



# TRANSFORMATIVE POWER OF SPORT FOR AND BY STUDENTS: A GENDER-BASED VIOLENCE PREVENTION JOURNEY

**GUIDE FOR IMPLEMENTING AN INTERVENTION TRAJECTORY AIMED  
AT PREVENTING GENDER-BASED VIOLENCE**

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## COLOPHON

**Project title:** The Transformative Power of Sport for and by students

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Translated from Dutch by Ingrid De Dycker

### About the TPS project

The TPS project is co-funded by the European Commission under the CERV-2022-DAPHNE call. TPS is an acronym for: Transformative Power of Sport for and by students. The project consortium consists of 3 partners: Plan International Belgium, Plan International Spain and the Vrije Universiteit Brussel (VUB). The TPS project started in January 2023 and will run for 2 years. To achieve the overall objective of the project, the consortium specifically aims to mobilise about 10,000 young people aged 14 to 24, in 5 cities in Belgium (Brussels, Liège) and Spain (Barcelona, Madrid and Valencia). These young people will be part of a prevention trajectory against gender-based violence (GBV). This prevention trajectory will be partly inspired by the Champions of Change methodology developed by Plan International. Participants in the GBV prevention journey will be reached in 7 waves of change, including curiosity sessions, focus groups, trainings on prejudice, positive masculinity and bystander behaviour, international exchange sessions and campaigns led by the young people involved.

Photo taken at the Kick-off Meeting (27.01.2023): From left to right: Front row: Tiphaine Clerincx (VUB), Magali Lowies (BNO), Rubi Rivera De Carpio (BNO), Sofie Picavet (BNO), Begoña Solórzano (SPNO), Siham Machkour (BNO) - second row: Hebe Schaillée (VUB), Inge Derom (VUB), Mónica López Campillos (SPNO), Andrea Alcobendas (SPNO), Evert Zinzen (VUB), Romeo Matsas (BNO), Cathérine Peters (BNO)



# TPS PREVENTION TRAJECTORY MANUAL

**What?** This manual contains the content of an evidence-based intervention course aimed at preventing gender-based violence for bachelor of science in physical education and exercise science.

**For whom?** This manual was developed for the facilitators of this intervention course aimed at preventing gender-based violence for bachelor of science in physical education and exercise science.

**To whom?** The content of this gender-based violence prevention intervention course was developed for undergraduate students of physical education and movement sciences.

**By whom?** This manual was developed by *dra. Tiphaine Clerincx* and *Prof. Dr. Hebe Schailleé* based on the context analysis (Deliverable 4 of the TPS project) and a feasibility study where the intervention was first rolled out (in the period October-December 2023) at the University of Liège, one of the Belgian partner institutions in the TPS consortium (Deliverable 1 of the TPS project). When reworking the initial manual of this intervention track, in addition to the feedback we received from the facilitator and observer who implemented and monitored the track in Liège, input was also sought from Drs Younis Kamil Abdulsalam. Younis is a researcher at the Sport & Society research group of the Vrije Universiteit Brussel and was consulted because of his knowledge and expertise in the field of a sport-plus approach. All other project partners from the TPS consortium were also consulted in this revision phase because of their role as implementation partners in the further course of the TPS project.



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# INTRODUCTION

The Transformative Power of Sport for and by Students: A gender-based violence prevention journey (hereafter the or the TPS prevention trajectory) aims to empower undergraduate Physical Education and Exercise Science (PE) students to contribute to the prevention of gender-based violence (hereafter GBV) in a positive proactive way and to act in a positive reactive manner when perceiving or experiencing GBV in their immediate environment.

