



The People's Guide to the 2024 IOC Safeguarding Consensus: *Activities*

The Sports Equity Lab at Stanford has partnered with #WeRideTogether to break down the IOC Consensus statement: interpersonal violence and safeguarding in sport into bite-sized chunks. The result of this collaboration is The People's Guide to the 2024 IOC Safeguarding Consensus, which unpacks and expands critical points from the Consensus. This dissemination project will provide 10 activities highlighting key takeaways from the 2024 IOC Consensus that can be tangibly applied and integrated into sports communities.





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Introduction to the **People's Guide to the 2024 IOC Safeguarding Consensus**

Activity: choose one initial step below to make forward progress with effective safeguarding in your sporting space.



- **FOR ATHLETES:**

- Ask if your organization has a safeguarding policy and ensure you know how to report abuse if a situation arises.
- Educate yourself on the types of abuse to be mindful of in sporting organizations.
- Learn how to be a safe, active bystander in your sporting community by watching this short video.

- **FOR COACHES:**

- Ensure your interactions online and in person with your athletes are transparent and observable.
- Post your organization's code of conduct or the #WRT Coach Athlete Pledge in your facility.
- Have all your athletes save the Courage First Athlete Helpline number in their phone 1-888-279-1026.

- **FOR PARENTS:**

- Ensure your athlete has identified a safe adult to talk to if a tough situation arises (don't be offended or worry if it's not you!).
 - Learn about the stages of grooming; learn about warning signs and red flags of abuse and misconduct.
 - Research and learn about your athlete's coach.
- 

- **FOR ORGANIZATIONAL STAFF:**

- Connect with another organization and ask them about what they have learned and observed regarding safeguarding concerns or programs.
 - *Find and take a new training on athlete safety and safeguarding.
 - Learn about hiring best practices that you can implement in your organization.
- 



***ATHLETE SAFETY/SAFEGUARDING TRAININGS:**

- For organizations under the USOPC umbrella: Learn about best practices that you can implement in your organization.
- For organizations outside of the USOPC umbrella: Learn about best practices that you can implement in your organization.
- For international organizations: Learn about best practices that you can implement in your organization.

Your organization is welcome to reach out to #WeRideTogether for custom training options as well.



We All Have a Role to Play

in protecting athletes by upholding best practices, staying informed, & destigmatizing conversations about misconduct and abuse.

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13-15

years old is the average age of the first incidence of abuse in sport

>50%

of athletes experience abuse in sport

Peers

and authority figures are the most common perpetrators of abuse in sport



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The People's Guide to the 2024 IOC Safeguarding Consensus:

Winning Well

Activity: Provide your athletes with the prompts below. Have them reflect on the activity privately, and if they feel comfortable sharing, use their feedback to continuously improve your ability as a coach to win well and create athletes who know how to win well.



PROMPTS:

- Healthy and safe sport means...
- Success in our team/sport means...
- We can support one another by...
- I feel the best in my sport when...
- Winning well means we prioritize...
- My favorite thing about sport is...
- I perform my best when my coach...
- An example of when I felt supported on this team was when...
- Something I need from my sporting organization/coach/team is...
- One thing I would like to improve in our team is...



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Success in our team/sport means...







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The People's Guide to the 2024
IOC Safeguarding Consensus:

The Line Between **Tough Coaching & Toxic Coaching**

Activity: Take this quiz to test your knowledge.



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1. A female MMA athlete is sparring with a male coach from her gym. They practice together multiple times a week. Every time they spar, he comments how she “fights like a girl” because “she can’t hit as hard as the guys do”. These comments are typically said in jest, but she feels uncomfortable when he makes them.

A. Tough

B. Toxic

2. During a cross-country practice, two athletes decide to diverge from the running path and detour to cut a few minutes off their time. When they hit the finish line, their coach is waiting there for them. “That was a stupid move,” he says. “No one knew where you were, and you could have gotten seriously injured with no one coming to help you. That is so reckless and you should know better. You cannot put your safety at risk for a mile time. Never do that again.” This conversation is held away from the other athletes and is spoken at a hushed volume.

