abuse; identifying the main types of abuse;
- Information on the steps to take in the event of a child safety and protection situation (the 5 golden rules).

TOPICS AND ACTIVITIES	METHODS	TIME	RESOURCES
9.1. Statistics on abuse	Presentation	10 min	Slides
9.2. Types of abuse	Group exercises (identifying types of abuse in sport) Presentation	30 min	Video about Alex's story Video on Tom's story (see Bibliography) Educational videos for coaches depicting abusive situations Play Sport Stay safe
9.3. The 5 "R's" - Golden Rules Overview	Group discussions Summary and self-reflection	30 min	

Activity 9.1. Statistics about child abuses

Worldwide:

Worldwide, 3 in 4 young children (300 million) are regularly subjected to violent discipline by their caregivers. Worldwide, close to 13 million (slightly more than 1 in 3) students between the ages of 13 and 15 experience bullying.

In 38 low-and middle-income countries, close to 17 million adult women report having experienced forced sex in childhood.

Worldwide, around 15 million adolescent girls aged 15 to 19 have experienced forced sex in their lifetime; 9 million of these girls were victimized within the past year (2016).

9 in 10 adolescent girls who have experienced forced sex report being victimized by someone close/known to them.[3]

Retrieved on 01.07.2020 from: https://www.unicef. org/publications/files/Violence_in_the_lives_of_ children_and_adolescents.pdf

Europe:

In 28 countries in Europe, around 2.5 million young women report experiences of contact and non-contact forms of sexual violence before age 15.

About one in five children in Europe are victims of some form of sexual violence; This includes sexual touching,

rape, sexual harassment, grooming, exhibitionism, exploitation in prostitution and pornography, online sexual extortion, and coercion.

The vast majority of children are victims of people they trust; Between 70% and 85% of children know their abuser.

Some children are not able to recognise the abuse: very young children, children with disabilities About 1/3 of abused children never tell anyone.

Some of the reasons for silence are:

- fear of not being believed or fear of consequences: reprisals and possible impact on family, the career, the reputation;
- shame and guilt;
- children do not know whom to tell;
- athletes are supposed to be strong; vulnerability is considered a weakness;
- some children believe being in a love relationship [4]

Retrieved on 01.07.2020 from: https://www.coe.int/ en/web/human-rights-channel/stop-child-sexual-abuse-in-sport

Activity 9.2. Types of abuses

PHYSICAL ABUSE

Definition

It is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Physical Signs

Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body. Important indicators of abuse are injuries that are unexplained or inconsistent with the explanation given or visible of the soft parts of the body where accidental injuries are uncommon. Changes in behaviour may include fear of parents being approached for an explanation, withdrawn behaviour, flinching when approached or touched, aggressive behaviour or severe temper outbursts.

SEXUAL ABUSE

Definition

It involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for

example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Physical signs

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages. Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously2.Children who are sexually abused may:

Stay away from certain people:

- they might avoid being alone with people, such as family members or friends
- they could seem frightened of a person or reluctant to socialise with them.

Show sexual behaviour that is inappropriate for their age:

- a child might become sexually active at a young age

- they might be promiscuous
- they could seem frightened of a person or reluctant to socialise with them.

EMOTIONAL ABUSE

Definition

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone

Physical Signs

Emotional abuse can be difficult to measure as there often aren't any obvious physical symptoms of emotional abuse or neglect, but you may spot signs in a child's actions or emotions.

Changes in behaviour which can indicate emotional abuse include neurotic behaviour e.g. sulking, hair twisting, rocking, fear of making mistakes, self-harm, or fear of parent being approached regarding their behaviour.[2]

Changes in emotions are a normal part of growing up, so it can be really difficult to tell if a child is being emotionally abused.

Children may:

- use language, act in a certain manner or know about things that you wouldn't expect them to know for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends

NEGLECT

Definition

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect can be really difficult to identify, making it hard for professionals to take early action to protect a child. Having one of the signs or symptoms below doesn't necessarily mean that a child is being neglected. But if you notice multiple, or persistent, signs then it could indicate there's a serious problem.

Children who are neglected may have:

Poor appearance and hygiene:

- be smelly or dirty
- have unwashed clothes
- have inadequate clothing, e.g. not having a winter coat
- seem hungry or turn up to school without having breakfast or any lunch money
- have frequent and untreated nappy rash in infants.

Health and development problems:

- untreated injuries, medical and dental issues
- repeated accidental injuries caused by lack of supervision
- recurring illnesses or infections
- not been given appropriate medicines
- missed medical appointments such as vaccinations
- poor muscle tone or prominent joints
- skin sores, rashes, flea bites, scabies, or ringworm
- thin or swollen tummy
- anaemia
- tiredness
- faltering weight or growth and not reaching developmental milestones (known as failure to thrive)
- poor language, communication, or social skills.

Housing and family issues:

- living in an unsuitable home environment for example dog mess being left or not having any heating

- left alone for a long time
- taking on the role of carer for other family members.

Activity 9.3. The Five "R' - The Golden Rules

Typical signs of abuse are when children:

- Have unexplained physical injuries, including bruises and wounds, such as cigarette burns, or signs of self-harm, such as scars from cutting, or pain when walking;
- Have unexplained/constant illness, e.g. stomach upsets, difficulty eating;
- Suddenly change behaviour or mood, such as becoming aggressive, withdrawn or more shy;
- Avoid certain people or situations;
- Become very secretive, e.g. stop sharing what is happening in their lives or suddenly stop talking when adults walk in;
- Attempt suicide;
- Constantly put themselves down, e.g. say that they are worthless or useless;
- Seem to be isolated/do not mix with others in the team;
- Say they or their teammates are being abused or harmed.

Typical signs of abuse are when adults:

- Seem to single out one or more children
- Seem to single out one or more children for 'special treatment', either as favourites or for punishment;
- Seem to care more about the result, than if the child is happy and having fun;
- Are negative and critical about a child;
- Use language that is not appropriate, e.g. discuss girls' physical appearance in sexual way;
- Do not respect children's privacy, e.g. in changing rooms;
- Are not concerned about the children, what they are doing or where they are;
- Do not abide by guidelines and codes of conduct;
- Say they have seen a child being abused or harmed or are concerned about a situation.

The definitions of types of abuse and indicators are not meant to be definitive, but only serve as a guide to assist you.

WHAT TO DO IF YOU HAVE A CHILD PROTECTION CONCERN – GOLDEN RULES

DO	DO NOT
RECOGNISE Be aware and don't ignore it.	Attempt to investigate any allegation of abuse. Your role is to recognize signs of possible maltreatment and/or simply to receive a child's story.
RESPOND Act safely: Make sure your actions do not put the child at further risk. Also act quickly if you are worried about child's safety.	Attempt to investigate any allegation of abuse. Your role is to recognize signs of possible maltreatment and/or simply to receive a child's story.
RECORD Make a note of what was said and/or what you saw.	Attempt to investigate any allegation of abuse. Your role is to recognize signs of possible maltreatment and/or simply to receive a child's story.
REPORT To your child protection focal point within 24 hours or immediately in case of emergency.	Overburden with questions. Keep questions to a minimum. Only ask as much as you need to identify that you have a concern and can pass on the details.
REVIEW in case of immediate danger, contact emergency services. Referrals to child protection focal point who should use relevant child protection referral form.	Overburden with questions. Keep questions to a minimum. Only ask as much as you need to identify that you have a concern and can pass on the details.

Module 10. Situational risks in sport and summer camps

Learning objectives:

- Demonstrate through discussions and practice an advanced understanding of current child protection issues and embed learning into practice through reflection
- Become familiarized with situational risks in recreational settings
- Practice recognizing and responding accordingly, whilst ensuring the child's voice is central to our safeguarding practice

'When the sexual abuse of children is revealed, it is often found that other non-abusing adults were aware of the abuse and failed to act'.[10]

TOPICS AND ACTIVITIES	METHODS	TIME	RESOURCES
10.1. The voice of the child	Exercise - a memory from childhood Exercise on pairs Group discussions		Handout The voice of the child (page 79) PPT slides
10.2. The second "R" **Respond to situational risks in sport and in recreational settings**	Work on teams **Case studies** Group discussions Presentation of the theory Summary Activity log	60 min	Handout case studies - child abuse in sports (page 84) Handout case studies - child abuse in summer camps and sport clubs (page 85) PPT slides
10.3. Reflection - What prevents us from acting?			

9 Hartill, M. (2011). The sexual subjection of boys in organised male-sport. Unpublished doctoral thesis, Edge Hill University

Activity 10.1. The voice of the child

Instructions

As an impactful introduction for this topic, the trainees are asked to reflect about their childhood and identify a situation of risks lived in sport/ recreational settings.

They will reflect on the situation, about their level child development, age, relation with the significant persons, type of abuse.

The trainees will answer the questions from the "voice of the child" exercise.

They will share in pairs the reflections and after in the big group, they will together explore the topic of high importance of really hearing "the voice of the child" with whom they interact in their daily work.

Through sport and recreational activities, children can make friends, develop a social group, have fun, and keep fit. A love of sport activities developed in childhood can lead to lifelong enjoyment of the games. Important values and life skills are learnt through sport and recreational activities, such as fair play, teamwork, and commitment.

To achieve any of this, sport and recreational activities must be a positive and enjoyable experience for the children and teenagers who play. Abuse and harm can occur anywhere, both within and outside the family and club/organization. Children may be harmed or abused by professionals, volunteers, carers, family members and other children.

Children can be harmed in many ways, and often experience more than one type of abuse.

There are some specific situations and types of harm that are more likely to occur in summer camp settings. Recognising these situations can help make sure summer camp activities are positive experiences for all children, regardless of age, gender, race, religion, sexual orientation, legal status (such as being a refugee or immigrant) or ability.

All adults can help protect children by:

- Providing a safe environment
- Being aware of risks to children and mitigating these
- Knowing how to prevent risks to children
- Knowing how to recognise and respond to risks to children
- Making children aware of risks and systems in place to protect them

Organisations can help keep children safe by:

- Having a code of conduct regulating staff behaviour towards children
- Conducting risk assessments of their activities and mitigating these
- Having rules about media and use of images, videos, and interviews
- Having a trained child safeguarding focal point
- Providing clear procedures/a referral pathway for staff to share child safeguarding concerns and respond
- Having safe recruitment procedures
- Regularly training staff in their procedures
- Having a child safeguarding policy outlining the organisation's wish to protect children and referencing the above procedures.

Activity 10.2. Situational risks in summer camps and sport clubs

Brainstorm with all participants about the risk contexts encountered in the sporting environment.

