



## WP4 Case management system for tackling Gender Based Violence (GBV) and discrimination in sports

### D4.2 Empowerment Sessions' Guidelines

Hellenic Basketball Federation  
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<b>Abstract:</b>	The Guidelines have been developed as part of the Erasmus+ Sport project, Cancel GBV in Basketball. This document provides comprehensive guidelines for trainers and coaches to deliver effective online empowerment sessions aimed at offering psychological and legal support to athletes who have experienced gender-based violence (GBV). The guidelines are designed to ensure that athletes receive the necessary mental and legal assistance to navigate their experiences, promote their well-being, and uphold their rights. Utilizing a victim-centered and intersectional approach, the guidelines are structured into three main parts: Mental Health Empowerment Sessions, Legal Empowerment Sessions, and Special Considerations for Conducting the Sessions, providing detailed activities, strategies, and best practices for effective implementation.
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## Introduction

The current document has been developed in the context of the Erasmus+ Sport project called Cancel GBV in Basketball (CGBV in Basketball). The Consortium consists of four Basketball Federations (Greece, Cyprus, Bulgaria, North Macedonia), one Vocational Education and Training Centre (Greece) and a Research Centre (Cyprus) –all located at the Southeastern part of Europe-, who have identified the following objectives to combat any form of gender-based discrimination and prejudice in the field of basketball settings:

- ✓ early detection of athletes' deviant behaviour to ensure a high level of security
- ✓ active engagement of athletes in activities for the elimination of GBV phenomena
- ✓ provision of psychological and legal support tailored to the specific needs of GBV survivors awareness' raising regarding Cancel GBV in Basketball at an EU level This Handbook for coaches, trainers and staff is the first step towards succeeding these objectives.

The primary purpose of these guidelines is to provide a structured and comprehensive framework for delivering empowerment sessions aimed at supporting athletes' mental and legal well-being within the context of combating gender-based violence (GBV) in basketball.

The aim of these guidelines is to enhance the performance of athletes to encourage safe, civil and supportive spaces for athletes all over the world focusing on mental health and legal issues that very often emerge in the domain of sport and particularly in the field of GBV and how to combat them to promote performance and welfare.

Moreover, the provisions aim at promoting knowledge of and understanding about issues of GBV amongst sports professionals. The guidelines also intend to improve the preparedness of the sports staff to spot the first signs of trouble and deviant behavior among the athletes by way of treatment and exercises.

Our victim-centered and intersectional approach allows not only to alleviate the mental and legal fears of athletes, but also to build respect, dignity and non-discrimination in the sports environment.

The guidelines are intended for a wide range of stakeholders within the basketball community, including **coaches and trainers**, who directly interact with athletes and play a pivotal role in their development and well-being; **sports personnel and staff**, including team managers, and support staff who are integral to the athletes' environment; **mental health professionals**, providing psychological support to athletes; **legal advisors**, offering legal guidance and support to athletes; and **athletes**, who are the primary beneficiaries of the empowerment sessions designed to support their mental and legal well-being.

These guidelines provide a detailed structure for the development and delivery of online empowerment sessions that cover a range of topics, including mental health empowerment, stress management, emotional regulation, resilience building, and legal rights education.

In the context of mental health, the guidelines outline a series of sessions designed to promote well-being, manage stress, regulate emotions, and build resilience and confidence among athletes. Each session includes specific activities and exercises that trainers can use to engage participants and foster a supportive environment. The guidelines also provide



information on support services and contact details for mental health professionals, ensuring that athletes have access to ongoing assistance as needed.

On the legal front, the guidelines offer a structured approach to educating athletes about their legal rights and the legal frameworks surrounding GBV. Sessions cover essential topics such as understanding GBV definitions, navigating legal systems, effective communication with legal professionals, and case management. Special considerations for conducting these sessions, such as ensuring confidentiality, addressing language barriers, and creating a safe virtual environment, are also included.



## Part 1: Mental Health Empowerment Sessions

### Overview, Goals, and Objectives

With regards to the Mental Health Empowerment Sessions, the sessions serve the purpose of equipping the athletes with sufficient skills and knowledge aimed at taking care of their mental health. The sessions are also purposefully developed focusing on some, particularly, gender-related issues such as gender-based violence and stereotypes. The program further aims to ensure that the athletes excel in their personal and career development by safeguarding their mental health and wellbeing by helping them to adopt a favorable outlook concerning the management of their mental health.

One of the reasons as to why these sessions are implemented is to create an understanding regarding what mental health is and how it affects athletic performance. Athletes regularly have lots to deal with in pursuit of being “the best” which leads them to a lot of stress and pressure and may lead them not to do well mentally and in performance. The intended goal of the program is to enable the athletes to acquire some skills, which can assist them to cope with this pressure and remain psychologically healthy at the same time.

A further focus is on teaching athletes how to use mental training specifically for staying calm under pressure and for increasing self-confidence. This is necessary for every athlete to be able to recover from a defeat or other similar problems. Adjunctive strategies to enhance confidence also come in handy as they assist athletes in having faith in themselves and thus performing well.

### Session 1: Introduction to Mental Health Empowerment

#### Objectives of the session

The objectives of this session are to:

- Raise awareness about the importance of mental health for athletes.
- Introduce the victim-centered and intersectional approaches to mental health support.
- Foster an understanding of how mental well-being impacts athletic performance.

**Estimated Duration:** 2 hours

#### Suggestive Exercises

##### Exercise 1.1

Title	
Icebreaker Activity: "Two Truths and a Lie"	
Objectives	Foster a relaxed atmosphere and build rapport among participants.
Step-by-step explanation	<ol style="list-style-type: none"> <li>1. Ask each participant to write down two true statements and one false statement about themselves.</li> <li>2. Participants take turns sharing their statements with the group.</li> </ol>

	3. The group tries to guess which statement is false.
<b>Resources</b>	N/A
<b>Special considerations</b>	<ul style="list-style-type: none"> <li>Ensure the activity remains light and inclusive.</li> </ul>

## Exercise 1.2

Title	
<b>Group Discussion on Mental Health</b>	
<b>Objectives</b>	Raise awareness and share personal insights.
<b>Step-by-step explanation</b>	<ol style="list-style-type: none"> <li>Facilitate an open discussion about what mental health means to the participants.</li> <li>Discuss the importance of mental health in sports.</li> <li>Encourage participants to share personal experiences and challenges related to mental health.</li> </ol>
<b>Resources</b>	<p>Online: Miro, Jamboard, Microsoft Whiteboard or relevant tools.</p> <p>Onsite: Flip chart or whiteboard, markers.</p>
<b>Special considerations</b>	<ul style="list-style-type: none"> <li>Create a safe space for open sharing, emphasize confidentiality and make it clear that the discussion is a safe space for everyone.</li> <li>Be sensitive to the diverse backgrounds and experiences of participants and encourage respect for all viewpoints and personal stories.</li> <li>Actively encourage everyone to participate and share their thoughts, while also being sensitive to those who may prefer to listen.</li> </ul>
<b>Discussion prompts</b>	<p><i>What does mental health mean to you personally? Try to define it in your own words</i></p> <p><i>How do you think mental health impacts your overall daily life?</i></p> <p><i>Why do you think mental health is important especially for athletes? How can it influence your performance?</i></p> <p><i>Can you share any examples of how mental health has affected your own or others' performance in sports?</i></p>

	<p><i>Have you ever faced challenges related to mental health while pursuing your athletic goals? How did it affect you?</i></p> <p><i>Are there any specific tips that you have found helpful in managing stress in sports?</i></p> <p><i>What kinds of support are important for athletes dealing with mental health issues? How can coaches, teammates, or sports organizations help?</i></p> <p><i>What can we do as a team to create a more supportive environment?</i></p> <p><i>What do you think are some common stigmas about mental health in sports? How can we change these views of people?</i></p> <p><i>Can you share any resources or tools that have helped you, such as apps, books, or practices?</i></p>
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### Exercise 1.3

Title	Presentation on Victim-Centered and Intersectional Approaches
<b>Objectives</b>	Educate participants on important support approaches.
<b>Step-by-step explanation</b>	<ol style="list-style-type: none"> <li>1. Prepare a slide presentation or video on victim-centered and intersectional approaches.</li> <li>2. Explain these approaches and their relevance to mental health support in sports.</li> <li>3. Discuss how these approaches can be applied in supporting athletes.</li> </ol>
<b>Resources</b>	<p>Online: You can share your screen on any teleconferencing platform</p> <p>Onsite: Projector, computer, presentation slides.</p>
<b>Special considerations</b>	<ul style="list-style-type: none"> <li>• Ensure the presentation is accessible and engaging, use real-life examples.</li> <li>• Be sensitive to the diverse backgrounds and experiences of participants.</li> <li>• Encourage active participation and respect different viewpoints.</li> </ul>



<b>More information</b>	<p>Victim-Centered and Intersectional Approaches in the Response to Hate Crimes: A handbook of good practices <a href="#">Available here</a></p> <p>The crucial role of intersectional and victim-centred approaches to confronting bias-motivated violence <a href="#">Available here</a></p> <p>Adopting a victim-centred approach <a href="#">Available here</a></p> <p>IASC Definition &amp; Principles of a Victim/Survivor Centered Approach <a href="#">Available here</a></p>
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## Session 2: Understanding and Managing Stress

### Objectives of the Session

The objectives of this session are to:

- Identify common sources of stress for athletes.
- Teach effective stress management techniques.
- Introduce relaxation exercises to promote mental well-being.