A. Tough

B. Toxic

3. At a rhythmic gymnastics practice, a gymnast accidentally gets their ribbon twisted around their leg during a skill. This throws them off for the next couple of skills in their routine. Their coach immediately begins yelling, “What are you doing?! Get it together! Geeze, can’t you do anything right? Do you even want to be here?” This only makes the athlete stumble more.

A. Tough

B. Toxic

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4. A rowing meet is set to occur in a week. One team at a club is a lightweight rowing team, where athletes are supposed to be under a certain weight to be considered eligible for the class. The coach repeatedly tells the athletes up until the meet, “If you want to be here, you need to lose weight and stay under the limit. You are too fat to be eligible for the class. Everyone needs to lose 5-10 pounds before the meet, and you’ll be weighed so I’ll know if you did it.” This is said in a conversational tone to athletes with very little variation.

A. Tough

B. Toxic

5. After a dress rehearsal for an upcoming performance, the artistic director brings all of the dancers on stage and tells everyone the show is not where it needs to be. The artistic director has multiple issues with dancers missing cues to enter and exit. They state: “Dancers, you all need to pull it together. We know that you’re fully capable of performing well since we’ve been rehearsing for so long. Remember what you’ve been practicing so that you don’t get out there and embarrass yourselves.” The director speaks loudly enough for everyone to hear and with intensity and does not make any insulting comments toward the dancers.

A. Tough

B. Toxic

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Answer Key

1. **The answer is B** – toxic. A coach repeatedly telling an athlete they are not as proficient in their sport due to their gender is discriminatory and does not uphold best practices. The athlete also feels uncomfortable when these comments are made, signaling a lack of psychological safety in the sporting environment. The coach could either refrain from making these comments entirely or encourage the athlete to do more strength training and skill-based exercises to improve strength and technique.

2. **The answer is A** – while the language used is inappropriate, the coach has the athletes' best interests at heart by trying to emphasize the importance of staying with others to promote running safety. The conversation is also held away from other athletes and is not meant to demean or shame them. However, the coach could be more careful with the word choice used to describe the athletes' behavior. For example, he could have described the move as "careless" or "impulsive".

3. **The answer is B** – this is toxic coaching. The coach uses belittling language meant to insult the athlete, and the tone of voice is meant to intimidate. If the coach wants to discuss a gymnast's mistake or their level of motivation, the conversation needs to be held after the routine ends and needs to use appropriate language. The coach could say: "What do you think went wrong with your apparatus? What can we do differently in the future to prevent this from happening?". This way, the athlete has autonomy in the conversation and the intention isn't to shame the athlete.

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Answer Key

4. **The answer is B** – toxic. While weight may be relevant for a lightweight rowing team, it is outright harmful to comment on an athlete's body. If a coach is concerned about issues with weight eligibility, they could instead emphasize the importance of ensuring athletes are fueling their bodies and following nutritional guidelines and could offer opportunities for cross-training.

5. **The answer is A** – this aligns closer to tough coaching. The director speaks intensely but without yelling, and this is a one-time occurrence directly related to a specific rehearsal. The director could further improve their language however to be more strengths-based. Instead of saying "So you don't get out there and embarrass yourselves," they could say "So you get out there and show all the hard work you have put into your routine."

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The People's Guide to the 2024 IOC Safeguarding Consensus:

Psychological Abuse The Most Prevalent Form of Abuse in Sports

Activity: The following resources can be helpful for coaches, athletes, and parents to learn more about healthy coaching, athletes' experiences of psychological abuse, and prevention practices.



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Listen and Learn

Positive Coaching Alliance

READ: Nothing Heals Like Sport – A Playbook for Coaches - CHJS

Mary Cain Is Fixing Women's Sports | Rich Roll Podcast

Way of Champions Podcast: #298 How to End Abusive Coaching: A Discussion with Dr Amy Saltzman, Dr Jennifer Fraser, and Mitch Lyons

Episode 70. Karelle Edwards- Dealing with Abusive Coaching Relationships

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The People's Guide to the 2024 IOC Safeguarding Consensus:

Sport-Life Balance **Wheel**

Activity: In the diagram below, each slice shows an aspect of your life. Color in each slice representing how much time and energy you give to it—the more color, the more time and energy. Next, circle the emoji that best represents how you feel about that slice of your life.