Choose, together with the group, four of these contexts. Divide the large group into four smaller groups and give each group a flipchart sheet on which to detail the risk situations that can occur in that context. After one group has completed the sheet, rotate so that all groups contribute to all four flipchart sheets.

After the groups have completed the risk context sheets, participants are asked to find solutions to counter the risks (using the annexes in the Policy).

Situational risks in summer camps and sports

INJURIES

Nearly every recreational or sport activity involves some risk of physical injury. However, in sports, the pressure to perform can mean that children are pushed beyond what is reasonable or appropriate for their age and ability, or that they are encouraged to play when injured, causing further damage.

PERFORMANCE PRESSURE

Winning is an important part of sport activities. However, pushing children to perform can be harmful both psychologically and physically. Sometimes this performance pressure can come from adults, but it can also come from the child or their peers. For children, performance should never be at the expense of enjoyment.

PHYSICAL CARE

Physical abuse is often the most easily recognized form of abuse. Physical abuse can be any kind of hitting, shaking, burning, pinching, biting, choking, throwing, beating or other action that causes physical injury, leaves marks, or causes pain.

Certain settings, such as changing rooms, showers, and close contact during physiotherapy, make children especially vulnerable. These settings can provide opportunities for individuals who wish to sexually abuse a child. As a rule, children's privacy should be respected. If medical or intimate care or treatment is provided, children should be entitled to have another child or adult of their choice present.

OVERNIGHT STAYS/AWAY TRIPS

Overnight stays, for example in the context of away matches or training/summer camps, can provide opportunities for those who wish to sexually harm children. Enough adults must always be present to ensure proper supervision. At least two adults should always be present when working with children to avoid children going missing or being left in dangerous situations. Another factor to consider is whether transport arrangements are safe, for example, that vehicles are roadworthy.

CLOSE RELATIONSHIPS

The relationship between a child and their coach or other summer camp staff, such as physiotherapists and doctors, is important and can be beneficial. Many children develop close and trusting relationships, especially with their coach, who can be a significant person in their life, especially if they don't have good relationships with other adults.

However, these close relationships can also provide an opportunity for children to be harmed. The child may want to please the adult, or the adult may be a person of trust and power whose integrity no one would question.

Keeping children safe means that no one is 'above suspicion'. That does not mean everyone is a suspect; it is about ensuring that everyone involved – children, parents, and adults – are held to the same standards of behavior and conduct.

TEAM CULTURE

Being part of a team, and the sense of belonging that comes with it, can be very beneficial for children's self-esteem and self-worth.

The team culture is key to the child's learning experience. This culture is created by the children but is highly influenced by the summer camp authority figures and staff. For example, if the staff makes it known that everyone is respected and bullying is not tolerated, the summer camp culture is much more likely to be welcoming and positive. Conversely, if leading staff shows that they value winning over taking part, children may start to blame and isolate children who they believe are letting the side down.

Additionally, children may think that some other children do not 'fit' the team, perhaps due to their background or characteristics.

A hierarchy may develop with older or more powerful children holding influence over other children. This can be positive but can equally be negative and lead to bullying, including 'hazing', which children are expected to tolerate to gain acceptance by the team.

BULLYING

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Types of Bullying

There are three types of bullying:

Verbal bullying is saying or writing mean things. Verbal bullying includes:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

https://www.stopbullying.gov/bullying/what-is-bullying

Risk of harm of online abuse through social media

The internet, with its endless access to information, is a valuable tool but also a potential risk to safety and security. It is important to monitor or be aware of what a child sees and shares or could become exposed to. There is a high risk of being exposed to sexual predators (for example, in chatrooms), pornography or radicalization.

Using e-technology to bully people has become an increasing problem in recent years with over a third of young people having been affected at least once. There has been a massive increase in online bullying due to the use of social media such as Twitter or Facebook, which is easily accessible through mobile devices as well as computers.

https://activesocialcare.com/handbook/safeguarding-children/the-risks-associated-with-the-internet-and-online-social-networking

https://www.schoolgovernance.net.au/news/2018/05/03/preventing-child-abuse-in-childrens-sport-gymnastics-australia-leading-the-way-in-responding-to-the-royal-commission

https://olympiangymnastics.com/child-welfare-policies/

Signs and indicators abuse and neglect in summer camps

PHYSICAL ABUSE: physical injury as a result of hitting, kicking, shaking, burning, or otherwise harming a child.

What to look for at camp:

- Talking about a fear of going home
- Anxious about going with a staff member
- Physical force used by parents
- Look for unexplained bruises or burns visible in swimwear

SEXUAL ABUSE: any situation where a child is used for sexual gratification. This may include indecent exposure, fondling, rape, or commercial exploitation through prostitution or the production of pornographic material.

Definition: When a person uses power over a child, and directly involves the child in any sexual act, involves the child in pornography, or forces the child to witness sexual acts.

- Suddenly refuses to participate in physical activities
- Exhibits unusual sexual knowledge or behaviour
- Frequent and unexplained sore throats
- Yeast or urinary infections
- Torn or bloody underclothes
- Aggressively initiates sexual contact with another child

What to look for at the summer camp:

- Campers talking about sexual topics advanced for their age
- Inappropriate sexual touching child-to-child
- Excessively physically affectionate
- Bruises on inner thighs or other "no touch" areas

EMOTIONAL ABUSE: any pattern of behaviour that impairs a child's emotional development or sense of self-worth, including constant criticism, threats, and rejection.

Definition: A pattern of harmful interactions between two people such as criticizing, belittling, rejecting, or withholding love resulting in impaired psychological growth and development.

- Eating issues (anorexia, bulimia etc.)
- Nervous habits (tics, washing hands, biting nails, extreme anxiety)
- Cruel behaviour – using physical force or words to hurt another camper, staff member or animal.
- Lack of emotional attachment to parent

What to look for at the summer camp:

- Not eating or overeating at camp meals
- Extreme nervous repetitive habits – nail biting, washing hands
- Very negative about oneself, loner, demeaning
- Excessive name calling, hazing, destructive

NEGLECT: failure to provide for a child's basic needs

Definition: failure to provide for a child's basic (i.e., food, shelter, supervision, and clothing), educational or medical needs. Neglect may exist because of the refusal to provide or because the family does not have the financial means to provide for their child.

- Begs or steals food or money
- Poor hygiene

Activity 10.3. Reflection

If you identify a situation of abuse or if someone else tells you about a child who is at risk or being abused. Try to answer the following questions in a large group:

- What could stop you from taking action?
- What are the basic steps you think you should take?
- Is there anything you should not do?

What usually prevents us from acting:

- Fear of being wrong;
- Fear of making things worse for the child if we report something that didn't happen;
- Fear of causing problems for colleagues if we are wrong;
- Individual values and attitudes towards abuse. For

- Unsuitable clothing
- Chronic hunger
- Low height and weight average
- Large amounts of time unsupervised
- Assuming adult responsibilities (caring for younger siblings, cooking all meals, etc.)

What to look for at the summer camp:

- Stealing food from the dining hall
- Poor shower habits/poor hygiene
- Dirty clothes or clothes with numerous stains and/or tears

What to look for at the summer camp:

Always obey the "Rule of 3"
- 1 adult: 2 youth or 2 adults: 1 youth or 3 youth

Never be alone and out of sight with a child (Rule of 3)
- High Risk Areas: cabins, restrooms, showers, storage rooms

Never leave kids unsupervised where child on child abuse can occur
- Sending two kids to the shower or bathroom together (use Rule of 3)

Monitor appropriate verbal and non-verbal interactions
- Verbal - positive, encouraging, proactive, clear
- Physical - hands on shoulders, side hugs, high fives, handshakes, eye contact, smiles

Discourage Inappropriate Interactions
- Swearing, insults, negative tones [often sarcasm]

example, whether we feel the victim is to blame;
- Doubts about the information or veracity of what another person says;
- Stress in our own lives, lack of support or being too busy;
- Not wanting to intervene;
- Assuming someone else is in charge;
- Uncertainty about the authority we have when it comes to dealing with significant outsiders (media/donors);
- Cultural sensitivity - we believe that certain forms of abuse are a cultural practice and should be respected;
- Uncertainty of procedures and consequences within the organisation.

Module 11. The Child Safeguarding Champion

- Define the role of the 'Champion in safeguarding' and create and utilize opportunities for reflective practice and critical thinking to recognize and to respond to situations of abuse in summer camps

> 'The inquiries into child abuse cases indicated that the professionals failed to communicate when needed and often they worked in isolation'[4] and the role of the child safeguarding focal point was not understood and implemented.

TOPICS AND ACTIVITIES	METHODS	TIME	RESOURCES
11.1. Roles and responsibilities of a Safeguarding Champion	Exercise per teams: 16 sticks Presentation		Sticks PPT slides
11.2. Respond to abuse	Case studies Activity per small groups Group summary		Handout "Are you worried"? (page 80)

Activity 11.1. Roles and responsibilities of a Champion in Safeguarding

Instructions

- The trainer invites the group to split in small teams. Each team must move 2 sticks to obtain 4 squares instead of 5. The game aims to develop teambuilding and problem-solving skills of the trainees. In the same time, it is a metaphorical exercise which shows the importance to think out of the box, find solutions and be focused and attentive to help Young People whenever a risky situation appears.

- Using brainstorming method and mind mapping, the trainer asks the group to think about the qualities, roles, and responsibility of the staff in charge of safeguarding in their organization.
  All ideas are collected and split on 2 categories: roles and responsibilities.
  Further on, they are completed with a presentation of the trainer.

[16] Brandon et al. (2016). Pathways to harm, pathways to protection: a triennial analysis of serious case reviews 2011 to 2014, DfE

The definition of Sport Champion (Child Safeguarding Focal Point)

The role of the child safeguarding focal point is critical to an environment where children of all ages and abilities can safely participate in recreational activities and have fun. However, this does not mean that the focal point has sole responsibility for the safeguarding of children within an organization. The role of the focal point, as the name suggests, is to provide a point of contact, and to advise, support and assist the organization in the implementation of the child safeguarding policy and associated procedures, including responding to cases. To be able to do this, the focal point needs the support of management and the cooperation of all those working with and for the organization.

Although the role of the child safeguarding focal point is important, it need not be too onerous. There will be times, such as when an incident occurs, when there will be additional work, but most of the time the role involves being available to support and assist as required. Ideally, organizations should nominate at least two people to act as focal points, so that the workload can be shared and if one is absent there is another to fulfil the role.

Organizations should ensure that the name and contact details of the focal point are made known to all those working with and for the organization, as well as parents and children.