**Estimated Duration:** 2 hours

### Suggestive Exercises

#### Exercise 1.4

Title	Stress Mapping
<b>Objectives</b>	Help participants identify and understand their stress sources.
<b>Step-by-step explanation</b>	<ol style="list-style-type: none"> <li>1. Ask participants to create a mind map of their personal sources of stress.</li> <li>2. Provide examples to help them identify different stressors.</li> <li>3. Facilitate a group discussion to share and discuss common stressors.</li> </ol>
<b>Resources</b>	<p>Online: Miro, Jamboard, Microsoft Whiteboard or relevant tools.</p> <p>Onsite: Paper, pens, markers.</p>
<b>Special considerations</b>	<ul style="list-style-type: none"> <li>• Be aware of participants' comfort levels.</li> </ul>

	<ul style="list-style-type: none"> <li>• Emphasize that sharing is voluntary and that everyone's privacy will be respected.</li> <li>• Encourage participants to share openly while being supportive of those who may prefer to listen rather than speak.</li> <li>• Suggest that participants regularly revisit and update their stress maps and management strategies and regularly practice these exercises</li> </ul>
<p><b>More information</b></p>	<p>Wikipedia Mind Map <a href="#">Available here</a></p> <p>What is a mind map? Tips, examples, and templates <a href="#">Available here</a></p> <p>What is a Mind Map? <a href="#">Available here</a></p> <p>Miro Mind Map Templates <a href="#">Available here</a></p> <p>Canva Mind Map Templates <a href="#">Available here</a>, <a href="#">And here</a></p> <p style="text-align: center;"><b>Discussion prompts for stress mapping</b></p> <p><i>What are some common stressors you identified in your mind map? How do these stressors affect your daily life?</i></p> <p><i>Is there any surprising stressor in your mind map? A stressor you did not expect to have, but you identified while preparing this map.</i></p> <p><i>Can you share examples of how some of these stressors they have affected your training or performance?</i></p> <p><i>Have you noticed patterns in your stressors? For instance, are there particular times of year or situations that consistently increase your stress levels?</i></p> <p><i>What strategies or techniques have you found effective in managing or reducing your stress? Would you like to share some tips with your team?</i></p> <p><i>What kind of support do you feel is necessary from coaches, teammates, or other support networks, such as family and firends?</i></p> <p><i>Are there any resources (such as apps, books, or support groups) that you find helpful in addressing stress?</i></p> <p><i>What common stressors have you noticed among the group? How might these shared stressors impact the team?</i></p>

	<p><i>Based on your mind map and our discussion, what new strategies or changes might you consider to better manage your stress?</i></p> <p><i>What insights or new perspectives have you gained from discussing your stressors with others?</i></p> <p><i>How can sharing and discussing stressors with others be helpful in finding solutions or feeling supported?</i></p>
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### Exercise 1.5

<b>Title</b>	<b>Brainstorming Stress Management Techniques</b>
<b>Objectives</b>	Explore various stress management techniques.
<b>Step-by-step explanation</b>	<ol style="list-style-type: none"> <li>1. Divide participants into small groups. In online settings a wide variety of platforms allows for break out rooms, including Zoom, Google Meet and Teams. <a href="#">More information here.</a></li> <li>2. Ask each group to brainstorm and list different stress management techniques.</li> <li>3. Compile a comprehensive list and discuss the effectiveness of each technique.</li> </ol>
<b>Resources</b>	<p>Online: Miro, Jamboard, Microsoft Whiteboard or relevant tools.</p> <p>Onsite: Flip chart or whiteboard, markers.</p>
<b>Special considerations</b>	<ul style="list-style-type: none"> <li>• Encourage participants to think creatively and be open to exploring new stress management techniques.</li> <li>• Encourage participants to practice stress management techniques regularly.</li> </ul>
<b>More information</b>	<p>How to manage and reduce stress <a href="#">Available here</a></p> <p>10 tips to manage stress <a href="#">Available here</a></p> <p>18 effective stress release strategies <a href="#">Available here</a></p> <p>Stress management: Techniques and strategies to manage stress <a href="#">Available here</a></p> <p style="text-align: center;"><b>Prompt Questions for Brainstorming Stress Management Techniques</b></p>

	<p><i>What are some stress management techniques you are already familiar with? Can you describe how each one works?</i></p> <p><i>Can you think of any less common stress management techniques that might be effective?</i></p> <p><i>Have you tried any stress management techniques that worked particularly well for you? Can you describe them?</i></p> <p><i>Are there techniques you've tried that didn't work as well as you hoped? Why do you think that was?</i></p> <p><i>Can you think of any innovative ways to combine different strategies we have talked about today?</i></p> <p><i>How easy or challenging is it to implement each technique in a daily routine? Is it possible to practice these strategies every day?</i></p> <p><i>Which techniques did your group find to be the most appealing or useful? Why did you choose these techniques?</i></p> <p><i>What insights or new perspectives did you gain from discussing stress management techniques with others?</i></p>
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### Exercise 1.6

Title	
<b>Guided Meditation Session</b>	
<b>Objectives</b>	Teach relaxation and mindfulness techniques.
<b>Step-by-step explanation</b>	<ol style="list-style-type: none"> <li>1. Conduct a 10-15 minute guided meditation session.</li> <li>2. Use a calm voice and soothing music to guide participants through the meditation or alternatively use a recording from one of the resources provided below.</li> <li>3. Provide tips for ongoing practice and recommend apps or resources from the list we provide below.</li> </ol>
<b>Resources</b>	Calm music, meditation script.
<b>Special considerations</b>	<ul style="list-style-type: none"> <li>• Ensure a quiet and comfortable environment for meditation. If you are conducting this session online, make sure that you are in a quiet room and inform people in your proximity to keep quiet.</li> <li>• Create a calm and supportive environment for relaxation exercises. If you are conducting this session face to face, dim</li> </ul>

	<p>the lights or use soft lighting to create a more relaxing atmosphere. If you are conducting the session online, ask participants to set up a relaxing and isolated atmosphere in their rooms.</p> <ul style="list-style-type: none"> <li>• Encourage participants to turn off their phones or any other devices that might cause distractions.</li> </ul>
<p><b>More information</b></p>	<p><b>Resources on how to meditate and practice mindfulness</b></p> <p>How to meditate <a href="#">Available here</a>, <a href="#">And here</a></p> <p>How to meditate for beginners <a href="#">Available here</a></p> <p>What is mindfulness <a href="#">Available here</a></p> <p>What is Mindfulness? A Simple Practice for Greater Well-being <a href="#">Available here</a></p> <p>Getting Started with Mindfulness <a href="#">Available here</a></p> <p><b>Guided meditation resources</b></p> <p>Headspace <a href="#">Available here</a></p> <p>Balance App <a href="#">Available here</a></p> <p>Calm <a href="#">Available here</a></p> <p>10% Happier <a href="#">Available here</a></p> <p>Yoga with Adrienne <a href="#">Available here</a></p> <p>The mindfulness app <a href="#">Available here</a></p>
<p><b>Meditation script</b></p>	<p><b>Ensure that the script is aligned with the group you are working with. Feel free to adjust and make improvements to the script below. This script should act as the basis for this session.</b></p> <p><i>"Welcome everyone. Today, we will be engaging in a guided meditation session designed to help you relax and practice mindfulness. Find a comfortable position, whether you are sitting or lying down. Close your eyes and take a deep breath in... and out... Let's begin..."</i></p> <p><i>Take a moment to settle into your position. Feel the surface beneath you, supporting your body. Begin by taking a deep breath in through your nose, hold it for a moment, and then slowly exhale through your</i></p>