Sport-Life Balance

FAMILY

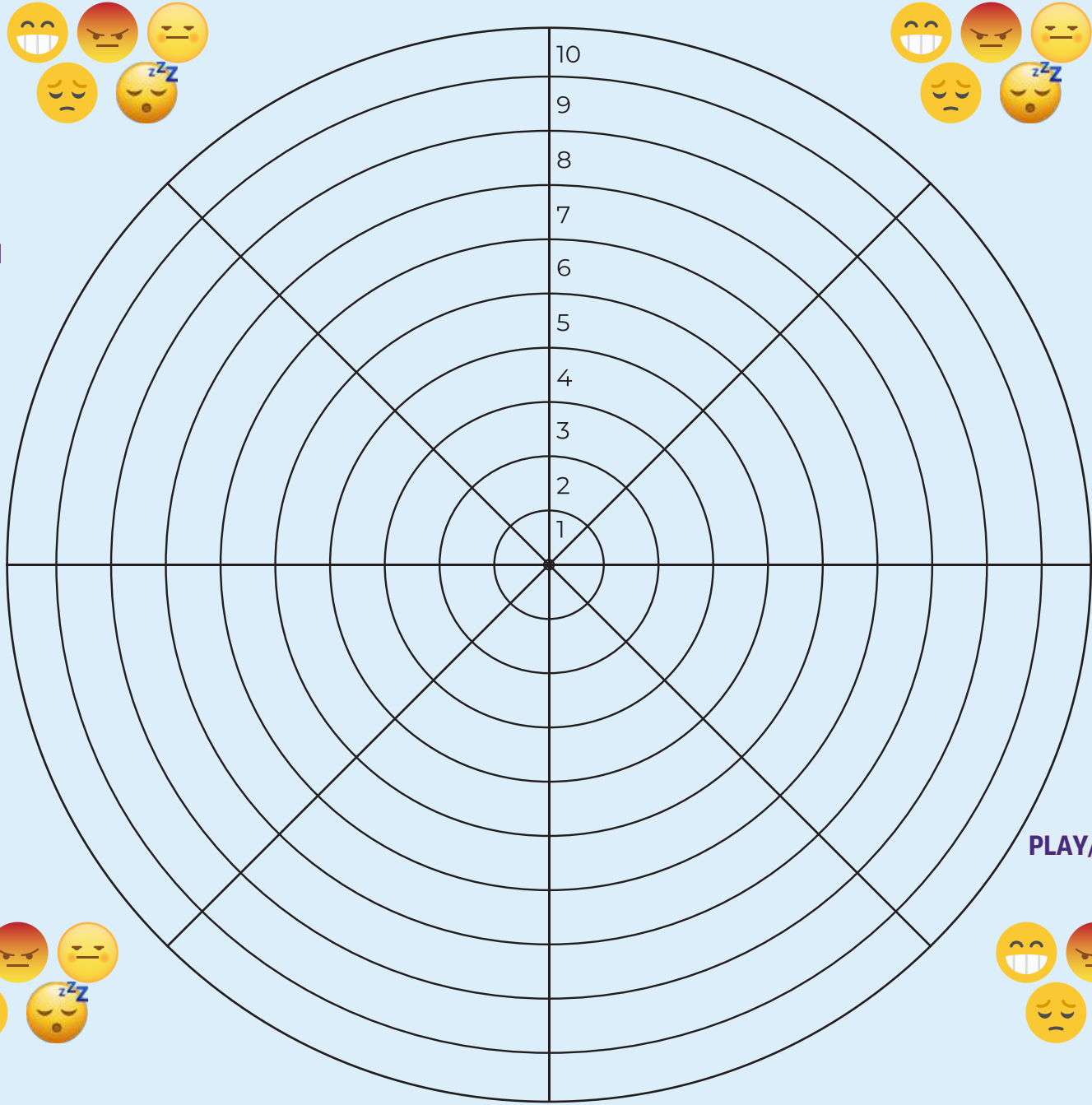
SCHOOL & STUDYING

FRIENDS

PLAY/HOBBIES

YOUR SPORT

FILL IN THE BLANK
(JOB, RELIGION, CHORES, ETC.)