Roles and responsibilities

- Acting as the focal point (first point of contact) and taking the lead on child safe-guarding within the organization;
- Ensuring safeguarding training is given to staff, volunteers and others;
- Ensuring staff and others are aware of the child safeguarding policy and their responsibilities under it, for example by providing training and briefings;
- Advising and supporting staff, volunteers, and partners in the implementation of the child safeguarding policy;
- Carrying out risk assessments, or supporting others in completing them, when required;
- Ensuring that recreational programmes, practices, and activities take constant and regular account of safeguarding measures;
- Mapping out and establishing partnerships with

local authorities and civil society organizations with expertise in child welfare, health, and law enforcement, so that information is available if an incident occurs or external advice is needed;
- Ensuring staff, volunteers and all stakeholders, as well as children and parents, are familiar with the child safeguarding policy, and that the policy is accessible;
- Acting as the first point of contact if incidents of abuse arise, and escalating concerns to management and local authorities, including law enforcement, as appropriate;
- Participating in child safeguarding training, as required;
- Keeping an accurate record of any incidents;
- Maintaining the safeguarding implementation plan and producing an annual progress report, as requested;
- Advising and representing the organization in matters relating to safeguarding.

Skills and Characteristics

- Prepared to take on the role of child safeguarding focal point;
- Ideally, some knowledge and experience in child safeguarding and child protection;
- Willing to undertake child safeguarding training;
- Respect and authority within the organization, so that their opinions are valued;
- Approachable, with good communication skills with adults and children;
- Ability to keep calm when a concern is raised, especially if a child needs assistance;
- Ability to empathize with children and to ensure that their needs and interests
  Remain the focus of all actions and decisions (child-centred approach);
- Ability to work with others to ensure that the child safeguarding policy, and associated procedures, are implemented in general and when a child protection incidence occurs;
- Commitment to the values of football, safeguarding children and upholding their rights, together with the ability to advocate for and defend safeguarding;
- Training and presentation skills;
- Ability to keep records, e.g. of training, incidents;
- Ability to work professionally, confidentially, and consistently in an area where emotionally distressing and sensitive issues and cases may arise.

Activity 11.2. Respond to abuse

Instructions

- The trainer split the trainees in small groups of 4-5 persons.

Each group will receive several 2-3 case studies and they will be invited to reflect upon them and the best preventive/responsive measures which may to be taken as safeguarding champions in summer camp settings.

Each case is further on detailed in the big group and all answers are listened. Best solutions for each case will be collected.

Module 12. Policy and guidance on safeguarding

Learning objectives:

- Become familiarized and audit models of child safeguarding policies and procedures whilst considering ways to embed these in their summer camp's practice to keep children safe

TOPICS AND ACTIVITIES	METHODS	TIME	RESOURCES
Child safeguarding policy for summer camps and sport clubs	Work per teams Group discussions Reflective Practical tools applied	90 min	Copies of Child safeguarding policies for each participant Handout Safe culture in sport

This **Child Safeguarding Policy** has been developed as a sign of a summer camp's commitment to ensuring that participation is both fun and safe for all children, irrespective of their age, ability, or level of involvement.

The policy is centered around five goals, or areas for action that should underpin each summer camp's work to prevent any risk of harm to children and to appropriately respond.

While the Child Safeguarding Policy aims to be comprehensive, given the diverse range of settings, it is likely that there may be circumstances which are not covered or where there is question about the application of the policy. In such situations the spirit of the policy should guide any actions, with the basis of these being the 'best interests' of children.

The five goals of the Child safeguarding Policy are

- Laying the foundations for safeguarding
- Ensuring organizational preparedness and prevention
- Raising awareness
- Working with others and reporting concerns
- Measuring success in safeguarding

Preventive measures

Adaptation of a Child Safeguarding policy

The policy reaffirms and strengthens the commitment towards keeping children safe and protecting them from all forms of mistreatment. As child safeguarding is an issue of critical importance and is a priority that needs to be integrated in every aspect of our operation.

Roles and responsibilities

Safeguarding and promoting the well-being of children is everyone's responsibility. However, at the level of each organization, a focal point should be identified. This person will ensure this policy is followed within organization and also liaise with Safeguarding Focal Points at other organizations, including national associations and affiliated amateur and professional clubs.

The **Safeguarding Focal Point's** role is to act as a point of contact, and to advise, support and assist the organization in the implementation of the safeguarding policy and associated procedures, including in response to specific cases and concerns.

Code of conduct

Clear codes of conduct apply for people working for and on behalf of [NAME OF YOUR ORGANISATION].

These set out clear expectations in relation to child safeguarding and detail expected and prohibited behavior.

Disciplinary process for non-compliance

All breaches of this policy or the code of conduct will be responded to without delay, with information kept strictly confidential and, on a need-to-know basis, in accordance with due process in relation to employment and legal requirements.

Safer recruitment

Understanding that child abusers often seek employment that brings them closer to children, each organization should always apply strict recruitment procedures in order to effectively vet its staff (coaches, technical staff, etc.) and volunteers and protect children from predators and people with history of child abuse.

Safer recruitment procedures may include pre-selection, selection and post-selection actions to ensure that there are as many safeguards as possible in place.

Awareness and training

Everyone working for and on behalf of [NAME OF YOUR ORGANISATION] as well as suppliers, communities, families, children, and other stakeholders, will be made aware of the Child Safeguarding Policy and understand how to recognize child abuse and report concerns.

Risk assessments

Child safeguarding risk assessments and mitigation strategies are incorporated into existing risk assessment processes at all levels and reviewed regularly.

Additionally, it is recommended to perform a specific risk assessment for every activity including trips and events, in order to identify and minimize potential risks.

If an assessment concludes that there are too many risks that cannot be reduced to an acceptable level, the activity should not go ahead.

Supervision of children

Many forms of child abuse and mistreatment take place in the absence of adequate supervision. In order to actively prevent and respond to potentially harmful incidents and situations. Adequate supervision must be assured, and activities should be executed in compliance with national legislation and international best practice.

Anti-doping samples (only for sport settings)

Athletes who are minors should be notified of their selection for doping control in the presence of an adult and may choose to be accompanied by a trusted adult or a team representative throughout the entire sample collection session. Should an athlete who is a minor decline to have a representative present during the sample collection session, a witness of the doping control officer must be present while the sample is being collected to observe the doping control officer. Parents are strongly encouraged to accompany minor athletes during the sample collection process.

Internet communications technology

Proper measures and standards for the use of online communications and interactions including social media and use of photos and video must be assured in any summer camps.

Responsive measures

Responding to safeguarding incidents and concerns

All incidents or concerns regarding the safety and well-being of children must be taken seriously and responded to in accordance with this safeguarding policy and the procedures established under this policy.

Whistle-blower protection clause

Concerns raised will be investigated internally or by external actors (Law Enforcement, Child Services etc.), depending on their severity and nature. Should concerns not be substantiated, the organizations will take no punitive action against the person raising those concerns if there was no malicious intent.

Monitoring and evaluation

The procedures related to this Safeguarding Policy are living documents and will be ongoingly amended as lessons are learned.

At least once a year, organizations should assess its safeguarding arrangements and the implementation of its safeguarding policy by undertaking a self-evaluation of safeguarding measures Based on this evaluation, an annual plan of action will be developed to address any gaps in the implementation of this policy and minimize any risks identified.

Instructions

Read and review the template provided and consider ways to implement it at your summer camp. Be ready to present the document to the rest of the participants.

Templates

- Self-assessment for summer camps
- Safer recruitment
- Code of conduct
- Risk assessment

Samples available in UEFA Child Safeguarding toolkit:
https://childhub.org/en/child-protection-online-library/child-safeguarding-toolkit-uefa-member-associations

Module 13. Enabling others - Facilitation techniques

- Understand the importance of education, as a key role of the child safeguarding champion in the process of implementing the child safeguarding policy across summer camps

TOPICS AND ACTIVITIES	METHODS	TIME	RESOURCES
13.1. Principles of adult learning - training activity	Brainstorming Presentation	15 min	Slides PPT
13.2. Methods and techniques used in adult training	Mind map Practice in small groups of the techniques	40 min	Slides PPT
13.3. Motivation of adults to study	Group discussion Presentation	15 min	Slides PPT
13.4. The story of the 4 People involved in keeping children safe in summer camps	Presentation of the story of the 4 People and group reflections	10 min	Slides PPT
	Creative exercise – the story of the group in one common phrase	10 min	

Step by step

Instructions

After explaining the objectives of the session, the trainer together with the trainees will identify the essential elements – which are key for a good training. The info may be collected by asking the trainees what did they liked most during the days of training up to now? How was the proportion of theory versus practice?

Together with the trainees, the trainer draws on the flipchart a mind map of all facilitation techniques and gives them the handout. The group is split on 5 teams and each choose to explore one method for the other colleagues.

The teams will have 15 min to prepare and then 5 min to present it to the others. The team may exemplify it or just share how they appreciate to use it in trainings.

The trainer will present the sources of adult motivation to learn and the possible barriers to be overcome.

The trainer shares the story of the 4 People and reflect with the group upon its meanings.

A creative activity – a group story in a phrase, created by all group – on the topic of child safeguarding.

Activity log – the trainees are asked to provide a feedback upon what was learnt and experienced.

Organizational principles of adult training activity

Adult training specifics impact to a great extent planning, organization, and implementation of training process. In order to ensure success, it is necessary for the trainer to bear in mind a number of principles to be integrated in the training program activities:

- Participants' experience is important for adult training activity and it should be, respectively, included in the training process.
- Training activities shall be focused on the development of abilities necessary for the adults. It is important that trainer's presentations make 1—15% of the total of training; they should be followed by practical exercises, which will contribute to the development of ability to put new knowledge into practice and encourage necessary modifications in the future work of participants.
- Participants feel that they should be actively involved in the training activity. Participants need activities that would encourage them to confront their previous experiences with the new ones offered by the trainer who would control the process of their unfolding. Trainer should encourage all the participants involved in training bearing in mind specifics of each person and using them to the full.
- Applied strategies and techniques are important for adults. Proceeding from the fact that participants are learning mostly and best of all through correct application of the training process, it becomes important that the trainer attentively chose strategies and techniques relevant both for the improvement of previous knowledge and experience of participants in order to encourage sharing of ideas and opinions regarding future opportunities to use new information in practice and to achieve goals of activities.
- If there are many training styles, strategies and techniques used are adapted to different styles. It is important to plan and organize training process in such a way that it becomes relevant from the point of view of training styles diversity.
- Use of visuals is helpful for the correct perception and, respectively, integration of presented information. Involvement of as many information perception channels as possible raises the level of its assimilation.
- New information and knowledge are consolidated through practical exercises. Otherwise, it is highly probable that this information being important

and valuable as it is will be forgotten and remain subsequently unused in professional activities.