*mouth. Do this a few more times, breathing in deeply... and exhaling slowly... allowing any tension to leave your body with each breath.*

*Now, bring your attention to your feet. Notice any sensations you may feel there. If you find any tension, take a deep breath in, and as you exhale, imagine the tension melting away. Move your focus up to your legs... your knees... your thighs... Slowly working your way up, notice how your body feels. If you come across any areas of tightness, use your breath to help release it.*

*Continue moving your attention up through your hips, your lower back, your stomach... Take a deep breath in, and as you exhale, feel your body becoming more relaxed and at ease. Move up to your chest, feeling your breath as it fills your lungs... and then release it, letting go of any stress or tension.*

*Bring your focus to your shoulders, your arms, your hands, and your fingers. Notice if you're holding any tension here. With each breath out, let your shoulders drop, your arms relax, and your hands become loose.*

*Now, bring your attention to your neck and your head. Notice any tightness in your jaw, around your eyes, or in your forehead. As you breathe out, let these areas soften and relax.*

*Imagine yourself in a peaceful place. It could be a beach, a forest, a mountain top, or anywhere that makes you feel calm and happy. Picture this place in your mind's eye and notice all the details. The colors, the sounds, the smells... Feel the serenity of this place enveloping you, providing you with a sense of peace and comfort.*

*Take a few moments to enjoy this place. With each breath you take, feel yourself becoming more and more relaxed, more at peace. Imagine that with each inhale, you are breathing in calmness and tranquility, and with each exhale, you are releasing any remaining stress or tension.*

*If any intrusive thoughts arise, recognize and let go of them. Breath in...I acknowledge the presence of my thoughts, breath out...I let go of the thoughts and return in my peaceful place.*

*Slowly, begin to bring your awareness back to your physical surroundings. Notice the surface beneath you again. Wiggle your fingers and toes, gently bring movement back into your body. When you're ready, take one final deep breath in... and slowly exhale.*

*When you feel ready, gently open your eyes and return to the room. Take a moment to notice how you feel now compared to when we began. Remember that you can return to this place of peace and relaxation whenever you need to. Thank you for joining this guided meditation session.*

*I encourage you to incorporate this practice into your daily routine. Even a few minutes of mindfulness and relaxation each day can have a significant positive impact on your mental well-being.”*

## Session 3: Coping Mechanisms and Emotional Regulation

### Objectives of the Session

The objectives of this session are to:

- Teach techniques for emotional regulation.
- Provide coping strategies for intrusive thoughts and intense emotions.
- Promote a deeper understanding of emotional responses.

**Estimated Duration:** 2 hours

### Suggestive Exercises

#### Exercise 1.7

Title		Emotion Wheel Exercise
<b>Objectives</b>	Increase awareness of different emotions and their triggers.	
<b>Step-by-step explanation</b>	<ol style="list-style-type: none"> <li>1. Provide participants with an emotion wheel. You can find one below.</li> <li>2. Ask them to identify and discuss recent emotions they have experienced.</li> <li>3. Facilitate a group discussion about different emotions and their triggers.</li> </ol>	
<b>Resources</b>	Emotion wheel handouts.	
<b>Special considerations</b>	<ul style="list-style-type: none"> <li>• In order to ensure participants feel safe sharing their emotions, you need to emphasize the importance of creating a safe and supportive environment, where everyone feels respected.</li> <li>• Be attentive to participants' emotional experiences and provide support as needed, by acknowledging and validating their feelings, throughout the process.</li> <li>• Foster an inclusive atmosphere where everyone feels encouraged to participate and share their experiences. If</li> </ul>	

	<p>someone does not want to share, but prefer to listen, give them space.</p>
<b>More information</b>	<p>The Emotion Wheel: What It Is and How to Use It <a href="#">Available here</a></p> <p>The Feelings Wheel: unlock the power of your emotions <a href="#">Available here</a></p>
<b>Discussion prompts</b>	<p><i>Looking at the emotion wheel, which emotions have you recently experienced? Can you share any specific ones and describe how you felt?</i></p> <p><i>Can you provide examples of recent experiences that led to these feelings?</i></p> <p><i>How have the emotions you've experienced recently impacted your behavior or interactions with others? Did they influenced your decisions or actions?</i></p> <p><i>What strategies or techniques do you use to manage or cope with the emotions you've identified? Are there any specific tips you would like to share with your team?</i></p> <p><i>Can you share a recent experience where you successfully managed a difficult emotion? Tell us how you felt, what you did to address it and how it felt in the end.</i></p> <p><i>How does talking about your emotions with others impact your understanding of them? Do you find it helpful to share your feelings?</i></p> <p><i>Reflecting on your use of the emotion wheel, what have you learned about your emotional responses and triggers? Has this exercise changed your perspective?</i></p>

### Exercise 1.8

<b>Title</b>	<b>Coping Strategy Brainstorm</b>
<b>Objectives</b>	Develop a toolkit of coping strategies.
<b>Step-by-step explanation</b>	<ol style="list-style-type: none"> <li>1. Divide participants into small groups. In online settings a wide variety of platforms allows for break out rooms, including Zoom, Google Meet and Teams. <a href="#">More information here.</a></li> <li>2. Ask each group to brainstorm coping strategies for various emotional challenges.</li> <li>3. Compile a list and discuss the effectiveness of each strategy.</li> </ol>



<b>Resources</b>	<p>Online: Miro, Jamboard, Microsoft Whiteboard or relevant tools.</p> <p>Onsite: Flip chart or whiteboard, markers.</p>
<b>Special considerations</b>	<ul style="list-style-type: none"> <li>• Encourage openness and creativity in brainstorming.</li> <li>• Be sensitive to participants' emotional experiences.</li> <li>• Create a safe space for discussing and practicing emotional regulation.</li> </ul>

### Exercise 1.9

Title	
<b>Role-Playing Emotional Regulation Scenarios</b>	
<b>Objectives</b>	Practice emotional regulation techniques in simulated situations.
<b>Step-by-step explanation</b>	<ol style="list-style-type: none"> <li>1. Create scenarios that trigger intense emotions.</li> <li>2. Have participants role-play these scenarios and practice emotional regulation techniques. In online settings a wide variety of platforms allows for break out rooms, where you can divide participants into smaller groups, including Zoom, Google Meet and Teams. <a href="#">More information here.</a></li> <li>3. Discuss the role-plays and provide feedback.</li> </ol>
<b>Resources</b>	Scenario scripts.
<b>Special considerations</b>	<ul style="list-style-type: none"> <li>• Ensure the scenarios are realistic and relevant.</li> <li>• Provide constructive feedback focusing on the use of emotional regulation techniques and the effectiveness of the support provided.</li> <li>• Create a safe and supportive environment where participants feel comfortable expressing and managing their emotions.</li> </ul>
<b>Scenario scripts</b>	<p style="text-align: center;"><b>Scenario 1: Dealing with Performance Anxiety</b></p> <p><b>Description:</b> Two athletes are preparing for an important game. Anna is experiencing high levels of anxiety about their performance, fearing they will let the team down. The other athlete Julia tries to offer support and help their teammate manage their anxiety.</p> <p><b>Roles:</b> The anxious athlete, Anna; The supportive teammate, Julia.</p>

**Optional:** Two more participants in the role of observers, watch and provide feedback on the emotional regulation and supportive techniques discussed.

**Skills involved:** Effective communication; Empathy; Active listening.

### Scenario 2: Handling Criticism from a Coach

**Description:** An Maria receives harsh criticism from their coach Jenny during a practice session. Another teammate Alex witnesses this interaction and intervenes to help them process and regulate their emotions.

**Roles:** The athlete receiving criticism, Maria; The critical coach, Jenny; The supportive teammate, Alex.

**Optional:** Two more participants in the role of observers, watch and provide feedback on the emotional regulation and supportive techniques discussed.

**Skills involved:** Accepting constructive criticism without becoming overly emotional; Reframing and seeking clarification; Empathy; Offering constructive feedback.

### Scenario 3: Conflict with a Teammate

**Description:** Two athletes, George and Jan, have a disagreement during a game that escalates into a heated argument. The coach Kate intervenes to help them resolve the conflict and practice emotional regulation.

**Roles:** One of the athletes in the argument, George; The other athlete in the argument, Jan; The mediator and coach, Kate.

**Optional:** Two more participants in the role of observers, watch and provide feedback on the emotional regulation and conflict resolution techniques discussed.