Sport-Life Balance

REFLECTION:

What did you learn from coloring in the wheel? Do wish you could spend more time/energy on certain slices and less time/energy on other slices? Write a goal for how you could achieve your desired balance.



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The People's Guide to the 2024 IOC Safeguarding Consensus:

Engaging Young **Athletes' Voices**

Activity: Use these short, anonymous survey questions to determine how well your organization is doing with its safeguarding efforts. Please find survey creation instructions below.



INSTRUCTIONS:

1. Go to Google Forms (visit forms.google.com).
2. Click the blank form (+) to start a new survey.
3. Type in your survey title and description.
 - a. An example title could be “May 2025 Safeguarding Survey” (include date to keep track of surveys and their corresponding responses).
 - b. An example description could be “Please complete the following anonymous survey to help our organization improve our safeguarding efforts.”
4. Add survey questions (see next page). Use the plus (+) button on the right to add questions.
 - a. In this case, you’ll only add Yes/No questions (a form of multiple-choice questions) and long-answer questions, which will be labeled as *Paragraph* in Google Forms.
 - b. If you want all questions answered, you must mark them as Required.
5. **Turn off Name & Email Collection:** In the top-right, click Settings (it will look like a tab).
 - a. **Under the Settings tab, click on the Responses tab:**
 - i. **Uncheck “Collect email addresses.”**
 - ii. **Uncheck “Limit to 1 response” (this setting forces sign-in).**
 - iii. *Please note, even if you make the survey anonymous, if your organization uses Google Workspace with sign-in required, check that the “Restrict to [yourorg.com] users” box is unchecked in settings – otherwise responses will still be tied to accounts.*
6. **Do not include a “Name” question**
7. Share your survey (click the Send button at the top right).
8. Choose the link icon and copy the link. You can shorten the URL by checking “Shorten URL.”
9. Share the link via email or social media.
10. Responses will appear in the Responses tab.
11. You can click the green Sheets icon to export results into Google Sheets for analysis.
12. Ensure that responses will be kept in a secure and confidential manner.

SURVEY QUESTIONS:

- Do you know what to do if someone makes you feel uncomfortable or unsafe? *(Yes/No)*
- Do you feel respected by other athletes? *(Yes/No)*
- Do you feel respected by coaches and athletic staff? *(Yes/No)*
- Do you feel safe at the facility? *(Yes/No)*
- Do you feel safe during practice? *(Yes/No)*
- Do you know how to report abuse or misconduct? *(Yes/No)*
- Do coaches or athletic staff try to contact you via text or social media? *(Yes/No)*
- Does the organization and other teammates ask your permission before taking photos or posting them? *(Yes/No)*
- Has anyone touched you without your permission? *(Yes/No)*
- Has anyone touched you in a way that made you feel uncomfortable or that was inappropriate? *(Yes/No)*
- Do you feel safe during travel with your team? *(Yes/No)*
- Have you seen coaches or staff give gifts or show favoritism to you or other athletes? *(Yes/No)*
- Do you feel included on your team and at the organization? *(Yes/No)*
- What's your favorite or the best part of playing your sport? *(Open Ended/Text Box)*
- What's your least favorite or the worst part of playing your sport? *(Open Ended/Text Box)*
- What's one thing the organization, your coach, or your team could do to make your experience better? *(Open Ended/Text Box)*