- Training activities clearly show the possibility to use new knowledge and abilities. Anyway, it is not enough simply to involve participants in any kind of practical activities. It is important that trainer plan and carry them out based on their relevance in the context of new knowledge proposed via presentations or hand-out materials.
- Creation of regardful environment essentially contributes to the adult training success. In order to emphasize the value and experience of each participant, it is important that trainer ensure the atmosphere of mutual respect between them, as well as between himself/herself and every person involved in training activities.

Trainer's task is to facilitate learning but not to impose something. Adult training specifics clearly show what role trainer should play in the training process.

If the trainer insists on his/her own point of view, does not stimulate expression of opinions by the participants, this kind of approach does not contribute to the participants' learning.

It is necessary to mention that modification of trainer's role from full authority with imposing new knowledge in a prescriptive way to facilitation requires additional professional competences that should be cultivated and continuously developed by the trainer.

Methods and techniques used in adult training

Case study

Definition - presentation, detailed analysis, and discussion of a real or invented situation relevant to the group's problems;

Usefulness in training - based on the analysis of a real or invented situation group member learn more about:

- Characteristics of a specific type of situation (if there is presented a conflict situation, participants can see and understand what the characteristics of the conflict situation are);
- Problem or difficulty they come across;
- Ways to approach and resolve the given type of situation;
- Ways to interact within the group in order to generate solutions.

Brainstorming

Definition - generation of as many ideas as possible in relation to the specific aspect by as many group participants as possible.

Fundamental principles of brainstorming are as follows:

- **Every person can generate an idea.** In this group work format, it is important to encourage all the participants to formulate as many ideas and solutions as possible;
- **Quantity stimulates quality.** In this group work format, it is important to encourage all the participants to formulate as many ideas and solutions as possible;

Usefulness in training - there are generated as many ideas, solutions and ways to internalize the situation as possible in order to:

- Understand this situation in the best way;
- Have a big pool of solutions and ideas for addressing the situation;
- Involve all the group members in this process;
- Brainstorming with changed roles – bases on the brainstorming principles.

Role game

Definition - putting on by two or more persons of an 'act' related to the training topic;

Usefulness in training - gives participants an opportunity to understand the aftermaths of their actions for other persons;

- Gives participants an opportunity to understand how different people feel and react in the same situation;
- Ensures a safe environment, in which participants can discuss different personal difficulties they consider difficult to address in general;
- Participants can understand that there exist many ways to address and resolve a situation.

Demonstration

Definition - presentation and step-by-step practicing of some technique or skill that can be used in practice;

Usefulness in training - learning of respective skill or technique; gradual practicing of the skill/technique that can be used in practice by participants.

Simulation

Definition - fulfilment of some task correlated with activities within training;

Usefulness in training - assistance rendered to participants for them to learn how something can be done 'in real life' without worrying as to what mistakes can result in the course of fulfilment; it is an efficient way to apply knowledge, to learn new skills and analyze difficulties of the real life work situations.

Small-Group Work

Definition - type of activity that makes it possible for the participants to share experience and ideas in order to resolve a problem;

Usefulness in training - participants have a chance to learn from other group members' experience:

- Promotes te amwork;
- Helps to acquire problem solving abilities;
- Makes group members more responsible in finding a solution.

Theoretical Presentation

Definition - activity performed by a specialist who presents to the group theoretical information on the respective subject;

Theoretical presentation of some material involves the group in a different type of work. Thus, there are theoretic presentations, in which the group is just a passive audience receiving information. However, presentation of material can be done in an interactive way, when the group can intervene with questions and is provoked to answer question;

Usefulness in training – informs participants on theoretic aspects of the respective subject; ensures synthesis and transition to the review of theoretic materials.

Individual Work

This form of work can be used by facilitator when it is necessary to find out opinion or attitude of every participant in relation to some event, subject or problem. Individual work makes it possible to:

- Increase involvement of every participant;
- Encourage participants to share ideas;
- Listen to different opinions respectfully;

- Increase participants' self-efficacy and perception of value of their ideas and opinions;

Note: It is not recommended to use this work form very often, as participants can get bored. After individual work, facilitator should use without any fail an interactive work method.

Warming up

Warming up exercises are used in order to give participants an opportunity to easily get involved in activities or to recover internal resources after more difficult activities. It is also used to raise attention, otherwise it can complement activities of the starting faze.

In professional literature, these exercises are also called as break-the-ice activities that may be also aimed for raising self-perception level, building up positive psychological climate and feeling mutual support.

Note: It is not recommended to excessively use this type of exercises. They should correspond to the participants' age and specifics.

VOLLEYBALL

Average time:	10-15 min
Best suited for:	Ice breaker. The beginning of an event to remember the names in a group (max 20 participants)
Objectives:	Get to know. Throw and catch the ball. Reaction. Attention. Trust.
Materials required:	2 volley balls
Participants:	10 - 20 maximum
Setting up the activity:	Stend in a circle. Comfortable distance between participants to catch and throuugh the ball, up to 1 meter.
Running the activity:	• Make an eye contact with anyone. Say aloud your name. Through the ball to the person. Continue till everyone had the volleyball for at least 2 times.
	• Progression. Say the name of the person whom you are going to pass the ball to. Continue till everyone had the ball at least twice.
	• Progression of pt. 2. Introduce second volleyball. Continue for 2 more minutes.

SNOWBALL

Average time:	10-15 min
Best suited for:	Ice breaker. The beginning of an event.
Objectives:	Get to know. Remember the names. Attention. Trust. Self-confidence.
Materials required:	-
Participants:	10 - 20 maximum
Setting up the activity:	Standing in a circle. What is a snowball? It becomes bigger as you roll it. Let us try forming a snowball using our names.
Running the activity:	The facilitator begins by saying aloud his/her name. The person on the right repeats the name and adds on his/her own name, next person on the right repeats the names in order and adds his/her name. The snow/name ball grows as each next member adds his/her name. The last person is the Animator who repeats the names of all the participants in order as they stand in the circle.

Name/gesture/sound

Average time:	5-10 min
Best suited for:	Ice breaker. Energizer
Objectives:	Creativity. Self-confidence. Trust
Materials required:	none
Participants:	10-20
Setting up the activity:	Stand in a circle with enough space to move in between participants.
Running the activity:	Explain the participants that you will start by saying your name, making a sound and showing a gesture. When you say your name make a step forward, show a gesture and make a sound simultaneously.

	Then step back into the circle. After you did it, the whole group, repeats it, calls your name, takes a step forward, repeats your sound and gesture and steps back. The person on the right or left to you continues by doing the same elements, his/her name, a gesture, and a sound. Invite the participants to be creative.

MEETING TIME

Average time:	25-30 min
Best suited for:	The beginning of an event. Ice breaker.
Objectives (psycho-social):	Getting to know each other. Self confidence.
Materials required:	Clock faces (printed on A6 paper) for each participant. Flipchart, markers.
Participants:	Works well from 12 participants to big groups.
Setting up the activity:	Explain the rules. Everyone gets a Clock and must find a partner for a short 1 min conversation for each hour and write it on the clock face. Moderator has a big Clock drawn on the flipchart and a list of 12 topics, one per each hour (per ex. Tell about the movie you like and why? What country would you like to travel and why? Share the story when your first fell in love? What is your favourite book and why? The most embarrassing moment in your life? Etc. The last one is Give each other a hug and give a hug to others). Check by raising hands if everyone found a conversation partner for each hour of the day. If not try to find matches for those who raised their hands. Otherwise when you run the activity, they'll find the partner on the spot.
Running the activity:	Tell participants it is one o'clock, and they must approach the conversation partner they've found for this hour. Announce the first topic on your list. Give each participant 1 minute to share. After participants have shared, say it is Two o'clock and they must find their next conversation partner, then announce the next topic. Go on till 12 o'clock. When the participants formed pairs announce that the topic is to "give a hug of appreciation to your partner and to others".
Debriefing the activity:	• How do you feel?
	• What happened? What did you like?
	• Have you discovered anything new about each other? What was it?

DRAWING & CREATING OUR PROFILES

Average time:	25-30 min
Best suited for:	Icebreaker. The beginning of the training.
Objectives (Ψ-social):	Getting to know each other. Creative presentation. Trust. Self-confidence.
Materials required:	A 4 paper. Felt-tip pens and colored pencils. Paper tape.
Participants:	10-20
Setting up the activity:	Set up participants in two lines face to face with tables joined in a row in the middle. Give everyone a sheet of 4 paper. Give everyone a chance to pick a pencil of color they like.

Running the activity:	• Explain participants they will become painters and models. Everyone has to stand facing a partner. One row will become "models" and the other one "painters". Explain participants they will have to switch, stepping to the left (or right) each time when they are told to. Everyone will have about 15 seconds, and then switch to another drawing, next to them, continuing or finishing it. The person in front of the line that stepped to the left and doesn't have a partner runs to the end of the line and stands in front of the person without the partner. When all the painters have contributed drawing all the portraits and returned to their initial partners, give them last 10 seconds. The portrait of the model is ready! Switch the roles of the groups and repeat the exercise. In the end everyone has a portrait that is drawn by the contribution of each member of the other group. Ask the group what they think of their portraits? What do they like about it?
	• Ask participants to take sits and take another A4 paper. Let them describe themselves as if they would write their own profile for a social network page!
	• When the profiles are ready, stick them to the wall, that will become "social wall" for the time of the training.
	• Invite participants to walk and read the profiles. (If there is not enough time invite them to do it during a coffee break)

TEAMBUILDING GAMES

BLIND WALK

Average time:	20-25 minute
Objectives:	Trust. Respect. Coordination. Care.
Materials required:	Blindfolds
Participants:	20
Setting up the activity:	Set up a certain route that participants will have to follow. Split the group in two subgroups. Explain the rules. One group will be "blind" the other one "guides". The Guides will have to lead the blind on the route to the destination. When they reach the destination, they switch role, "blind" become a "guide" and vice versa. They follow either the same route back or you can set up different route.
Running the activity:	Every „guide" has to find a" blind" to guide. Blindfold the „blind" and lead the person through. Routes can be set up either indoor or outdoor. First roud, the guides can only touch the blinds on the shoulder and use NO words. Second round, after they swap, the guides can use only words and are not allowed to touch the participants. Pay the attentinon to security! The guide is responsible for the integrity of the blind!
Vartiation:	You can set up a route with obstacles.
Debriefing the activity:	• How do you feel?
	• What happened?
	• What was challenging/ difficult for you? Why?
	• When did you feel the best?
	• What have you learned? Are there any parallels with real life situations?