- **Bachelor students of PE** are the **target group** of this intervention trajectory. This target group was chosen as recent research<sup>1</sup> has shown that GBV is a major challenge in the sports sector. Experiencing GBV in young people can be detrimental to their well-being, general wellbeing and sports participation and should therefore be avoided .
- GBV also exists in the **university context**, in which our target group resides, with potentially negative consequences for further study careers<sup>2</sup> of students, so commitment to GBV prevention is crucial in this context too.
- The developed intervention trajectory should **arm undergraduate PE students** so that they can contribute to the prevention of GBV through **positive proactive bystander behaviour** and also learn how to respond appropriately when witnessing or experiencing GBV through **positive reactive bystander behaviour**.
- The literature shows that there are different ways of dealing with GBV. This can be proactive or reactive, and done in a positive or negative way. The different forms of bystander behaviour are presented in Table 1 illustrated through examples.

	PROACTIVE	REACTIVE
<b>POSITIVE</b>	Adopting appropriate attitudes and behaviours that <b>help prevent</b> gender-based violence. <i>Examples: contributing to positive group dynamics between peers, creating a context in which listening and participation opportunities are facilitated.</i>	Taking supportive actions when observing or experiencing gender-based violence. <i>Examples: contacting the university's helpline for gender-based violence when experiencing GBV on campus, being able to communicate clearly and non-violently to others about one's own boundaries.</i>
<b>NEGATIVE</b>	Adopting attitudes and behaviours that <b>do not contribute</b> to preventing gender-based violence. <i>Examples: contributing to gender inequality or abuse of power.</i>	Lack of action or failure to provide support when perceiving or experiencing gender-based violence. <i>Examples: doing nothing, laughing at a situation involving GBV, or blaming the victim of GBV.</i>

Table 1. Typology of bystander behaviour when observing or experiencing gender-based violence (McMahon & Banyard, 2012)

- Existing interventions, such as Safe Sport Allies<sup>3</sup>, or Promundo<sup>4</sup>, are mainly focused on **positive reactive bystander behaviour**, with the result that existing interventions do not focus, or focus too little, on positive proactive bystander behaviour in which the **development of relevant competences** for posing such behaviour is central.

1 Hartill, M., Rulofs, B., Lang, M., Vertommen, T., Allroggen, M., Cirera, E., Diketmueller, R., Kampen, J., Kohl, A., Martin, M., Nanu, I., Neeten, M., Sage, D., Stativa, E. (2021). CASES: Child abuse in sport: European Statistics - Project Report. Ormskirk, UK: Edge Hill University.

2 Clerincx, T., Schaillée, H., Derom, I., & Zinzen, E. (2023). Context Analysis on Gender-based Violence: The Transformative Power of Sport for and by students (TPS). Brussels: Vrije Universiteit Brussel: Research groups SASO/MOVE.

3 <https://www.safesportallies.eu/>

4 Promundo, Program H M D - A Toolkit for Action Engaging Youth to Achieve Gender Equity 2013.pdf

- When existing interventions do focus on positive proactive bystander behaviour, as in the intervention Coaching Boys Into Men<sup>5</sup>, they mainly focus on knowledge transfer to teach men to treat women with honour and respect, to understand that violence never equals strength, and to use this knowledge to become role models.
- We responded to these gaps, in this prevention trajectory, by explicitly focusing on the **development of several relevant competences that support students positively proactive and positively reactive bystander behaviour**.
- For this intervention trajectory, a total of **four competences** were identified, three of which are relevant to positively **proactive bystander behaviour**. In addition, one competency was retained as a function of positive **reactive bystander behaviour**<sup>2</sup>.
- A **competence is defined** as the **ability to use knowledge, skills and attitudes in an integrated way** and to do so in different situations and activities. It is important to remember that competences fall into three parts:
  - o **Knowledge:** knowing, ... for example: knowing the definition of gender-based violence.
  - o **Skills:** can, apply... for example: be able to communicate about gender-based violence.
  - o **Attitudes:** being, adopting an attitude... for example: having an open attitude towards the opinions of others.
- The **four competences** central to this prevention trajectory are (1) mentalisation, (2) non-violent communication, (3) emotion regulation and (4) problem-solving skills (see Table 2).