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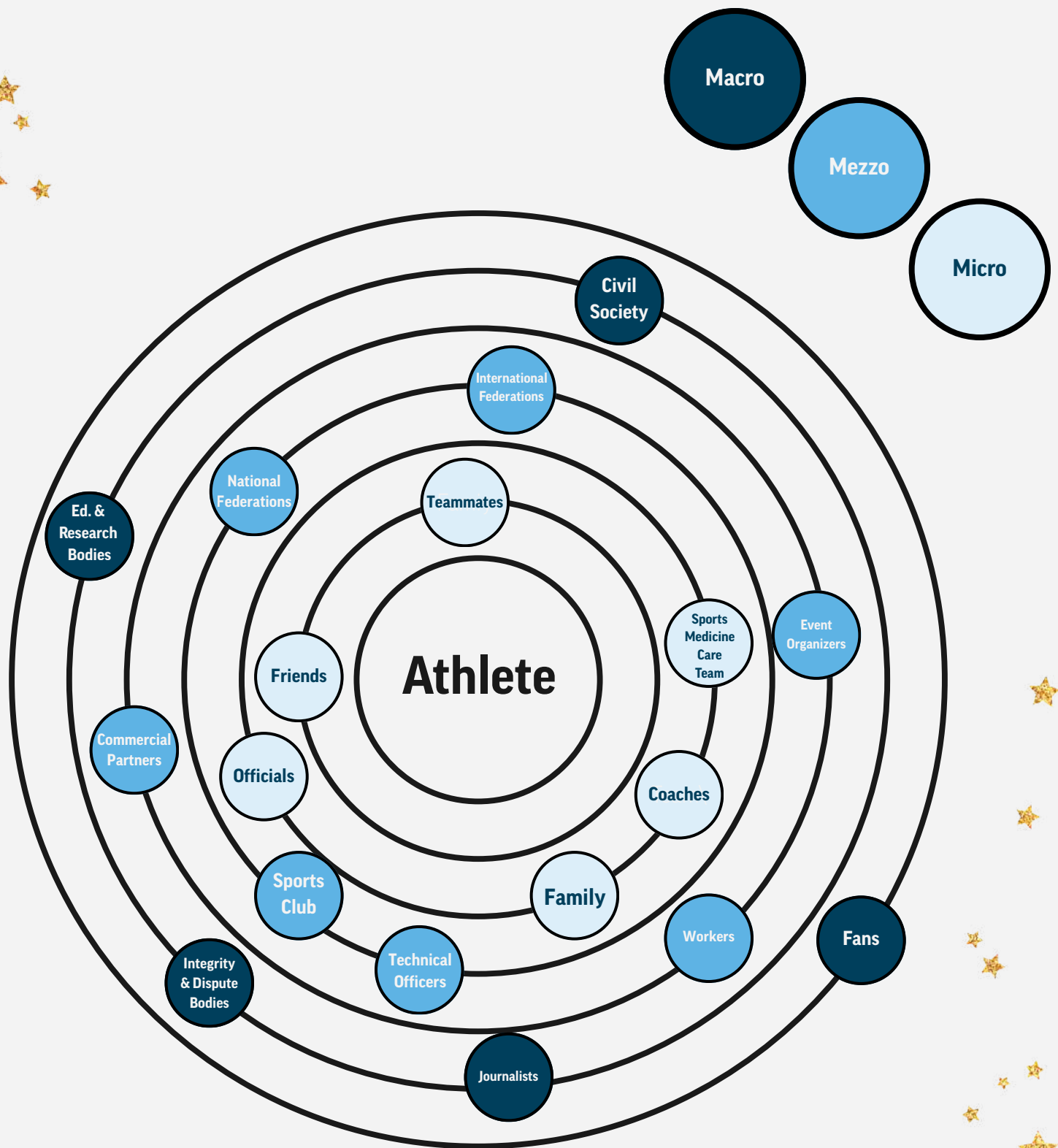
The People's Guide to the 2024 IOC Safeguarding Consensus:

Understand Your **Sport's Universe**

Activity: Fill in the chart below to better understand your sport's universe. Additionally, fill in the worksheet below. Review the key action steps. Pick one action step to take the initiative in your sporting environment. Write down five steps you can take to meet that goal.