SAFE ISLANDS

Average time:	20-30 min
Best suited for:	The first game of a day, introduction to how things will work, teaches the beginnings of teamwork, starts to break down comfort zones.
Objectives (Ψ-social):	Teamwork. Trust.
Materials required:	A beam or paper tape, or round pads (30 cm in diameter) for each participant
Participants:	10-20
Setting up the activity:	The setup for this element is simple: a 4x4 beam that is off the ground or round paper/plastic circle pads (30 cm in diameter).
Running the activity:	Put the group on the beam and tell them that they are not allowed to step off or talk, and if they step off, they will receive a consequence. You then instruct them to get in order according to birthdays (starting with January on the left and ending with December on the right), or to line up alphabetically by first name (first letter in the family name) – whatever you choose. This game requires the group to work together to get organized, gives them a great experience with non-verbal communication, and starts to get them comfortable with reaching out to help others.
	I have found consequences that work well are act like a chicken and then reclaim your spot, point to a spot where they have to get on the beam again, or make everyone start the game over again when someone falls off. Be careful with the last one because it can lead to blame. On the other hand, you can manipulate them into a blaming situation, giving you the opportunity to debrief blame (how it makes others feel to blame someone and how it feels to be blamed), but you have to be willing to commit to the debrief. It's a simple game, but when run well can yield amazing results.
Debriefing the activity:	• How do you feel?
	• What did you like about this activity?
	• How did you support others? Did you get needed support?
	• What was difficult? What did you learn and how does it apply to real life?

THE ROPE ELEVATOR

Average time:	40 min
Best suited for:	Trust building
Objectives:	Starting to build up to the trust sequence, or at the end of a long day, when you just feel like doing something simple, relaxing, and neat. Build self-esteem.
Materials required:	Touristic rope 25-30 m
Participants:	12 - 20
Setting up the activity:	This game is a great self-esteem builder, and it's also got that inherent magical quality that presides in these types of games. The game makes perfect physical sense, but something about it tends to elude our minds and makes it seep supernatural. Take an old climbing rope, or some sort of rope that is really thick and can handle quite a bit of weight. Divide the team into two groups and then have them line up tug-of war style.

Running the activity:	Then have a volunteer from the team step onto the rope, standing so that the arch of their feet is on the rope and their feet are pointed straight towards you – this is the most stable. You will need to stand in front of him/her offering to lean on your palms, ready to offer assistance and support (both physical and mental) but be sure to have another person behind them to act as a spotter. The two groups pick up the rope and pull back on it gently, as if they were engaging in a slow-motion tug of war match. The volunteer who is standing on the rope will be lifted into the air, on the rope. She/he can stay there as long as they desire, and as long as the team can hold them there. The person standing on the rope should maintain contact with the rope the entire time to help maintain balance and safety. Any team can lift anyone off the ground, so this isn't a weight sensitive game.
	You want to be sure that your group is solid and that they understand not to let go of the rope, and that someone could get hurt, so as always, extra spotters are always good to have around, "just in case."
	Make sure that everyone gets a chance to ride the Rope Elevator. Use challenge by choice with this one, because not everyone will want to do it. If your team doesn't seem like its being challenged by this, blindfold them. If you do this, make sure you have a lot of spotters because this is when people will actually fall – be sure to catch them.
Debriefing the activity:	It's a really neat feeling to be lifted into the air by nothing more than a rope and it also gives you that sense of support by team members, especially when you are out of your comfort zone. This game is just loaded with metaphors for real life, be sure to dive right into these. Talk about how it feels to have the team support you, and how people can help you rise in ways that you can't do alone, and how neat it is to stand on nothing but a rope, but know that everyone is there to catch you, etc.

THE BIG FLIP

Average time:	30 min
Best suited for:	Designed to be used when a team is having a hard day, when all the other elements are filled, or just as a quick little motivator.
Objectives:	Teamwork, collaboration, problem solving, care.
Materials required:	1 tape 2m X 2m
Participants:	12-20
Setting up and running the activity:	Have the entire group stand on a tape that they will barely fit on (for a group of 12 a 2X2 tarp works well) and instruct them to flip the tarp over without anyone stepping off the tarp. A good game to get the group's energy back up, that also involves great teamwork. For more challenging variations, add "sound of silence", "half-blind", "half-mute", or "pick a number" rules.

HUMAN COMPUTER

Average time:	30 min
Best suited for:	Teambuilding. Team stage: Storming, Norming, Performing
Objectives:	Energetic activity to challenge critical thinking and teamwork.
Materials required:	Long rope (7-10 metres), numbered spot markers (36 pieces).
Participants:	12 - 30 people
Setting up the activity:	Set up the start line. Set up a circle boundary using the rope and randomly distribute the numbered spot markers inside the circle (the keyboard). The entire group must start behind the corner, so they do not see the layout of the keyboard, 15-20 meters away. On the "GO, they may all come around the keyboard in any position they like.
Running the activity:	Gather the group in front of the start line. It is a human computer and they must push the keys in a consecutive order to unlock it. Explain the goal and the rules. They will have few attempts. The goal of the group is to see how quickly each member can touch all 36 numbers in order on the keyboard. Each person doesn't have to touch each number, but one group member must touch a number at least ones. The group may not change the boundaries and may not change where the numbers are placed. Once they cross the starting line, they are not allowed to talk! When punching the keys, they are not allowed to step on the ground only on the key.
Rules:	• Only one team member may be "on the keyboard" at a time.
	• Every time more than one person is in the circle, a five seconds penalty is assessed.
	• If a number is touched out of order, a five seconds penalty is assessed.
	• If anyone talks after the team crossed the start line penalty is assessed.
	• If anyone touched the ground and not the key penalty is assessed.
	• For any breach of the rules the team gets + 5 seconds of penalty.
	• When the last number Is touched, all group members must be back behind the line for time to stop. The watch stops when the last person crosses back over the line.
	• Run it once without tracking the time (return the group behind the line when they break a rule once or twice) and briefly debrief the challenges. Then the group has three attempts to achieve the best time.
	• The group has 3 to 5 minutes to plan and practice between each attempt.
Debriefing the activity:	How was the efficiency in touching the numbers addressed and how did it change from attempt to attempt? By observing the placement of the numbers, how did that affect the planning and efficiency? How does that translate into life? What do you think was it difficult to respect the rules?
	• How did the time limit affect the group planning versus action time? What else has affected performance? What would you do differently or the same in the hindsight? What skills did this activity develop? How might you transfer these skills to your professional, personal life outside this activity?

THREE BALLS ON THE FIELD

Average time:	20-30 min
Best suited for:	Team building. Cooperation. Main activity.
Objectives:	Strategic thinking, observation and communication, teamwork. Orientation throw/catch the ball.
Materials required:	A net or a rope; three volleyballs (or foam balls, depending on the age and the level of the children).
Participants:	10-15
Setting up the activity:	The group is divided into two equal teams (maximum three to five per team), standing on each side of the play area which is divided in two by a net (rope, volleyball net, etc.). At the start, one team has two balls and the other one ball. The aim of the game is that the three balls end up on the opposite team's side. For this to happen, they must pass the ball to one or two players on their team before throwing it over the net to the opposite team – and all this as quickly as possible. Each team tries its best to prevent all three balls ending up on their side of the net. The game begins with a first pass over to the opposite team, from the far end of the play area, by the team with the two balls (start). When the three balls end up on one side, the game stops, and the team without any balls scores a point. The match continues with two balls to the team which scored and only one for the other team.
Rules	Initially, the balls can touch the ground (rebound) but must be picked up as fast as possible and thrown into the other team's territory. Players must pass the ball once or twice amongst themselves before passing it again to the other team (see volleyball rule).
Running the activity:	It is useful to test the game and its rules before really beginning to score points, and to specify that it is not a matter of making volleyball passes at this stage, but simply catching the ball and throwing it again. If the number of children exceeds ten, it is highly recommended to make three or four teams and create two play areas, or the teams rotate in one area, rather than add players in the two main teams. It is much better for the quality of participation, the children's learning, and enjoyment! Feedback during the activity should be directed towards communication within each team and best practice in catching and throwing the ball. It is possible to vary the types of balls (basketball, tennis, balloons, foam balls, large balls, etc.) in order to develop the players' dexterity and ability to adapt. If the players are beginners, the 'freeze' rule can be added, i.e. if a ball touches the ground it must 'freeze' for three seconds, which gives time to be more strategic and pay attention to the two other balls. Additional balls can also be added depending on the age and the level of the players. For bigger children, 'direct' passes, without bounces, should gradually be introduced, then volleyball passes.
Debriefing the activity:	• How was the game for you? Easy, difficult, fun, annoying? For what reason?

	• Which strategies were used in your team? • Did you play individually or more in groups? How? • Did certain rules simplify or on the contrary complicate the game? Which and for what reason? • Did you learn anything new? If so, what? • What other variations of the game can you think of? • Can you find links between this game and your daily life? Which ones?
Links with child protection:	The notion of a team is central to this game with what that involves in terms of competition and cooperation; what makes a person an adversary or a partner, and with which criteria can they be recognized? How can they increase the number of their friends and avoid their enemies? The topics of discrimination, exclusion, or ways to increase teamwork can be dealt with. Are there situations where the children can collaborate to protect each other? Etc.

BALLOONS GAME

Average time:	35 min
Best suited for:	Child protection activity.
Objectives (psyhosocial):	Strategy. Reaction. Attention. Trust. Care.
Materials required:	Balloons
Participants:	15 and more
Setting up the activity:	Form 4 groups (if the number of participants is not equal, make the first two groups larger). Communicate the instructions to the participants outside the classroom.
Running the activity:	**Group I:** go to the classroom. There are balloons and thread on the table, blow up a balloon and tie it to your leg (its lower part). Do not talk to anyone in the classroom; **Group II:** : when you hear "Start!" pop the balloons without using sharp objects. Do not talk to anyone once you are in the classroom; **Group III:** when you hear "Start!" protect the balloons from popping. Do not talk to anyone once you are in the classroom; **Group IV:** record the participants' reactions after the order "Start!". Do not talk to anyone once you are in the classroom. **Note:** instruct each group separately. When everyone knows their tasks, start the game (15 min.)
Debriefing the activity:	How did you feel, the balloon creators? How did you feel, the balloon protectors? How did you feel when you were to pop the balloons? What did the observers record? What do you think is the game's motto? What does each group represent? (the children – balloon creators, the adults – balloon protectors, the perpetrators – those who were popping the balloons, the observers – those who see, but do not interfere). What might each group do to avoid popping of balloons? (20 min) **Key message:** the responsibility for child protection rests with the adult, children must be informed, but what happens to them is not their fault.