**Skills involved:** Calming techniques; Effective communication; Active listening; Conflict resolution.

### Scenario 4: Experiencing a Setback

**Description:** An athlete, Josh, experiences a significant setback, such as an injury or losing an important match. Their partner, Adrian helps them cope with their disappointment and frustration.

**Roles:** The athlete experiencing the setback, Josh; The supportive partner, Adrian.

	<p><b>Optional:</b> Two more participants in the role of observers, watch and provide feedback on the emotional regulation and supportive techniques discussed.</p> <p><b>Skills involved:</b> Acceptance and positive reframing of the setback; Emotional support; Teamwork; Encouragement.</p> <p style="text-align: center;"><b>Scenario 5: Facing Peer Pressure</b></p> <p><b>Description:</b> An athlete, Diane, feels pressured by their peers, Patrick and Shane, to participate in an activity they are uncomfortable with. Another teammate, Sophie supports Diane in standing up to the pressure.</p> <p><b>Roles:</b> The athlete facing peer pressure, Diane; Two peers applying pressure, Patrick and Shane; The supportive teammate, Sophie</p> <p><b>Optional:</b> Two more participants in the role of observers, watch and provide feedback on the emotional regulation and supportive techniques discussed.</p> <p><b>Skills involved:</b> Assertiveness; Self-regulation; Effective communication; Crisis resolution.</p>
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## Session 4: Building Resilience and Confidence

### Objectives of the Session

The objectives of this session are to:

- Teach resilience-building activities.
- Enhance athletes' confidence through practical techniques.
- Foster a supportive environment for personal growth.

**Estimated Duration:** 2 hours

### Suggestive Exercises

#### Exercise 1.10

Title	Resilience Storytelling
<b>Objectives</b>	Share and learn from personal resilience experiences.
<b>Step-by-step explanation</b>	1. Ask participants to share a story of overcoming a challenge.

	<ol style="list-style-type: none"> <li>Facilitate a discussion about the skills and attitudes that helped them overcome these challenges and build resilience.</li> <li>Identify common themes and strategies.</li> </ol>
<b>Resources</b>	N/A
<b>Special considerations</b>	<ul style="list-style-type: none"> <li>Ensure participants feel comfortable sharing personal stories.</li> <li>Foster a supportive and encouraging environment.</li> </ul>
<b>Discussion prompts</b>	<p><i>Can you describe the challenge you faced? What made it particularly difficult and/or important for you?</i></p> <p><i>What were your initial feelings or reactions when you first encountered this challenge?</i></p> <p><i>What strategies or actions did you take to overcome the challenge?</i></p> <p><i>Did you receive support from others while dealing with this challenge?</i></p> <p><i>How important was it to have a support network, and how did you engage with those around you during this period?</i></p> <p><i>What did you learn about yourself through this experience? How has it shaped your approach to future challenges?</i></p> <p><i>Looking back, would you have done anything differently? If so, what and why?</i></p> <p><i>What common themes or strategies do we see emerging from the stories shared today? Can we apply these to future challenges we might face?</i></p> <p><i>Are there any new strategies or ideas you've learned from hearing others' stories that you might apply in your own life?</i></p> <p><i>How did sharing or listening to these stories make you feel? Did you find it empowering or difficult?</i></p> <p><i>What emotions came up for you during the storytelling and discussion? How might you manage these emotions? You can use the emotion wheel from the previous exercise to better identify your emotions.</i></p> <p><i>How can we, as a group, support each other in building and maintaining resilience?</i></p>

## Exercise 1.11

Title		Positive Affirmations
Objectives	Boost self-confidence through positive self-talk.	
Step-by-step explanation	<ol style="list-style-type: none"> <li>1. Ask participants to create positive affirmations related to their abilities and self-worth.</li> <li>2. Practice repeating the affirmations aloud and encourage but don't pressure participants to share their affirmations with the team.</li> <li>3. Discuss the impact of positive self-talk on confidence.</li> </ol>	
Resources	Paper, pens.	
Special considerations	<ul style="list-style-type: none"> <li>• Encourage participants to use affirmations regularly.</li> </ul>	
Tips for creating affirmations	<ul style="list-style-type: none"> <li>• Phrase your affirmation as an "I statement".</li> <li>• Design an affirmation that represents a positive outcome and avoid using the word "not".</li> <li>• Be as precise and concise as possible.</li> <li>• Use the present tense to write your affirmations.</li> <li>• Make them your own. Everyone has their own goals and needs. You don't need to follow others.</li> </ul> <p style="text-align: center;"><b>Examples of affirmations</b></p> <p><i>I am a caring, supportive teammate to my peers.</i></p> <p><i>I am more than capable of becoming X by Christmas.</i></p> <p><i>I trust in my ability to complete this task.</i></p> <p style="text-align: center;"><b>More information on affirmations</b></p> <p>Using affirmations, <a href="#">Available here</a></p> <p>How to effectively write affirmations and practice them, <a href="#">Available here</a></p>	

## Exercise 1.12

Title		Goal Setting Workshop
Objectives	Set and achieve personal goals to build confidence.	

<b>Step-by-step explanation</b>	<ol style="list-style-type: none"> <li>1. Facilitate a goal-setting exercise using the SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound).</li> <li>2. Ask participants to create action plans for their goals.</li> <li>3. Pair participants to share their goals and plans for accountability. In online settings a wide variety of platforms allows for break out rooms, where you can divide participants into smaller groups, including Zoom, Google Meet and Teams. <a href="#">More information here.</a></li> </ol>
<b>Resources</b>	<p>Online: Miro, Jamboard, Microsoft Whiteboard or relevant tools.</p> <p>Onsite: Paper, pens, SMART criteria handouts.</p>
<b>Special considerations</b>	<ul style="list-style-type: none"> <li>• Ensure goals are realistic and achievable.</li> <li>• Provide guidance on creating realistic and achievable goals.</li> </ul>
<b>More information</b>	<p>Smart Goals, <a href="#">Available here</a></p> <p>The ultimate guide to S.M.A.R.T. goals, <a href="#">Available here</a></p> <p>SMART Goals: A how to guide, <a href="#">Available here</a></p>

## List of Support Services

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<b>Greece</b>	SOS Support line 15900 , <a href="#">Available here</a>  SOS Support line for children 1056, <a href="#">Available here</a>  FAQs on GBV, <a href="#">Available here</a>
<b>Cyprus</b>	SOS line 1440, <a href="#">Available here</a>  Support line for sexual health 1455, <a href="#">Available here</a>
<b>Bulgaria</b>	SOS Families at risk foundation (Varna), tel. 052 609 677  PULSE Foundation 24-hour telephone line for victims of violence 076/60 10 10 and 076/60 33 60, <a href="#">Available here</a>
<b>North Macedonia</b>	Crisis Center HOPE SOS line 02 / 15-315 tel: ++ 389 2 3173-424, <a href="#">Available here</a>  Women's national helpline 15315, <a href="#">Available here</a>  No More Global Directory, <a href="#">Available here</a>
<b>EU Level</b>	Call 112, the European emergency number you can dial free of charge from fixed and mobile phones everywhere in the EU  <a href="#">Available here</a>

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## Part 2: Legal Empowerment Sessions

### Overview, Goals, and Objectives

The Legal Empowerment Sessions will help prepare athletes for with legal knowledge and specifically about the laws dealing with gender-based violence (GBV). Those sessions are aimed at helping athletes understand their legal rights and how they practice them, in case needed. The program aims at equipping them not only with knowledge but also practical assistance and the attitude to protect themselves and others.

During these sessions we will focus on particular laws such as privacy, respect, or discrimination. These are important, as they enable the athletes to stand up against violence and seek justice without the fear of victimization. The sessions also seek to reduce the complexity of law and legal documents so as not to scare most of the athletes.

Another crucial aim is to teach them how to communicate effectively with legal experts. This entails grasping legal definitions and procedures, and also, how to present and explain their experiences and requirements. Athletes will be more empowered to fight for their rights and navigate through legal systems.

### Session 1: Introduction to Legal Rights and Support

#### Objectives of the Session

The objectives of this session are to:

- Provide an overview of athletes' legal rights.
- Introduce the principles of legal support, including confidentiality, dignity, and non-discrimination.
- Build a foundational understanding of legal protections available to athletes.