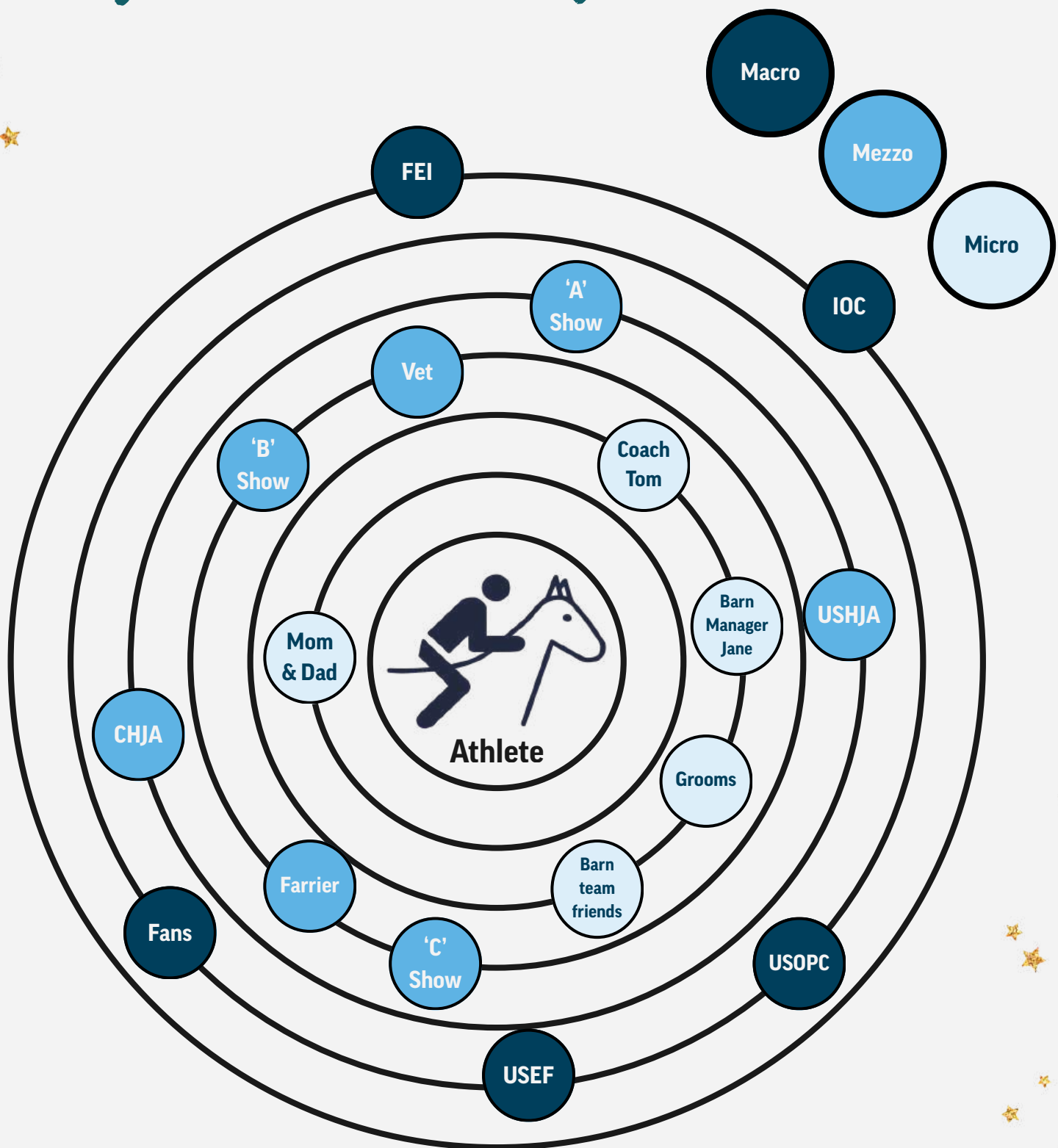
Sport Universe



Sports form a complex and interconnected web around each athlete, consisting of the athlete's entourage, sporting organizations, government, civil society, and researchers. Every person and system in this broader ecosystem has a role to play in shaping the athlete's experience.