Barriers in Adult Training

As opposed to children and adolescents, adults have more responsibilities, which creates many barriers for involving them in the learning process.

Reasons most frequently mentioned by adults:

- **Lack of time.** Regardless of the fact whether those are evening or short-time training courses, they require 'loss' of respective time (they call it 'loss' while gaining, if fact);
- **Lack of money.** At present there is an insignificant number of institutions providing free training services, therefor, the issue of money is one of the most important in the countries with unstable economy;

Motivation of Adults to Study

Another incommensurably important aspect of adult training is motivation that very much differs from that of children. This is due to the fact that these two age categories have different sources for motivation.

Sources for motivation of adults:

- **Social relationships.** Adults attend career development courses/retraining or other training activities in order to find new friends or to be together with friends/colleagues/relatives;
- **Social expectations.** Adults attend career development courses/retraining or other training activities in order to find new friends or to be together with friends/colleagues/relatives;
- **Social wellbeing.** In order to be ready to serve community interests and to be useful for the society, adults undergo professional basic training courses that are not related to their basic education;

- **Family responsibilities.** Care for children, relationships with husband/wife, family responsibilities, etc. 'steal' too much of the time intended for study;
- **Time management.** Service duties and family require much time, therefore, study process implies modifications in the time management and sacrifices, etc.
- **Motivation problems.** Adults have to study because they are forced to do it;
- **Lack of self-confidence.** Low self-esteem, some failure that cannot be forgotten, or some other things that left their trace in the adult's life may impede overcoming of frustrations and apprehensions.

- **Professional advancement.** Adults get involved in the training process in order to gain financial benefits, professional advancement, social prestige, or to be in step with competitors;
- **Escape or stimulation.** In order to get rid of monotony of life including that of domesticities and professional life, adults shelter themselves in training;
- **Cognitive interest.** Major part of adults undergo trainings due to their love of study, looking for new information in order to satisfy curiosity.

Source: http://www.proeducation.md/art.php3?f=%2Ffiles%2FPerfectionarea%20cadrelor%2Fexodul%20adultilor%20in%20instruire.htm&ad=efcinracdeo00000.stf&display=4&page

---

Module 14. Engaging Young People in maintaining their emotional and mental well-being

- To be aware on how to increase motivation and engagement of the young people in the activities
- To explore how to improve the relationship with parents and children
- To acquire some practical exercises for mental training and stress release, aimed to develop the wellbeing and the emotional health

TOPICS AND ACTIVITIES	METHODS	TIME	RESOURCES
14.1 How to self-motivate	Reflection	20 min	www.learningfundamentals.com.au
14.2. Effective relationships with kids and parents	Brainstorming Working per teams Group discussions Presentation	40 min	https://www.scienceforsport.com/20-tips-to-develop-an-effective-coach-athlete-relationship/ https://education.msu.edu/sport-coaching-leadership/uncategorized/coaching-the-parents-5-strategies-for-creating-a-positive-coach-parent-relationship/

Activity 14.1. How to self-motivate

Instructions

Give participants a blank piece of paper and ask them to think of 10-20 habits they have (and practice every day). Then set a goal (something they would like to achieve in the future). Ask them to go back to the sheet on which they listed their habits and tick off which of these habits would help them achieve their goal and which would hinder them. Also, have them think about what new healthy habits would help them in achieving the goal.

What means motivation? Motivation is an internal process. Whether we define it as a drive or a need, motivation is a condition inside us that desires a change, either in the self or the environment. The essence of motivation is energized and persistent goal-directed behavior. When we are motivated, we move and act. (https://positivepsychology.com/what-is-motivation/)

The model proposed by Mark Manson presents how we can reschedule our mindset in the following way: action – inspiration - motivation.

https://markmanson.net/success/motivation
https://www.deanbokhari.com/acton-leads-motivation/
https://www.claudianicolae.ro/cum-sa-i-motivezi-pe-tinerii-sportivi-fara-sa-devii-agasant-b426

Please find some good tips to make young people feel motivated to accomplish their goals. (www.learningfundamentals.com.au)

Activity 14.2. Effective relationships with kids and parents

Instructions

The group is split in two teams, one team will explore the topic of the relationship summer camp staff – child and the other team, the relationship summer camps staff – parents.

Each group will receive a piece of flipchart, on which they will write their answers to questions as:

- What works well in relation with parents/kids?
- What are the best "golden rules" already in place?
- What could be improved?
- How could be developed?
- What other resources are needed?

All results are shared in the big group and some best tips are mentioned and complete the strategies (tips) presented by the trainer.

Tips to develop an effective relationship with Children and Young People in recreational settings:

- don't punish or criticize
- develop open lines of communication
- have clear expectations
- respect each other
- set realistic yet challenging goals
- develop conflict management skills
- offer praise and constructional feedback
- support and encourage young people
- develop a good sense of trust
- understand Young People feelings
- understand what motivates your Young People
- be patient, learn to listen
- ask the right questions, at the right time
- develop technical knowledge of your sport/ learning activity
- learn to reflect together as a team
- understand individual differences
- learn to problem solve together

Source: Science for Sport https://www.scienceforsport.com/20-tips-to-develop-an-effective-coach-athlete-relationship/

Tips to develop a good relationship between summer camp staff and parents

https://education.msu.edu/sport-coaching-leadership/uncategorized/coaching-the-parents-5-strategies-for-creating-a-positive-coach-parent-relationship/

Five coaching strategies might have a very good impact upon parents:

- **Inform parents about the recreational setting where their YP are learning/ playing/recreate**

Help parents develop an understanding and appreciation of the recreational setting including rules, skills, and strategies. Answer questions and refer parents to resources that will help them learn more about the setting and activities.

- **Develop a Code of Conduct for Parents**

Develop rules for parent conduct at competitions and events and share the rules with parents at the start of the season. Some example rules are to not interfere with the staff, to express encouragement and support, do not shout criticism, and do not make abusive comments to others.

- **Establish Two-Way Communication with Parents**

Cultivate two-way communication by being open to what parents have to say and try not to be defensive. Let parents know the appropriate times and places for discussions. If a parent is aggressively communicating, try using a mediator such as an athletic director or league official.

- **Educate Parents on Positive Parenting Behaviors**

Let parents know the negative consequences of their actions and show them the positive influence they can have on their child's development. Also, share your process as a a member of summer camp staff and encourage parents to reinforce the same skills you work with the children (i.e., independence, participation, being prepared for practice).

- **Hold a Parent Meeting at the Start of the Year/ before/& after camp**

At this meeting share the details and logistics of the season, the summer camp staff roles and responsibilities, appropriate parenting roles and behaviors, and highlight the importance of a healthy parent-staff relationship. Try to encourage open discussions at this meeting by directing questions at parents and allowing parents to ask questions. You may want to hold quarterly meetings as well based on the length of your season.

SAFEGUARDING CONTEXT WORLDWIDE

- **2%** of clubs would ask for a **Children's certificate** when recruiting someone they knew well; **5%** would do checks if employing a coach from a different club **(Denmark, coaches)**
Toftegaard-Stockel, J (2012). The risk of sexual abuse in the Danish club system, in C Brakenridge, Sport Children's Rights and Violence Prevention, a source book on global issues and local programmes, London, UNICEF

- **2 -14%** experienced indecent exposure, asked for sex in exchange for a reward, touched without consent; **17 - 50%** experienced having breast/buttocks stared at, sexual comments **(Belgium, female students)**
Vanden Auweele, Y et al (2008), Unwanted sexual experiences in sport, perceptions and reported prevalence among Flemish female student athletes, International Journal of sport and exercise psychology, 6: 354-65

- **11%** suffer from burnout, **9%** depression, **41%** taking health risk in the name of sporting career; the causes for these behaviours are: **89%** pressure to succeed, **80%** environmental pressure/entourage, **70%** pursuit of recognition, **58%** existential fear **(Germany, impact on health)**
Breuer C & Hallmann K. (2013), Dysfunctions of elite sport: doping, match fixing and health risks as seen from the perspective of population and athletes, Bonn: Federal Institute of Sport Science

- **32%** sexually harassed by a male athlete, **16%** by a male coach **(Greece, female students)**
Fasting K et al (2011), Sexual harassment in sport toward females in three European countries, International review for the Sociology of Sport, 46: 76-89

- **7.4%** of boys and **19.2%** of girls undergone some kind of sexual abuse **(Spain, Child sexual abuse)**
Pereda et al (2009) The international epidemiology of child sexual abuse, a continuum of Finkelhor (1994), Child abuse and neglect, 33:331-42

- **62%** had no knowledge about sexual harassment and child abuse in sport, **57%** were not aware of any regulations, **66%** such problems do not exist nationally **(Slovenia, PE teachers)**
Kozina A (2009), The role of physical education teacher in recognising child abuse, University of Lyubljana

- **11%** were not familiar with helpline, **3%** had used helpline, **70%** had not policy to prevent sexual harassment, **60%** had not policy to deal with complaints **(Netherlands, intimidation)**
Serkei et al (2012), From blind confidence to responsible policy, usefulness and effectiveness of NOC*NSF policy instruments sexual harassment, Utrecht, MOVISIE

- **75%** experienced emotionally harmful treatment, **24%** experienced physical harm, **29%** experienced sexual harassment, **3%** sexual harm including rape **(England, sport experiences)**
Alexander K. et al (2011), The experiences of children participating in organised sport in the UK, Edinburgh, University of Edinburgh/NSPCC

CHILD SAFEGUARDING PRACTICES

We would like to invite you to reflect about your knowledge on child safeguarding in summer camps and sport clubs by rating from 1 (not at all) to 5 (fully). To what extent does this happen in your summer camp setting? If any of the topics need further clarification, please write down your questions.

- Child safeguarding practices are promoted in sports/recreational settings as means to keep children safe

  ☐ 1 (not at all) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (fully) ☐ not aware

- Child safeguarding policies are developed, implemented, and reviewed annually

  ☐ 1 (not at all) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (fully) ☐ not aware

- There are learning opportunities to improve the competences of professionals working with children

  ☐ 1 (not at all) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (fully) ☐ not aware

- The voice of children is ascertained and children are involved in the decisions about them in the context of summer camp and sport clubs settings

  ☐ 1 (not at all) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (fully) ☐ not aware

- Best practices of safeguarding children in summer camps are exchanged between camps, national associations, and international bodies

  ☐ 1 (not at all) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (fully) ☐ not aware

THE LINE GAME

Instructions

How and why does this apply to me? We will play a game, the Line Game.

Put red tape on the floor. I am going to say a question, if that question applies to you, you step onto the line and then step back.