Sub-aspects of a competence	Mentalisation	Non-violent communication	Emotion regulation	Problem-solving thinking
<b>Knowledge</b>	The student knows the principles and importance of mentalising.	The student knows the principles, techniques and importance of non-violent communication.	The student knows what functional techniques exist to regulate emotions.	The student knows the principles and different methods of dealing with problems and challenges.
<b>Skills</b>	The student applies the principles of mentalising.	The student applies the conversation technique and principles of non-violent communication.	The student can apply functional emotion regulation techniques.	The student can adopt a solution-oriented attitude.
<b>Attitude</b>	The student adopts an open attitude where they will act only after seeking information from bystanders.	The student demonstrates contact and listening skills, a constructive critical attitude, responsibility in one's own actions, and assertive behaviour, focused on cooperation and constructive handling of feedback.	The student shows willingness to apply emotion regulation techniques in stressful situations.	The student is positive about help-seeking behaviour.

Table 2. Summary table showing the four selected competences central to the TPS prevention trajectory.

- During this prevention programme, **several methodologies** will be used to develop students' competences. These include using **statements**, presenting **cases**, and using a **sport-plus methodology**.
  - A **sport-plus methodology** refers to an approach where sport is the primary activity and is explicitly used as a context for experiential learning and aims to (further) develop specific competences (including mentalisation and emotion regulation) of students through sport activities.
- Regarding knowledge transfer, this intervention path focuses on the following two central concepts:
  - Gender-based violence:** First, the concept of GBV is defined. It then highlights the prevalence of GBV in the sport and university context, illustrates the different forms and degrees of GBV, and discusses the consequences of GBV.
  - Prevention:** Also for the second core concept, we start by defining what prevention is, and then zoom in on the different levels of prevention, the typology of bystander behaviour and the existing helplines that can be used when perceiving or experiencing GBV.
- The study guide includes a description of the objectives and methodologies for each session of the TPS prevention programme (Table 3).

Session	Session 1	Session 2	Session 3	Session 4	Session 5
Objective(s)	Knowledge transfer regarding the two central core concepts of GBV and prevention.	Learning to mentalise.	Learning non-violent communication.	Learning to regulate emotions.	Gain knowledge of helplines and procedures for reporting GBV, both within and outside the university. Developing problem-solving skills.
Methodologies	Submission of theses and reflection.	Sport-plus methodology, reflection and transfer training.	Rewriting dialogues and reflection.	Sport-plus-methodics, reflection and transfer training.	GBV grades and guest lecture with hotline staff member(s) and reflection.

Table 3: Study guide of the TPS prevention trajectory.

- As indicated in the study guide above, **each session** includes a **reflection**. In doing so, it is important to engage with students about the learning experiences provided from the session, but also to engage in transfer training (e.g., what this might mean for you when you are a coach later). This allows students to also link their understanding and meaning of what was taught during the session in question to similar situations and experiences in their daily lives (i.e., are students able to cite examples themselves or explain what works for them and why and in what circumstances). Consider, for example, experiencing stress before an exam, where functional emotion regulation techniques may also come in handy for them.



In the **following chapters of this manual**, a **separate teaching sheet** can be consulted for each **session** in which objectives, supplies (e.g., type of room and materials) and exercises are described in detail. Each session includes the same structure consisting of: (1) an icebreaker, followed by (2) two or three key exercises and (3) a reflection that also focuses on transfer training.



# SESSIONS

## CURIOSITY SESSION



### INFRASTRUCTURE

- Lecture hall that can be arranged flexibly (e.g., separate benches and chairs). A PowerPoint presentation can be set up to project the visualisations (e.g., genderbread person).

### TIMING SESSION

Duration: 120 minutes

- Icebreaker: 15'
- K1: 20'
- K2: 30'
- K3: 30'
- Reflection: 15'
- Conclusion: 10'

### OBJECTIVES OF THE INTRODUCTORY SESSION

- Knowledge acquisition on the two central concepts of the TPS prevention trajectory: definition of GBV and prevention, prevalence of GBV, consequences of GBV, different forms of GBV, and bystander behaviour.