Example:

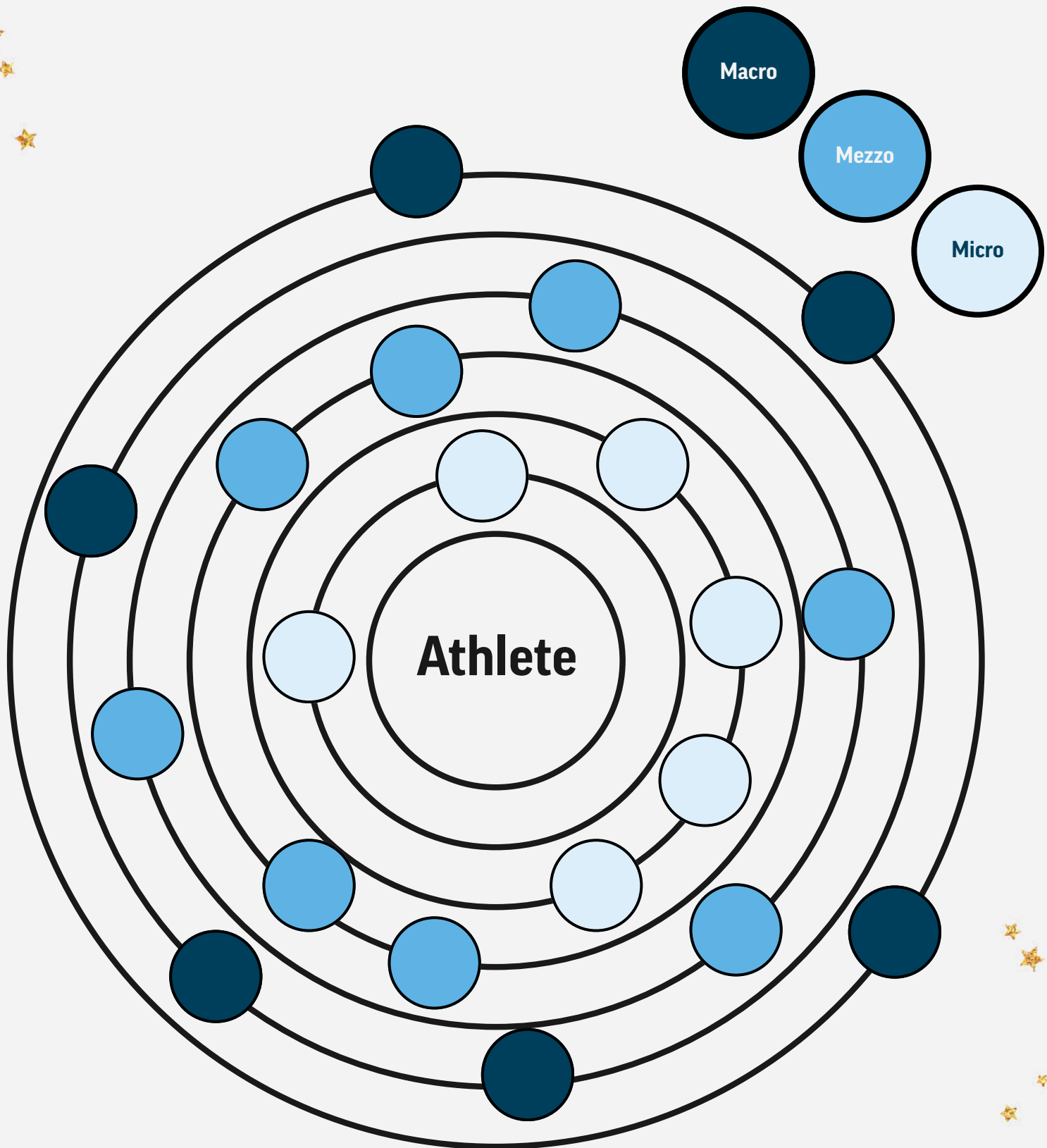
Equestrian Athlete



This equestrian athlete took note of their immediate sport ecosystem touch points (their parents, coach, barn manager, vet, farrier, grooms, and teammates), as well as state, national, and international bodies of sport, a discipline-specific organization, and various types of competitions.

Try It Yourself!

Your Athletic Universe



Fill in the bubbles noting the people and organizations in your unique sport ecosyssem to visualize those around you who have an influence on your experience.