**Estimated Duration:** 1.5 hours

#### Suggestive Exercises

##### Exercise 2.1

Title	
Legal Rights Brainstorming	
Objectives	Raise awareness and knowledge of legal rights.
Step-by-step explanation	<ol style="list-style-type: none"> <li>1. Facilitate a group brainstorming session where participants list what they know about their legal rights.</li> <li>2. Discuss each point and provide correct and comprehensive information on their rights.</li> <li>3. Create a comprehensive list of legal rights relevant to athletes.</li> </ol>



<b>Resources</b>	Online: Miro, Jamboard, Microsoft Whiteboard or other relevant tools Onsite: Flip chart or whiteboard, markers.
<b>Special considerations</b>	<ul style="list-style-type: none"> <li>• Ensure the information shared is accurate and up-to-date.</li> <li>• Ensure information on legal rights is accurate and relevant to the participants' context.</li> </ul>
<b>More information</b>	<p>EU Charter of Fundamental Rights, Non-discrimination, <a href="#">Available here</a></p> <p>What consent looks like, <a href="#">Available here</a></p> <p>Information on confidentiality, <a href="#">Available here</a></p>

## Exercise 2.2

Title	
<b>Confidentiality Role-Play</b>	
<b>Objectives</b>	Learn about maintaining confidentiality in legal contexts.
<b>Step-by-step explanation</b>	<ol style="list-style-type: none"> <li>1. Create scenarios where athletes need to support a teammate who discloses sensitive information to a legal professional.</li> <li>2. Have participants role-play these scenarios, emphasizing the importance of confidentiality.</li> <li>3. Discuss the role-play outcomes and reinforce the principle of confidentiality.</li> </ol>
<b>Resources</b>	Scenario scripts.
<b>Special considerations</b>	<ul style="list-style-type: none"> <li>• Ensure scenarios are realistic and respectful.</li> <li>• Create a safe and respectful environment for role-playing and discussions.</li> <li>• Provide constructive feedback focusing on the importance of maintaining confidentiality and the effectiveness of the reassurances provided.</li> </ul>
<b>Scenario scripts</b>	<p style="text-align: center;"><b>Scenario 1: Disclosing Personal Information After an Incident</b></p> <p><b>Description:</b> An athlete, Anna, has experienced an incident of GBV and is meeting with a legal advisor Ms. Johnson to discuss their case.</p>

The athlete is anxious about sharing personal information and they ask you to help them understand how confidentiality works.

**Roles:** The athlete disclosing sensitive information, Anna; The supportive teammate, Brandon.

**Optional:** Two participants act as observers and offer feedback on the interaction.

**Skills involved:** Sharing sensitive information; Communicating with legal professionals; Storytelling.

### **Scenario 2: Discussing the Legal Implications of Disclosure**

**Description:** Two athletes, Claire and Don are worried about the legal implications of disclosing GBV details to a legal advisor Mr. Crow. The advisor must explain how confidentiality works and what legal protections are in place. Together you will search what is the status in your country on confidentiality.

**Roles:** Two athletes worried about legal implications, Claire and Don; The legal professional explaining confidentiality, Mr. Crow

**Optional:** Two participants act as observers and offer feedback on the interaction. Observers are providing research support for the script, helping participants search and learn about confidentiality issues during the session.

**Skills involved:** Understanding of legal protections; Web search; Confidentiality.

### **Scenario 3: Confidentiality in Group Settings**

**Description:** An athlete, Cole, is part of a group session where sensitive experiences of GBV are shared. The facilitator, Steve, must ensure all participants understand and commit to confidentiality. Participants need to search the rules of confidentiality in group settings.

**Roles:** The athlete sharing in a group setting, Cole; The group session leader ensuring confidentiality, Steve; Two athletes as part of the group, Peter and Mario.

**Optional:** Two participants act as observers and offer feedback on the interaction.

**Skills involved:** Sharing in a group setting; Commitment to a group setting; Understanding of legal protections and confidentiality.

### Exercise 2.3

Title	
Legal Support Principles Bingo	
<b>Objectives</b>	Educate participants on the foundational principles of legal support.
<b>Step-by-step explanation</b>	<ol style="list-style-type: none"> <li>1. Create bingo cards with terms and concepts related to the principles of legal support (confidentiality, dignity, non-discrimination, etc.). Each card should be unique. You can find a list of definitions below.</li> <li>2. Begin with a brief overview of the principles of legal support and share bingo cards and markers to each participant. For online sessions, you can use tools provided below.</li> <li>3. Call out definitions or scenarios one by one. Participants will mark the corresponding term on their bingo card. Encourage participants to ask questions and discuss each term as it comes up to ensure understanding.</li> <li>4. The first participant to get five terms in a row (horizontally, vertically, or diagonally) shouts "Bingo!" and wins.</li> </ol>
<b>Resources</b>	<p>Online: Bingo cards with terms related to legal support principles on a Google doc, Miro, Jamboard or other relevant platforms, examples provided below; A list of definitions or scenarios for calling out during the game.</p> <p>Onsite: Bingo cards with terms related to legal support principles; Markers or pens; A list of definitions or scenarios for calling out during the game; Projector and computer for displaying the terms and definitions</p>
<b>Special considerations</b>	<ul style="list-style-type: none"> <li>• Make the presentation engaging and interactive.</li> <li>• Be prepared to address sensitive questions and concerns.</li> </ul>
<b>Discussion prompts</b>	<p><b>After Each Term</b></p> <p><i>Can someone explain why this term is important in the context of legal support?</i></p> <p><i>How does this principle protect the rights and dignity of individuals seeking legal help?</i></p> <p><b>Post-Game Reflection</b></p> <p><i>Which principle did you find most challenging to understand, and why?</i></p>

	<p><i>How can we apply these principles in our everyday interactions with athletes and other individuals in need of legal support?</i></p>
<p><b>Bingo definitions</b></p>	<ol style="list-style-type: none"> <li>1. <b>Confidentiality:</b> Ensuring that all information shared by the client is kept private and not disclosed without their consent.</li> <li>2. <b>Dignity:</b> Treating all individuals with respect and recognizing their inherent worth.</li> <li>3. <b>Non-discrimination:</b> Providing equal treatment and opportunities to all individuals regardless of race, gender, age, or other characteristics.</li> <li>4. <b>Safety:</b> Ensuring a safe environment for clients to share information and receive support.</li> <li>5. <b>Self-determination:</b> Supporting clients in making their own choices and decisions.</li> <li>6. <b>Legal Rights:</b> Informing clients about their rights under the law.</li> <li>7. <b>Privacy:</b> Respecting clients' personal space and information.</li> <li>8. <b>Informed Consent:</b> Ensuring clients fully understand and agree to the services or actions being proposed.</li> <li>9. <b>Advocacy:</b> Acting on behalf of the client to support their interests and needs.</li> <li>10. <b>Fair Treatment:</b> Ensuring all clients are treated justly and without bias.</li> <li>11. <b>Support Systems:</b> Recognizing and utilizing the networks of support available to the client.</li> <li>12. <b>Empowerment:</b> Helping clients gain control over their own lives and decisions.</li> <li>13. <b>Ethical Practice:</b> Adhering to moral principles and professional standards in all actions.</li> <li>14. <b>Cultural Sensitivity:</b> Being aware of and respectful towards different cultural backgrounds and practices.</li> <li>15. <b>Access to Justice:</b> Ensuring clients have the ability to seek and obtain a remedy through the legal system.</li> <li>16. <b>Accountability:</b> Being responsible for one's actions and decisions.</li> <li>17. <b>Transparency:</b> Acting in an open and clear manner so that clients understand the processes and decisions.</li> <li>18. <b>Impartiality:</b> Remaining unbiased and objective in providing support and making decisions.</li> <li>19. <b>Due Process:</b> Ensuring all legal rights are respected and followed in legal proceedings.</li> <li>20. <b>Victim-centered Approach:</b> Focusing on the needs and well-being of the victim in all actions and decisions.</li> <li>21. <b>Intersectional Approach:</b> Considering multiple overlapping identities and experiences that affect the client's situation.</li> <li>22. <b>Case Management:</b> Coordinating various services and supports to address the client's needs.</li> <li>23. <b>Client Autonomy:</b> Respecting and supporting the client's ability to make independent decisions.</li> <li>24. <b>Trust Building:</b> Establishing and maintaining trust between the client and the support provider.</li> </ol>

	<b>25. Respect:</b> Valuing and honoring the inherent worth and dignity of every individual.
<b>More information</b>	Free bingo card generator Canva, <a href="#">Available here</a>  Bingo card generator, <a href="#">Available here</a>

## Session 2: Understanding GBV and Legal Frameworks

### Objectives of the Session

The objectives of this session are to:

- Define gender-based violence (GBV) and its different forms.
- Provide an overview of relevant laws and legal frameworks in the EU and partner countries.
- Identify and discuss legal challenges faced by GBV survivors.