### TEACHING MATERIAL

- Key exercise 1: Stick cards (definitions, gender facets, two general questions on gender stereotypes and gender bias and two questions related to a specific sport branch).
- Key exercise 2: Theses (four statements related to myths and facts about GBV).
- Key exercise 3: Preventing gender-based violence (the prevention triangle and bystander continuum).
- Reflection
- Conclusion

# LOCATION

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This situational description was prepared for the facilitators but should not be used when introducing the session to the students.

- The Curiosity session will focus on knowledge acquisition on the two central core concepts of the TPS prevention trajectory. Defining GBV and prevention, prevalence rates of GBV, consequences of GBV and the different forms of GBV will be discussed.
- The Curiosity session was developed starting from the following questions: "Why should undergraduate students of Physical Education and Movement Sciences engage in the prevention of gender-based violence? What added value does following this prevention trajectory have for them?"
- The reasoning behind this is that through the TPS prevention trajectory, students will develop specific competences that are essential for positive proactive and positive reactive bystander behaviour. The competences learned will also come in handy to them in their day-to-day life (e.g., emotion regulation may come in handy for increasing their chances of passing during exams) and their future professional career, as coaches, policy officers or when aiming for a management position in sports because by using them, they contribute to a safe (sports) climate.
- Students are also informed at the end of the information session about what to expect from the next four sessions in this intervention trajectory aimed at preventing gender-based violence.

# ICE-BREAKER

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**Objective:** *To get to know the fellow students present and facilitator(s) who will supervise the prevention project*

The facilitator briefly introduces themselves (name, position, studies followed, ...), then the facilitator tells what sport or leisure activity they practice or has practised.

The facilitator then gives the floor to the students. Each student is invited to introduce themselves briefly:

- What is your name?
- Why did you choose this field of study?
- What sport(s) do you practice?

# KEY EXERCISE 1: STICK CARDS



**Objective:** Knowledge acquisition and awareness on the complexity of the concept of gender and how gender stereotypes and gender bias can increase the likelihood of gender-based violence



## 1. FORMATION ON KEY EXERCISE 1: STICK CARDS

The first key exercise: stick cards start by explaining the most commonly used definition of gender-based violence (GBV). In doing so, GBV is defined as:

**Interpersonal violence** (psychological, physical, sexual and/or neglect) that targets someone's **biological sex, gender identity, gender expression or gender perception**.

## GENDER FACETS

**Biological sex:** Gender with which we are born (male, female and intersex).

**Gender identity:** How someone feels or identifies themselves: 'I feel female, male, or neither'.

**Gender expression:** How someone expresses themselves through dress, behaviour, language, etc. (male, female, or androgenic).

**Gender perception:** How a person perceives another person's gender. A person may identify themselves as female but be perceived as more masculine by someone else.

Gender is a socially and culturally constructed concept and contains several facets. This implies that, as an individual, you may experience violence as a result of one or more facets related to this concept (e.g., your gender expression, gender identity or perceived gender).

Students will reflect on the advantages and disadvantages of different gender facets (e.g., gender identity, gender expression, and gender perception) in sport during the first key exercise of the Curiosity session. The facilitator then summarises the responses of the students and explains the concepts of gender stereotypes, gender bias, and gender discrimination using sport-specific examples.

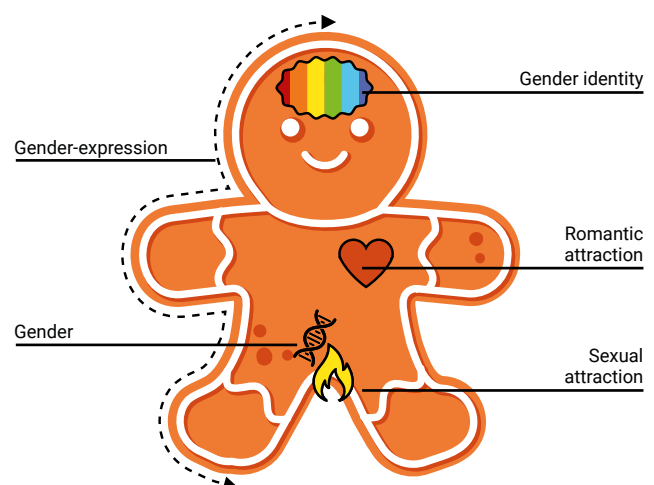


Figure 1. The Genderbread person (Killermann, 2011)