- How many of you like sport? (Which sport and why?)
- How many of you like playing games? (mention some games)
- How many of you met a famous sport person?
- How many of you have children?
- How many of you train children/work directly with children?
- How many of you celebrated success with children?
- How many of you dealt with defeat with children?
- How many of you have heard of child safeguarding before this training?
- How many of you feel they have a clear understanding of what safeguarding in sport is?
- How many of you have ever been worried about a child?
- How many of you heard about a child being beating up, shouted at, neglected, sexually abused?
- How many of you heard an inappropriate joke during a sport activity?
- Stand in the line if you witnessed swearing during a football match/gymnastics competition or summer camp activities? Stay in the line if you witnessed this more than once.

THE 10 CHILD SAFE STANDARDS

- Child safety is embedded in institutional leadership, governance, and culture.
- Children participate in decisions affecting them and are taken seriously.
- Families and communities are informed and involved.
- Equity is upheld and diverse needs are taken into account.
- People working with children are suitable and supported.
- Processes to respond to complaints of child sexual abuse are child-focused.
- Staff are equipped with the knowledge, skills, and awareness to keep children safe through continual education and training.
- Physical and online environments minimize the opportunity for abuse to occur.
- Implementation of the Child Safe Standards is continuously reviewed and improved.
- Policies and procedures document how the institution is child safe.

For more information see the Office of the Children's Guardian (NSW) https://www.kidsguardian.nsw.gov.au/child-safe-organisations/child-safe-standards or Final Report of the Royal Commission into Institutional responses to Child Abuse https://www.childabuseroyalcommission.gov.au/making-institutions-child-safe

Principles of good practice

Guiding organisations meet the minimum requirements that demonstrate appropriate steps have been taken to establish a safe environment for children. (issued by the Department for Education under the Children and Young People (Safety) Act 2017, South Australia).

- Identify and analyse risk of harm
- Develop a clear and accessible Child Safe Policy
- Develop codes of conduct for adults and children
- Choose suitable employees and volunteers
- Support, train, supervise and enhance performance
- Empower and promote participation by children in decision making and service development
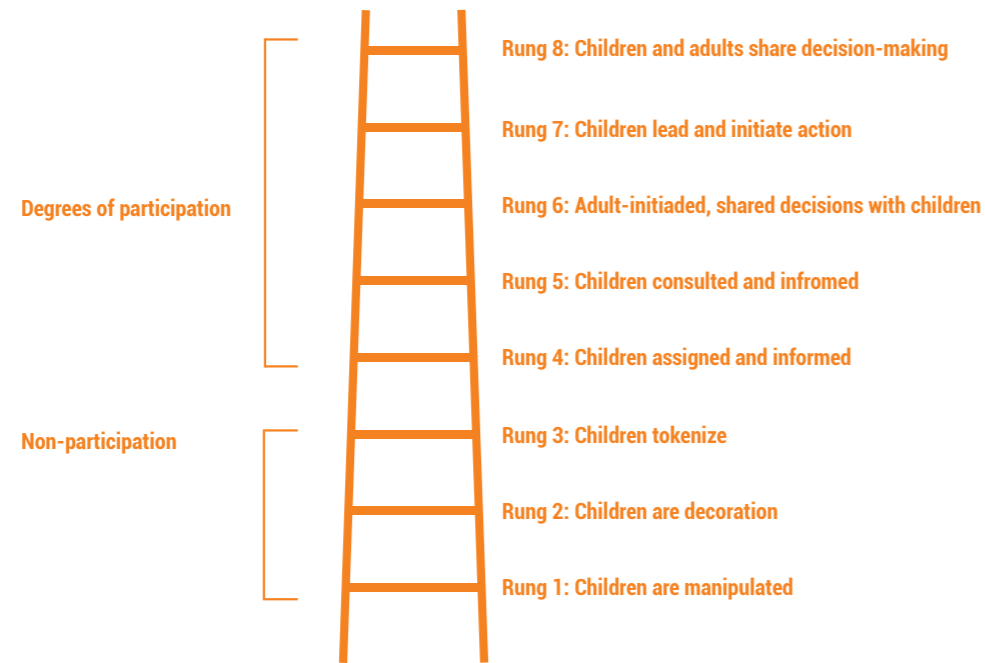- Report and respond appropriately to suspected abuse and neglect

Useful resources

- https://www.orsr.sa.gov.au/__data/assets/pdf_file/0025/7396/J012801_ORSR_Keeping-Children-Safe-Booklet_A5_printable.pdf
- https://playbytherules.net.au/resources/videos
- https://playbytherules.net.au/got-an-issue/child-safe-sport/further-resources
- https://www.sportanddev.org/sites/default/files/downloads/international-safeguards-for-children-in-sport-version-to-view-online.pdf
- https://www.facebook.com/AustralianSwimSchoolsAssociation/photos/pcb.2697779376913111/2697778980246484/

THE CORE PRINCIPLES OF CHILD SAFEGUARDING

- All children have a right of protection from abuse & exploitation

- All children have the right to express their views & have these views considered

- Children have the same rights to physical integrity as adults & should receive the same degree of protection under the law

- Listening to children is paramount in ensuring their safety

- Children are directly affected by violence between adults, particularly when it involves the adults responsible for their care.

- Children & young people cannot be held responsible for their own abuse & exploitation or expected to bear the primary responsibility for their own protection. Whilst there may be steps, they can take to enhance their safety, the ultimate responsibility lies with adult

- Our understanding of what contributes abuse or exploitation of children should evolve in response to societal change & in recognition of children's own experiences

- We need to look at children's needs holistically & not define then solely in terms of their abuse.

- We need to be aware of how issues of age, gender, race, culture, disability & sexuality impact on our understanding of and responses to keeping children safe

- Whilst all interventions must be child centred, we need to identify & work with safe and protective adults within children's families and communities.

- Keeping children & young people safe must be an integral part of all our work, across all themes

- Joint working is essential for the protection of the most vulnerable

Which 3 core principles would you select and discuss with your colleagues and why?

_____

HART & LUNDI MODELS OF PARTICIPATION

Degrees of participation

Rung 8: Children and adults share decision-making

Rung 7: Children lead and initiate action

Rung 6: Adult-initiaded, shared decisions with children

Rung 5: Children consulted and infromed

Rung 4: Children assigned and informed

Non-participation

Rung 3: Children tokenize

Rung 2: Children are decoration

Rung 1: Children are manipulated

Adapted from Hart, R. (1992). Children's participation: from Tokenism to Citizenship.
Florence: UNICEF Innocenti Research Centre

SPACE
How: Provide a safe and inclusive space for children to express their view.
- Have children's view been actively sought?
- Was there a safe space in which children can express themselves freely?
- Have steps been taken to ensure that all children can take part?

VOICE
How: Provide appropriate information and facilitate the expression of children's view.
- Have children been given the information they need to form a view?
- Do children know that do not have to take part?
- Have children been given a range of options as to know they might choose to express themselves?

AUDIENCE
How: Ensure that children's view are communicated to someone with the responsibility to listen
- Is there a process for communicating children's views?
- Do children know who their views are being communicated to?
- Does the person/body have the power to make decisions?

INFLUENCE
How: Ensure that children's view are taken seriously and acted upon, where appropriate
- Where the children's views considered by those with the power to effect change?
- Are there procedures in place that ensure that the children's views have been taken seriously
- Have the children and young people been provided with feedback explaining the reasons for decisions taken?

www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf

ASSETS VS. GAPS IN COMMUNICATION

As a child safeguarding champion, it is important to reflect about you as communicator. You know yourself better than anyone else, with strengths and weaknesses and this quiz (is not to be shared others) but to help you assess your communication and to identify the things you might want to improve using a solution focussed approach.

Please rate on a scale from 1 to 5 as follows:

- As summer camp staff, others approach me and perceive me as an information channel

  always   1   2   3   4   5   never

- When difficulties are not addressed in a transparent manner, others ask me

  always   1   2   3   4   5   never

- I feel confident and know how to be open and to share relevant information

  always   1   2   3   4   5   never

- I balance the above desire with the frequent need to maintain confidentiality

  always   1   2   3   4   5   never

- I show tact and discretion in disclosing information

  always   1   2   3   4   5   never

- I am an active link in the chain of communication, and I work hard to ensure that things do not just get 'passed on'

  always   1   2   3   4   5   never

- I create opportunities for learning and development within the summer camp

  always   1   2   3   4   5   never

- I ensure that there is little or no misunderstanding when I communicate with others?

Think of and discuss a challenge or difficulty you are currently experiencing at the summer camp and the change you would like to see take place.

THREE STYLES OF COMMUNICATION

Directing Style:

- The coach provides the expertise, often as advice or maybe a plan of action
- There is a problem-solving quality to the interaction
- The coach usually takes the lead.

Message is: 'I have ideas about how to solve this situation.'

Following Style:

- The coach follows the child lead as the child explores an area
- The child primarily leads the conversation
- The coach listens well and tries to understand
- The coach avoids giving advice
- The conversation moves at the child pace and direction

Message is: 'I trust your wisdom about yourself and I'll let you work it out in your own time at your own pace.'

Guiding Style:

- The coach and the child work collaboratively as a team
- The coach and the child 'walk together' the worker pointing out routes and options
- Together the coach and child think about options, resources, and possibilities
- The child chooses the way forward.

Message is: I can help you to solve this for yourself.

Which of the 3 styles of more you and why?