**Estimated Duration:** 2 hours

### Suggestive Exercises

#### Exercise 2.4

Title		GBV Definition and Discussion
<b>Objectives</b>	Enhance understanding of GBV and its impact.	
<b>Step-by-step explanation</b>	<ol style="list-style-type: none"> <li>1. Present a detailed definition of GBV and its various forms.</li> <li>2. Facilitate a discussion on participants' understanding and experiences of GBV.</li> <li>3. Clarify misconceptions and provide additional information as needed.</li> </ol>	
<b>Resources</b>	Presentation slides, handouts.	
<b>Special considerations</b>	<ul style="list-style-type: none"> <li>• Be sensitive to participants' experiences and ensure a respectful discussion.</li> </ul>	
<b>More information</b>	GBV Core Concepts presentation, <a href="#">Available here</a>  Gender-Based Violence Manual, <a href="#">Available here</a>	

<b>Discussion prompts</b>	<p><i>What comes to mind when you hear the term 'Gender-Based Violence' (GBV)?</i></p> <p><i>Can you identify and describe some forms of GBV that are prevalent in your community or in sports?</i></p> <p><i>How do you think GBV affects individuals differently based on gender, age, or other factors?</i></p> <p><i>In what ways have you seen GBV impact the mental health and well-being of athletes or others in your community?</i></p> <p><i>What are some ways we can support someone who is experiencing GBV?</i></p> <p><i>How can coaches, trainers, or teammates contribute to preventing GBV in sports?</i></p> <p><i>What are some common misconceptions about GBV that you have heard? How can we address these misconceptions?</i></p> <p><i>Why do you think GBV is often underreported, especially in the context of sports?</i></p> <p><i>How can we create an environment where athletes feel safe to speak out against GBV?</i></p>
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## Exercise 2.5

<b>Title</b>	<b>Identifying Legal Challenges Workshop</b>
<b>Objectives</b>	Recognize and address legal challenges.
<b>Step-by-step explanation</b>	<ol style="list-style-type: none"> <li>1. Divide participants into small groups. In online settings a wide variety of platforms allows for break out rooms, including Zoom, Google Meet and Teams. <a href="#">More information here.</a></li> <li>2. Ask each group to identify common legal challenges faced by GBV survivors.</li> <li>3. Discuss strategies to overcome these challenges.</li> </ol>
<b>Resources</b>	<p>Online: Miro, Jamboard, Microsoft Whiteboard or relevant tools.</p> <p>Onsite: Flip chart or whiteboard, markers.</p>
<b>Special considerations</b>	<ul style="list-style-type: none"> <li>• Encourage constructive and solution-focused discussions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Create a supportive environment for discussing sensitive topics.</li> <li>• Be prepared to provide additional resources and support for participants who may need it.</li> </ul>
<p><b>Discussion prompts</b></p>	<p><i>What are some common legal barriers that survivors of GBV might face when seeking justice?</i></p> <p><i>How do factors such as gender, age, socioeconomic status, or cultural background impact an individual's ability to navigate the legal system?</i></p> <p><i>Can you think of any specific challenges that might arise when dealing with GBV cases within the sports context?</i></p> <p><i>In what ways can the legal system be made more accessible and supportive for survivors of GBV?</i></p> <p><i>What are some practical steps that can be taken to help GBV survivors overcome legal obstacles?</i></p> <p><i>How can sports organizations and legal professionals work together to ensure that GBV survivors have access to the legal support they need?</i></p> <p><i>What types of support (legal, emotional, financial) are most critical for survivors navigating legal challenges, and how can they be provided?</i></p>

## Session 3: Communicating with Legal Professionals

### Objectives of the Session

The objectives of this session are to:

- Teach effective communication skills for interacting with legal professionals.
- Familiarize athletes with common legal terminology.
- Enhance participants' confidence in navigating legal processes.

**Estimated Duration:** 2 hours

### Suggestive Exercises

**Exercise 2.6**

Title	
<b>Legal Terminology Quiz</b>	
<b>Objectives</b>	Familiarize participants with legal terminology.
<b>Step-by-step explanation</b>	<ol style="list-style-type: none"> <li>1. Prepare a list of common legal terms and definitions in multiple choice questions. A list of questions is provided below.</li> <li>2. Present each question on a screen or read it aloud, offering the four possible answers. Ask participants to write down their responses. Alternatively you can use <a href="#">Slido</a> or <a href="#">Mentimeter</a> for online responses.</li> <li>3. Participants advance to the next level (or question) after answering correctly. The game continues until they either one participant is left or they reach the final question.</li> <li>4. After the quiz, go through the answers, explaining each legal term in detail and discussing its application in real-world GBV cases. Encourage participants to ask questions and share any thoughts or insights they have on the terms discussed.</li> </ol>
<b>Resources</b>	Online: Questions in <a href="#">Slido</a> or <a href="#">Mentimeter</a>  Onsite: Quiz sheets, pens.
<b>Special considerations</b>	<ul style="list-style-type: none"> <li>• Ensure the terms are relevant and easy to understand.</li> <li>• Provide accurate and detailed information on legal processes.</li> </ul>
<b>Quiz questions</b>	<p><b>Easy Level</b></p> <ol style="list-style-type: none"> <li>1. <b>What is the legal term for a person who initiates a lawsuit?</b> <ol style="list-style-type: none"> <li>A. Defendant</li> <li>B. Plaintiff</li> <li>C. Witness</li> <li>D. Juror</li> </ol> <p><i>Answer: B. Plaintiff</i></p> </li> <li>2. <b>What is the term for the decision reached by a jury in a trial?</b></li> </ol>



A. Affidavit

B. Verdict

C. Motion

D. Deposition

*Answer: B. Verdict*

**3. What does "testimony" refer to in legal proceedings?**

A. A written law

B. A witness's statement under oath

C. The judge's final ruling

D. A type of court motion

*Answer: B.*

**4. What is the term for a formal written order issued by a court?**

A. Indictment

B. Subpoena

C. Verdict

D. Affidavit

*Answer: B.*

**5. What does "acquittal" mean in a legal context?**

A. A guilty verdict

B. The process of settling a case

C. A judgment that a person is not guilty

D. An appeal of a case

*Answer: C.*

**6. What does the term "jurisdiction" refer to?**

A. The final decision in a case

- B. The authority of a court to hear a case
- C. The process of questioning witnesses
- D. A type of evidence

*Answer: B.*

**7. What is a "defendant" in a court case?**

- A. The person who initiates a lawsuit
- B. The person against whom a lawsuit is filed
- C. The judge in the case
- D. A witness called to testify

*Answer: B.*

**8. What does "litigation" mean?**

- A. The process of making laws
- B. The process of taking legal action
- C. A form of punishment
- D. An agreement between parties

*Answer: B.*

**9. What does "appeal" mean in legal terms?**

- A. To request a higher court to review a case
- B. To settle a case out of court
- C. To declare a mistrial
- D. To dismiss a case

*Answer: A.*

**10. What is a "settlement" in legal terms?**

- A. A court ruling
- B. An out-of-court agreement to resolve a dispute
- C. A type of legal document

D. The conclusion of a trial

*Answer: B.*

**Medium Level**

**11. What is "cross-examination"?**

- A. The initial questioning of a witness
- B. The questioning of a witness by the opposing side
- C. The process of selecting a jury
- D. A form of written evidence

*Answer: B.*

**12. What does "pro bono" mean?**

- A. Legal work done for a fee
- B. Legal work done for free
- C. Legal work done by the government
- D. Legal work done on behalf of a company

*Answer: B.*

**13. What is an "affidavit"?**

- A. A verbal statement made in court
- B. A written statement made under oath
- C. A jury's decision
- D. A judge's final ruling

*Answer: B.*

**14. What is "due process"?**

- A. The right to a speedy trial
- B. The legal requirement that the state must respect all legal rights owed to a person
- C. The process of appealing a case

D. The authority to pass laws

*Answer: B.*

**15. What does "perjury" mean?**

A. Lying under oath

B. Filing a lawsuit

C. Making a closing argument

D. Representing oneself in court

*Answer: A.*

**16. What is "mediation"?**

A. A trial by jury

B. A process where a neutral third party helps disputing parties reach an agreement

C. A type of appeal

D. A legal punishment

*Answer: B.*

**17. What is "habeas corpus"?**

A. A legal principle ensuring a person cannot be held without being charged

B. A type of legal motion

C. The right to a fair trial

D. The authority to pass laws

*Answer: A.*

**18. What does "precedent" mean in legal terms?**

A. A decision made by a jury

B. A legal case that establishes a principle or rule

C. A written legal argument

D. The conclusion of a trial

Answer: B.