## ? What are gender stereotypes in sport?

**Stereotypes** are generalised images people have about certain characteristics, traits, or behaviours of a group. These stereotypes also exist about gender in sport. Depending on the sport, people will often form specific images about which biological sex, gender expression and gender identity belong in this sport. Through these associations, between the characteristics of the sport (strength, speed), sex (male), gender expression (masculine) and gender identity (male), will the gender perception (in this case masculine) also be formed and related to the practitioners of the specific sport branch.

Example: The sport figure skating will predominantly elicit the image of a feminine woman, meaning a woman (biological sex) with a female gender identity (also feel themselves to be female) and a female gender expression (move elegantly). As a result, in figure skating, most women and men will be perceived as rather feminine, even if their biological sex, gender identity or gender expression differs from this.

Stereotypes have the power to easily categorise people and contexts, creating predictability for people. But stereotypes also influence the interpretation given to sport, linking it with an expected, and therefore acceptable, gender identity and gender expression. When an individual then differs from the gender identity or gender expression linked to a specific sport, it can lead to (perceived) exclusion.

Suppose a biological woman with a masculine gender expression and a non-binary gender identity wants to figure skate but is expected to wear a short pastel-coloured glitter dress, this may have the effect of making them feel unaccepted. This perceived exclusion is then a consequence of that person not being given the freedom to dress how they like. This example shows that a gender stereotype related to a specific branch of sport takes shape through implicit or explicit norms and values, which foster inequality between sportspeople.

## ? What are gender biases in sport?

A **prejudice** is a judgment that precedes actual perception. It often stems from gender stereotypes.

Example: A boy plays football, so he is bound to act like a macho and be aggressive. This stems from the gender stereotype that prevails in football. Football is often linked to a biological male, and a male gender expression and gender identity. The judgement linked to the stereotype is: "men who play football are macho and aggressive". The consequences of this can be twofold:

- 1) Any negative behaviour by a male footballer is more likely to be seen as macho and aggressive.
- 2) Men are more likely to behave aggressively and macho in football because this is the normative narrative associated with boys and men in that particular sports context. Such a normative framework thus activates a **self-fulfilling prophecy** that affects both men and women. Biological women who play football are often automatically associated with a masculine gender expression because that corresponds to the normative narrative linked to football. Consequently, football players are automatically more likely to be seen as rude and tougher.



## ? What is gender discrimination in sport?

Discrimination goes a step further than prejudice. Discrimination refers to the unfair treatment of an individual or group based on an identity characteristic such as gender. This can then lead to depriving an individual or group of people of their rights. An example of discrimination in sport might be: "A coach never lets girls play or systematically gives them less playing time than the boys during a match." or "A transgender athlete is excluded from the dressing rooms by their fellow athletes." These are examples of gender discrimination on an individual level. Discrimination can also manifest itself at the institutional level (e.g., female transgender athletes are not allowed to attend the Olympics games, but male transgender athletes are).



### 2. INSTRUCTIONS FOR KEY EXERCISE 1: STICK CARDS

The facilitator first explains the definition in class. Then the facilitator divides the students into equal groups and presents three questions to them.

- **The three questions submitted** to the students are:
  - o Which gender identity do you think could be an advantage in sport?
  - o Which gender expression do you think could be an advantage in sport?
  - o Do these benefits differ depending on the sport (e.g., football or figure skating)?
- Students are given about five minutes to **reflect on this as a group**. After this, **one student** per group **summarises** their answers **to one of the three questions** for everyone.
- **The same exercise is then repeated, but students reflect on the disadvantage:**
  - o Which gender identity do you think could be a disadvantage in sport?
  - o Which gender expression do you think could be a disadvantage in sport?
  - o Do these disadvantages differ depending on the sport (e.g., football or figure skating)?
- The **facilitator compiles the summaries** of the different groups and links them to existing gender stereotypes and gender bias in sport and explains their potential consequences in terms of gender-based violence.