EVERYONE PLAYS A ROLE IN MAKING SPORT SAFE AND HEALTHY

Here are some recommendations from the IOC Consensus on what you can do!

Family/Coaches/Officials/Sports Medical Staff

- Learn about and encourage trauma-informed care
- Stay centered on the athlete's well-being over profit and performance
- Educate yourself and your athlete on their rights
- Speak up on safeguarding at your organization and be an advocate for athlete safety

Sports Organizations/Clubs/Federations/ Committees/Event Organizers

- Train yourself and others on trauma-informed care
- Engage all and diverse athlete voices and listen to athlete-survivors to create safeguarding initiatives
- Follow safeguarding best practices, and develop, implement, and consistently evaluate ethical response and reporting protocols
- Collaborate with state and local government on abuse prevention and response
- Ensure that policies, personnel, practices, and procedures support the realization of human rights and well-being for all
- Take responsibility for addressing safeguarding, particularly for those most vulnerable
- Implement evidence-based and evidence-informed safeguarding strategies
- Invest in resources for safeguarding and participate in research
- Work with researchers to translate findings into practical safeguarding practices
- Work with researchers to evaluate the efficacy of existing safeguarding practices

State and Local Government/Media/ Spectators/Followers

- Follow safeguarding best practices; develop, implement, and consistently evaluate ethical response and reporting protocols
- Be ethical and responsible in reporting through the media
- Collaborate with sports organizations on abuse prevention and response
- Ensure that policies, personnel, practices, and procedures support the realization of human rights and well-being for all
- Incorporate online environments risk in safeguarding prevention and response
- Take responsibility for addressing safeguarding, particularly for those most vulnerable
- Implement evidence-based and evidence-informed safeguarding strategies
- Invest in resources for safeguarding and participate in research



EVERYONE PLAYS A ROLE IN MAKING SPORT SAFE AND HEALTHY

Here are some recommendations from the IOC Consensus on what you can do!

Researchers

- Cocreate with willing athlete-survivors on research methodologies
- Study safeguarding concerns pertaining to youth on the high-performance path
- Identify and understand intersectional discrimination pertaining to safeguarding in sport
- Advance understanding of perpetrator methodologies
- Follow safeguarding best practices, and develop, implement, and consistently evaluate ethical response and reporting protocols
- Incorporate the risks posed by online environments in safeguarding prevention and response
- Engage and listen to voices from all athletes and athlete-survivors to create safeguarding initiatives
- Include governments and organizations in research
- Work with sport organizations to translate findings into practical safeguarding practices
- Work with sport organizations to evaluate the efficacy of existing safeguarding practices
- Evaluate the effectiveness of disclosure and reporting pathways
- Balance conducting studies evaluating existing strategies and developing new strategies to know what works for whom and where
- Incorporate theory-driven research to determine causality between safeguarding interventions and safety outcomes
- Adopt safeguarding prevention and response strategies from other sectors and assess their effectiveness in the sport context



SET A GOAL

Review the key action steps above. Pick one action step to take the initiative in your sporting environment. Write down five steps you can take to meet that goal.

Identify your Role

Circle or Fill in the Blank

- Family/Coach/Official/Sports Medical Staff
- Sports Organization/Club/Federation/Committee/Event Organizer
- State and Local Government/Media/Spectator/Follower
- Researcher
- Other: _____

Pick Your Goal

From the recommendations above, choose one goal and write it in below.

Examples:

- I will advocate for safeguarding at my organization.
- I will incorporate online environments into safeguarding practices.
- I will engage athlete voices.
- I will translate research findings into tangible actions.

Action Steps

Based on your goal and your current standing and resources, list out five action steps you will take to accomplish your goal.

1. _____

2. _____

3. _____

4. _____

5. _____

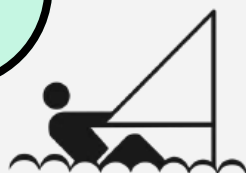
Resources and Assistance

Identify what help you will need to complete your action steps and meet your goal.

Create a Timeline

Identify your target date for when you will complete your goal.

My goal will be completed by:



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