**19. What is a "deposition"?**

- A. A witness's out-of-court testimony
- B. A written statement by a judge
- C. A legal document requesting information
- D. The final ruling in a case

Answer: A.

**20. What does "statute of limitations" refer to?**

- A. The minimum sentence for a crime
- B. The time period in which a lawsuit must be filed
- C. The process of filing an appeal
- D. A type of legal agreement

Answer: B.

**Hard Level**

**21. What is "burden of proof"?**

- A. The obligation to present evidence to support one's claim
- B. The responsibility of the judge to decide a case
- C. The process of collecting evidence
- D. The final decision made by a jury

Answer: A.

**22. What is "injunction"?**

- A. A court order requiring a party to do or refrain from doing specific acts
- B. A type of legal defense
- C. A legal argument presented by the defense
- D. The conclusion of a criminal case

Answer: A.

**23. What is "res judicata"?**

- A. A principle that a final judgment by a competent court is conclusive
- B. A legal term for a mistrial
- C. A form of legal agreement
- D. A type of injunction

Answer: A.

**24. What is "mens rea"?**

- A. The physical act of committing a crime
- B. The mental state or intent to commit a crime
- C. A type of legal defense
- D. A formal agreement between parties

Answer: B.

**25. What is "sub judice"?**

- A. A principle that allows public discussions of a case in court
- B. The term for a case that is currently under judicial consideration
- C. A legal term for a court's final decision
- D. The process of transferring a case to a higher court

Answer: B.



## *Session 4 Case Management System*

An Annex on D4.1. with exercises on the Case Management System will be drafted upon finalization of the deliverable. Please consult the project website for further information.



## Part 3: Special Considerations for Conducting the Sessions

### *Strategies for Engaging Participants in Virtual Settings*

To engage the participants in virtual settings is not easy: to make them actively participate and interact meaningfully calls for creativity and thoroughness. One idea of how to do it is by using such interactive activities as polls, quizzes, or breather activities like a breakout room. These provide variation to dull moments of lecture presentations and encourage the active involvement of participants physically and intellectually. For example, asking participants to introduce themselves briefly or embedding a survey at the beginning of the presentation helps to introduce the topic and highlight its relevance to the audience.

Another important strategy is to employ different multimedia materials so that people with different learning methods would be satisfied. Content can also be made more interesting and comprehensible with the addition of videos, infographics, and Powerpoint presentations. It is likewise possible to enhance the usefulness of information by including practical information in form of relevant case studies and testimonials. Furthermore, the participants' contribution of their own experiences and thoughts will thus change the tone and atmosphere of the discussion; people will feel less like strangers but more like a family support system.

Regular feedback mechanisms can significantly enhance engagement, as it is important to also provide opportunities for participants to give feedback on the session's format and content that will allow you as trainer to adjust your methods to better meet the needs and preferences of the group. This can be done through quick surveys or open discussion periods at the end of each session. In our exercises we have included reflection questions after each exercise to help you gather information. Moreover, setting clear expectations and learning objectives at the beginning of each session helps participants understand the purpose and importance of their engagement, leading to more focused and motivated participation.

Finally, fostering a sense of connection and community in a virtual environment is essential and it can be achieved by encouraging regular interaction among participants through group discussions and collaborative projects. Using platforms that allow for social interaction, such as discussion forums or chat groups, can help maintain engagement between sessions. Consistent communication and follow-up emails can also keep participants informed and involved, reinforcing their commitment to the program.

Below you can find a non-exhaustive list of online tools for more interactive learning experiences:

Meeting platforms	Cooperation tools	Polling	Quizzes & Feedback
Zoom	Miro	Mentimeter	Google forms
Google Meet	Jamboard	Slido	Typeform
Teams	Microsoft Whiteboard		



## *Creating a Safe and Confidential Environment*

It is essential that those conducting sessions on complex matters such as mental health and legal assistance to GBV survivors take steps to ensure that the sessions occur in a safe and private space. A further consideration is the importance of clearing the ground through the establishment of certain principles of confidentiality and respect. These rules should be stated at the beginning of every session and reminders provided as need arises. Participants should be assured that they will not be put at risk and that any personal information they provide will be kept private. We recommend to share the rules of the group at the beginning of the training program, so participants can have access to it anytime they might need it.

Participants should also feel free to share their experiences, feelings and thoughts without fearing judgment from anyone in the group. Trainers can promote such a situation by allowing participants to express emotionally laden experiences through the use of empathy, listening actively, and validating all emotions and experiences as expressed by the participants. However, building trust and safety is an ongoing process that is pivotal to encouraging, protecting, and valuing diverse views and concerns. It is essential that trainers do not use their physical and verbal skills in a negative way where certain remarks can be regarded as unfavorable. Building trust takes time and consistency from everyone.

Last but not the least, there must be appropriate and emotionally safe mechanisms for addressing and processing disclosures along the lines of GBV or other traumatic events. Appropriate support and links to other agencies need to be in place for them to encourage participants to make disclosures. This means knowing local resources and national helplines. In the previous parts of this guide, we have created a list of national and EU level resources, which you can share with your group.

Here is also a sample of ground rules, which you can adjust based on your group's needs and share it with them.

### Ground rules sample

#### **Confidentiality:**

All discussions and personal information shared during the session are confidential. This means that what is said in the session stays in the session, and no personal details will be shared outside of this group. Respect for each participant's privacy is crucial, and everyone is expected to maintain discretion regarding any personal information disclosed.

#### **Respect for Privacy:**

Participants are encouraged to share their experiences and opinions openly, but they should only share what they feel comfortable disclosing. It is important to respect each person's choice to withhold or disclose personal information. Do not pressure anyone to share more than they are comfortable with.

#### **No Judgement:**

This is a supportive and non-judgmental environment. Participants should refrain from making any judgments about others' experiences or responses. Everyone is here to learn and support each other, and respect for diverse perspectives and experiences is essential.

### **Active Listening:**

All participants are expected to listen actively and empathetically when someone is speaking. This involves giving your full attention, refraining from interrupting, and validating the speaker's feelings and experiences. Respectful listening fosters a trusting and supportive atmosphere.

### **Respectful Communication:**

Use respectful and considerate language during discussions. Avoid language or comments that could be hurtful, dismissive, or offensive. This includes refraining from using derogatory terms or making generalizations about sensitive topics.

### **6. Handling Disclosures:**

If a participant discloses something that indicates they are at risk or in immediate danger, the facilitator will follow established protocols to ensure their safety while respecting their confidentiality as much as possible. Participants should understand that certain disclosures may require the facilitator to take appropriate actions to ensure safety.

### **7. Boundaries:**

Respect personal boundaries and understand that everyone has different comfort levels regarding sharing and discussing sensitive issues. Refrain from pushing for personal information or stories and be aware of non-verbal cues indicating discomfort.

### **8. Support:**

If at any point during the session a participant feels overwhelmed or needs additional support, they should be encouraged to seek help from appropriate resources. The facilitator will provide information on support services and ensure participants know how to access additional help if needed.

## *Handling Sensitive Information Securely*

The protection of sensitive data is very important when empowerment session participants' trust and safety is brought into the picture. Changes have to be taken especially when it comes to the way trainers handle the data provided by the participants so that no personal or any sensitive information is leaked out. This means using reliable, secure platforms with encryption or other pertinent features in virtual settings that allow such functions that limit incidences of hacking or data penetrating.

It is important to have clear policies and procedures in place for the collection, storage, and sharing of sensitive information and trainers should only collect information that is necessary for the session and ensure that it is stored securely, whether digitally or in physical form.

Access to this information should be restricted to authorized personnel only, and any sharing of information should be done with the explicit consent of the participants. Regular audits and reviews of data protection practices can help to identify and address any potential

vulnerabilities. We highly recommend to hire a GDPR specialist to consult you in developing strong and secure processes on data protection.

During the sessions, trainers should remind participants of the importance of maintaining confidentiality and avoiding the sharing of personal information in public or unsecured forums and participants should be encouraged to use private communication channels for sharing sensitive information and to be mindful of their own data security practices. Trainers can also provide guidance on how to protect their personal information online, such as using strong passwords and being cautious about sharing information on social media.