_____

_____

_____

FUTURE ENGAGE DELIVER MODEL ADAPTED TO SUMMER CAMP AND SPORT CLUBS SETTINGS

The following questions would help you to have a look at your summer camp through the **Future – Engage – Deliver** lens:

Future

- How strong is the sense of Future in your organisation regarding child safeguarding? Is there an uplifting sense of purpose and ambition? Or is the focus more on analysing the past?

not at all   1   2   3   4   5   completely

- Is there a sense of possibility in the air? Do people readily think about what could be achieved on keeping children safe in summer camps rather than what can't be done?

not at all   1   2   3   4   5   completely

- Is there a feeling of optimism and hope? Is this strong enough to help people feel confident in the face of barriers when implementing child safeguarding?

not at all   1   2   3   4   5   completely

Engage

- Are people engaged in and want to contribute to the goals of safeguarding all children summer camps?

not at all   1   2   3   4   5   completely

- Do they feel valued and involved?

not at all   1   2   3   4   5   completely

- Do people look to engage colleagues or is it more a culture of 'communicate to and tell' on topics related to child safeguarding?

not at all   1   2   3   4   5   completely

Deliver

- Is your organisation strong at implementing and promoting child safeguarding in the summer camp?

not at all   1   2   3   4   5   completely

- Are conversations about child safeguarding clear and robust, or do people 'go along' with what's being asked of them?

not at all   1   2   3   4   5   completely

- Are people helped to develop in order to increase the organisation's overall capacity to keep children safe all children in the summer camp?

not at all   1   2   3   4   5   completely

PRINCIPLES FOR DEVELOPING ATTUNEMENT

Deepening Discussions
- Supporting Goal setting
- Sharing Viewpoints
- Collaborative discussion and problem solving
- Naming difference of opinion
- Investigating the intention behind words
- Naming Contradictions/conflicts (real or potential)
- Reaching new shared understandings
- Managing conflict (back to being attentive)

Guiding
- Scaffolding
- Extending, building on their response
- Judging the amount of support required and adjusting
- Giving information when needed; Providing help when needed
- Offering choices that they can understand

Developing Attuned Interactions
- Receiving and then responding
- Checking they are understanding you; Waiting attentively for your turn
- Having fun
- Giving a second (and Further) turn on same topic; Giving and taking short Turns
- Interrupting long turns in the yes-cycle
- Supporting turn-taking round a group; Contributing to interaction/activity equally
- Co-operating – helping each other

Receiving Initiatives
- Showing you have heard, noticed their initiative
- Receiving with body-language
- Being friendly and/or playful as appropriate
- Returning eye contact, smiling, nodding in response
- Repeating/using their words or phrases

Encouraging Initiatives
- Waiting; Listen actively
- Showing emotional warmth through intonation
- Naming positively what you see, think, or feel
- Using friendly and/or playful as intonation as appropriate
- Saying what you are doing, thinking or feeling; Looking for initiatives

Being attentive
- Looking Interested with Friendly Posture
- Giving time and space for other and turning towards
- Wondering about what they are doing, thinking, or feeling
- Enjoying watching them

GRADED CARE PROFILE – THE TRUST RELATIONSHIPS

GCP Care of love	1 Child priority	2 Child first	3 Child vs. carer	4 Child second	5 Child not considered
Sensitivity	Looks for the cues (verbal, nonverbal)	Understands and responds to the cues	Not sensitive enough (e.g. intense cry)	Insensitivity, only responds to repeated or intense cues	Insensitive to even intense signals or dislikes child
Time of response	Responds at time or even before in anticipation	Responds mostly at times (e.g. busy/chorus)	Does not responds, only if unoccupied	Delayed responses and the child is in distress	No responses and expresses fear of being accused
Quality of reciprocity	Both engaged emotionally & materially; distress is managed	Material responses, lacks emotional one	Emotional warmth shown only if in good mood	Annoyed /flat if child is in distress; only severe needs are attended	Dislike and blame the child; the warmth not genuine
Beginning interaction	Genuine dance, mostly initiated by carer	Equal interaction, even when child defiant	Child often starts interactions, carer rarely	Child starts interaction, carer rarely and negative	Neither child nor parents start interaction
Quality	Both display pleasure, carer enjoys more	Both enjoy equally	Carer passive, child enjoys more, not much pleasure	Practical responses, indifferent to child attempts	Dislike when child enjoys interactions, child on own

The **Graded Care Profile (GCP)** scale was developed as a practical tool to give an objective measure of the care of children across all areas of need. The GCP scale was conceived to provide a profile of care on a direct categorical grade. It is important from the point of view of objectivity because the ill effect of bad care in one area may be offset by good care in another area.

In this scale there are five grades based on levels of commitment to care and the scale above looks at the relationships between the child and carer, where the carer could be the parent, summer camp staff, or any other adult person who is responsible for the child wellbeing or safety at one moment in time.

Within the context of summer camps, this scale could be applied in conjunction with the types of child abuse in recreational activities/sports and the indicators that enable professionals to recognise when a child experienced abuse or neglect when participating in activities.

http://www.socialworkerstoolbox.com/the-graded-care-profile-neglect-assessment-tool/

THE VOICE OF THE CHILD

How well do you know the child and to what extent do you know their views, feelings and wishes? This includes describing your relationship with them, how you think they perceive you, how often you have seen them and in what context – where and who else was present?

Which adults (including professionals) know the child best and what do they think the child's key concerns and views are? What is their relationship like – how well-placed are they to represent the child's views?

What opportunities does the child have to express their views to trusted or 'safe' adults? Does the child know how to access people, what would be the barriers and what have been done to ensure they know where to go if they want to talk to someone?

How (if at all) has the child defined the problems in their family/life and the effects the problems are having on them? This includes the child's perceptions and fears: and what they themselves perceive as the primary causes of pain, distress, and fear. What opportunities has the child had to explore them?

When the child has shared information, views, or feelings, in what circumstances has this occurred and what if anything did they want to happen? This should only be stated if known (can be clearly demonstrated). Assumptions should not be made about a child's motivations for communicating something.

What has been observed regarding the child's way of relating and responding to key adults, such as parents and foster carers? Does this raise concerns about attachment? This would include describing any differences in the way the child presents with different people or in different contexts. And, where conclusions are being drawn about the child's attachment, the reasons for such conclusions should be clearly demonstrated.

What is your understanding of the research evidence in relation to the experiences this child is thought to have had, and how they might affect them? How far is what you know of this particular child consistent with the above? What are the likely or possible impacts on children who experience (the specific issue at hand, such as parental alcohol misuse, domestic violence). This includes a consideration of potential harm along with resilience factors.

What communication methods have been employed in seeking the views and feelings of the child; and to what extent have these optimised the child's opportunity to contribute their views? This includes considerations of whether equipment, facilitators, interpreters, the use of signs or symbols, play, and storybooks could be helpful and whether the child's preferences are known.

How confident are you that you have been able to establish the child's views, wishes and feelings as far as is reasonable and possible for the child? How much sense are you able to make of the information you do have? This would include considerations of things that may have hindered such communication, such as pressure from other adults, time limitations, language barriers or lack of trust in the child-social worker relationship.

"ARE YOU WORRIED?"
SPORT CLUBS

1. A boy has injured his knee. He is the team's top scorer. The coach tells him that it is important to play through the pain, and not to be so weak.

2. On an overnight trip the coach and the assistant coach get drunk while the children are sleeping at the hotel.

3. When players are upset, the coach consoles them by putting his arms round their shoulders.

4. Young players complain that one of the team is useless. They constantly call him fat and lazy and object to him being picked for the team.

5. One parent constantly shouts at his son during matches and often the boy is upset at the end of the game, if they have not done well and his father is angry.

6. The team physio always insists on seeing children alone. He will not allow other children or parents to be present while he is carrying out treatment.

7. On an overnight trip for a match the coach suggests that one of the boys shares a room alone with him.

8. While travelling to a football tournament, there are 26 children and one coach. No other adults are present.

9. At the end of the match, one of the players is upset that his team has lost. He is crying.

RECREATIONAL SETTINGS

1. One of the adults supervising invites a child home after club and mow his lawn he will give him/her a surprise.

2. One night, all the staff in the summer camp throw a party and they get drunk, while the children are sleeping.

3. One room/tent needs to be evacuated due to bugs and the group needs to be hosted in other rooms/tents for one night. One camp supervisor tells the children that for one night, one of the boys must share the room with him.

4. While in the pool, some boys/girls are trying to pull down the swimsuit of one of their colleagues, while laughing.

5. One of the children in the camp is constantly mocked and called names by a group of older children.

6. A smaller child is upset and missing his/ her parents. A member of the staff in the camp consoles him/her, by putting they arms around their shoulder.

7. Older children in the camp try to leave the place for a night out in the village. A member of the staff notices this but allows them to leave.

8. While going on a road trip in the mountains, there are 30 children and only one camp supervisor. No other adults are present.

9. At the end of the match, one of the players is upset that his team has lost. He/she is crying, and nobody seems to try to comfort him/her.

SAFE CULTURE IN SUMMER CAMPS AND SPORT CLUBS - GAPS AND ASSETS

	GAPS	ASSETS
POLICY CP policy, Whistleblowing, Code of Conduct		
PEOPLE Work together, Responsibilities, Expectations, Training		
PROCEDURES Recruiting, Induction, Allegations, Recording		
ACCOUNTABILITY Review, Audit, Q&A, Supervision		

GOOD RESOURCES

- https://www.gymnastics.org.au/GA/Child_Safety/Ga/Child_Safety/Commitment_Statement.aspx?hkey=80d08b61-b2ba-4ca2-82e1-6ec963bf2a67

- https://www.childabuseroyalcommission.gov.au/sites/default/files/final_report_-_volume_14_sport_recreation_arts_culture_community_and_hobby_groups.pdf
- https://www.educare.co.uk/news/2015/05/safeguarding-training-for-summer-camp-staff/
- https://www.gymnastics.sport/site/pages/safeguarding.phphttps://ins-cps.com/blog/mitigating-risk-for-summer-camps-and-sports-camps/https://kollertriallaw.com/summer-camp-safety/
- https://www.ucop.edu/risk-services/_files/pubs/appendix_e.pdf
- https://www.educare.co.uk/news/2015/05/safeguarding-training-for-summer-camp-staff/
- https://www.acacamps.org/resource-library/child-abuse-prevention-resources

- https://www.scienceforsport.com/20-tips-to-develop-an-effective-coach-athlete-relationship/
- https://education.msu.edu/sport-coaching-leadership/uncategorized/coaching-the-parents-5-strategies-for-creating-a-positive-coach-parent-relationship/
- **www.learningfundamentals.com.au**

USEFUL VIDEOS FOR THE TRAINING

- The video Start to Talk https://www.coe.int/en/web/sport/start-to-talk, published by the Council of Europe

- Following the introduction of Bowlby's theory on attachment - the video of Alex https://www.youtube.com/watch?v=pLaHfZgSOYY, a young person who liked playing football and was physically abused by his birth father.

- The stages of child development were discussed in conjunction with Noah's video https://www.youtube.com/watch?v=YeZeXb-MY-s, a child who was born with only 2% of his brain which was an abnormal situation and Noah's live expectancy was very short. The trust and security which is the key milestone in child development was found to be equally important across all stages of development and at all ages.

- Tom's story video https://www.youtube.com/watch?v=dkwkkwOntmc. Tom is young boy who loves playing football and is being groomed by an adult male who pretends to be a child. The video also provides guidance with regard to what children can do when being exposed to grooming online.

- The concepts of 'professional curiosity' and 'constructive challenge'

- Through reflective discussion and the 'Hackney child' video (sec 3.20 to sec 5.55) https://www.youtube.com/watch?v=7m8ahYgFM6w

Terre des hommes
Helping children worldwide.