No matter the information, trainers must remind the members of the session that identifying features have to be kept secure and there should be no discussion of personal sensitive matters in any public or unsecured spaces.

## *Addressing Language Barriers and Accessibility Needs*

Addressing language barriers and accessibility needs is essential to ensure that all participants can fully engage in and benefit from the sessions. This starts with the provision of materials and resources in multiple languages and formats, which you can find at our project website. Trainers should identify the language needs of their participants and provide translations or interpretations as necessary, this can include translated handouts, subtitles for videos, and live interpretation services during sessions.

In addition to language, it is important to consider other accessibility needs, such as those related to physical disabilities, hearing or visual impairments, and cognitive or learning differences, ensuring that all materials are available in accessible formats, such as large print, braille, or audio recordings, can help to accommodate participants with different needs.

Furthermore, fostering an inclusive culture within the sessions is crucial and it includes being mindful of the language used and avoiding jargon or complex terms that may be difficult for some participants to understand or insulting and derogatory terms. Encouraging an environment of mutual respect and support, where participants feel comfortable expressing their needs and asking for accommodations, can help to ensure that everyone feels included and valued.

## De-stressing Exercises for Trainers on GBV Issues and How to Protect Their Mental Health

Trainers working on GBV issues can often experience secondary trauma and stress, making it crucial to incorporate de-stressing exercises and strategies to protect their mental health. One effective approach is to practice mindfulness and relaxation techniques, such as deep breathing exercises, meditation, or progressive muscle relaxation, since these techniques can help trainers manage stress in the moment and maintain a sense of calm and focus during sessions.

Regular physical activity is another important strategy for managing stress, whether it's a short walk, yoga, or a more vigorous workout and it can also provide a valuable break from work-related stress and a chance to recharge and refocus.

Creating a support network is also essential for trainers dealing with GBV issues, which can include peer support groups, regular supervision, or counseling services where trainers can share their experiences, seek advice, and receive emotional support. Having a trusted group of colleagues or professionals to turn to can help trainers process their feelings and reduce the sense of isolation that can sometimes accompany this work.

Lastly, setting boundaries and practicing self-care are critical components of protecting mental health. Trainers should be encouraged to establish clear boundaries between their work and personal lives, such as setting specific work hours and taking regular breaks. Engaging in activities that bring joy and relaxation, whether it's reading, hobbies, or spending time with loved ones, can help to maintain a healthy balance and prevent burnout.

Here are some EU funded projects that aim to support frontline workers on GBV:

- [WeToo](#), funded by CERV
- [Post-traumatic integration](#), funded by Erasmus+
- [LEADCOR](#) - Leadership development for occupational stress reduction, funded by Erasmus+

### Suggestive exercises

#### Exercise 3.1

Title	
Mindful Breathing Break	
Objectives	To reduce stress and increase mental clarity through focused breathing techniques.
Step-by-step explanation	<ol style="list-style-type: none"> <li>1. Sit or stand in a comfortable position where you can remain still and relaxed.</li> <li>2. Close your eyes and take a deep breath in through your nose for a count of four. Hold the breath for a count of four, then exhale slowly through your mouth for a count of six. Repeat this cycle for 5-10 minutes.</li> </ol>

	<ol style="list-style-type: none"> <li>If helpful, use a guided breathing exercise audio to assist with timing and focus.</li> <li>After completing the exercise, take a moment to notice any changes in your state of mind or physical sensations.</li> </ol>
<b>Resources</b>	Timer or guided breathing audio (e.g., apps like Calm or Headspace); Quiet space where you won't be disturbed.
<b>Special considerations</b>	<ul style="list-style-type: none"> <li>Ensure the environment is quiet and free from distractions.</li> <li>Focus solely on your breath and avoid judgment about your thoughts.</li> </ul>
<b>Reflection prompts</b>	<p>How did the mindful breathing exercise affect your stress levels and overall mood?</p> <p>Did you find it challenging to stay focused on your breath?</p> <p>What did you do to refocus, if needed?</p>

### Exercise 3.2

<b>Title</b>	<b>Progressive Muscle Relaxation (PMR)</b>
<b>Objectives</b>	To alleviate physical tension and promote relaxation through systematic muscle relaxation.
<b>Step-by-step explanation</b>	<ol style="list-style-type: none"> <li>Sit or lie down in a comfortable position. Ensure you are in a quiet environment.</li> <li>Starting from your toes, progressively tense each muscle group for 5 seconds and then relax for 10-15 seconds. Move up through the body (e.g., feet, calves, thighs, abdomen, arms, shoulders, neck, and face).</li> <li>As you tense and relax each muscle group, take slow, deep breaths to enhance the relaxation process.</li> <li>After completing the exercise, spend a few moments noticing how your body feels compared to before.</li> </ol>
<b>Resources</b>	Quiet space; A script or guide for PMR.

<b>Special considerations</b>	<ul style="list-style-type: none"> <li>• Ensure you are comfortable with the physical aspects of the exercise. Adjust as necessary for any physical limitations.</li> <li>• Remember to focus on your breathing and to avoid any physical strain.</li> </ul>
<b>Reflection prompts</b>	<p>How did progressive muscle relaxation affect your physical tension and stress levels?</p> <p>Which muscle groups felt most relaxed after the exercise, and which were more challenging?</p>

### Exercise 3.3

Title <b>Reflective Journaling</b>	
<b>Objectives</b>	To process emotions and experiences through writing, providing a safe space for reflection and emotional release.
<b>Step-by-step explanation</b>	<ol style="list-style-type: none"> <li>1. Find a quiet and comfortable space where you can write without interruptions.</li> <li>2. Spend 10-15 minutes writing about your current feelings, challenges, and any stressors you are experiencing. Focus on expressing yourself freely without concern for grammar or structure.</li> <li>3. After writing, read through your journal entry and reflect on what you've written. Identify any patterns or insights that may emerge.</li> <li>4. Based on your reflections, note any self-care actions you might take or strategies to manage your stress.</li> </ol>
<b>Resources</b>	Notebook or digital journal; Pen or computer.
<b>Special considerations</b>	<ul style="list-style-type: none"> <li>• Be honest and non-judgmental about their feelings.</li> </ul>
<b>Reflection prompts</b>	<p>What themes or patterns did you notice in your reflective journaling? How can writing about your experiences help you process them?</p> <p>How did the act of writing affect your emotional state? Did you gain any new insights or perspectives?</p>

## Conclusion

Throughout these guidelines, we have emphasized the importance of providing tailored mental and legal support to athletes affected by GBV. The Mental Health Empowerment Sessions are designed to help athletes understand and manage their mental health, cope with stress and emotions, and build resilience and confidence, while the Legal Empowerment Sessions aim to educate athletes on their legal rights, the legal frameworks surrounding GBV, and effective communication with legal professionals. Special considerations for conducting the sessions, such as ensuring a safe and confidential environment, handling sensitive information securely, and addressing language barriers and accessibility needs, are also covered comprehensively in the final chapter of this guide.

Mental and legal empowerment are critical components of supporting athletes who have experienced GBV, as mental empowerment helps athletes regain control over their lives, develop coping strategies, and build resilience against the psychological impacts of their experiences and legal empowerment ensures that athletes are informed of their rights, understand the legal processes, and can make informed decisions about their legal options.

The empowerment sessions are expected to have a strong impact on the well-being and legal awareness of athletes and by the end of these sessions, we expect that athletes will be better equipped to manage stress, regulate their emotions, and build resilience, leading to improved mental health and overall well-being. At the same time, legal support sessions will enhance athletes' understanding of their rights and the legal system, empowering them to seek justice and protection effectively, with these sessions aiming to create a supportive environment where athletes feel safe, respected, and validated, ultimately contributing to a more inclusive and respectful sports community.

Trainers play a crucial role in the successful implementation of these empowerment sessions and it is essential for them to keep updated and to adopt a compassionate and empathetic approach, ensuring that the needs and experiences of each athlete are acknowledged and respected. Trainers should be well-versed in the content of the sessions, utilizing the provided activities and resources to create engaging and impactful sessions, while maintaining confidentiality, fostering a safe environment, and being responsive to the diverse needs of participants.

Continuous professional development and seeking feedback from participants will also help trainers refine their methods and improve the quality of the sessions. Trainers are encouraged to regularly seek feedback from participants to understand their experiences and identify areas for improvement and this feedback should be used to adjust session content, delivery methods, and support strategies to better meet the needs of athletes. Additionally, trainers should stay informed about the latest developments in mental health and legal support for GBV survivors, incorporating new insights and best practices into their sessions.