# KEY EXERCISE 2: THESES



**Objective:** To acquire knowledge and raise awareness about the prevalence of gender-based violence, mutual consent, and signs of gender-based violence.



## 1. INFORMATION ON KEY EXERCISE 2: THESES

The facilitator let the students start in a row in the middle of the room. The facilitator then introduces the statements to the students one by one. The facilitator lets the students speak first and then explains the statements.

First proposition: Boys **cannot** experience gender-based violence.

The proposition is a **MYTH**.<sup>6,7</sup>

**Facilitator's note:** Research shows that boys also experience gender-based violence. The most recent prevalence figures (2021) on interpersonal violence in sport **in Belgium** showed that boys experienced more violence than girls. For example, 82% of boys and 70% of girls experienced some form of interpersonal violence before the age of 18 in their sports context. **In Spain**, this was 81% for boys and 75% for women. To date, there are no overall prevalence figures in sport on athletes over the age of 18. But in a sample of 1526 German elite athletes over 16 years old, researchers found that 23.8% of men experienced sexual violence inside sport and 30.01% of them outside sport. That is almost 1 out of 4 men. Among women, this figure is significantly higher, 47.8% of them experienced sexual violence within sport and 53.9% outside sport. That is almost 1 out of 2 women.

Girls and women frequently experience violence, but boys and men equally frequently experience violence. The question does remain whether or not gender-based violence occurs. This cannot be answered unequivocally to date. Indeed, in many prevalence studies, researchers did not ask participants whether they were victims of violence because of their biological sex, gender expression, gender identity or gender perception. We certainly know from research that interpersonal violence in sport is a major problem, but how often it actually involves GBV is still unclear to date.

Second proposition: People from the LGBTQIA+ community **are at risk of** experiencing gender-based violence.

The statement is a **FACT**.<sup>8</sup>

6 Hartill, M., Rulofs, B., Lang, M., Vertommen, T., Allroggen, M., Cirera, E., Diketmueller, R., Kampen, J., Kohl, A., Martin, M., Nanu, I., Neeten, M., Sage, D., Stativa, E. (2021). *CASES: Child abuse in sport: European Statistics - Project Report*. Ormskirk, UK: Edge Hill University.

7 Ohlert, J., Rau, T., Rulofs, B., & Allroggen, M. (2020). *Comparison of elite athletes' sexual violence experiences in and outside sport*. *Ger. J. Exerc. Sport Res*, 50, 435-443.

8 Vertommen, T., Schipper-van Veldhoven, N., Wouters, K., Kampen, J. K., Brackenridge, C. H., Rhind, D. J., ... & Van Den Eede, F. (2016). *Interpersonal violence against children in sport in the Netherlands and Belgium*. *Child abuse & neglect*, 51, 223-236.

In the same way that elite athletes are a high-risk group, being part of the LGBTQIA+ community also poses a risk for experiencing GBV. In a prevalence study with a sample of 4043 participants, 79 of whom were lesbians, 87 gays and 143 bisexuals, 90.4% reported having experienced psychological violence, 40.2% physical violence and 50.9% sexual violence before the age of 18 years<sup>9</sup>. These percentages are much higher than the reporting rates of heterosexual sportspersons.

With this statement, also, we need to ask whether the violence was directed at their biological sex, gender expression, gender identity or gender perception, or had to do with their sexual orientation, or a combination of several of these identity characteristics. Among people from the LGBTQIA+ community, sexual orientation plays a role alongside the gender variable. In a lot of sports up to now, heterosexuality is still the sexual orientation considered the norm. When an athlete is lesbian, gay or bisexual, the person's sexual orientation differs from the prevailing norm. If athletes from the LGBTQIA+ community are in a sports environment where people with different sexual orientations (i.e., who are not heterosexual) are oppressed, this leads to an increased risk for experiencing violence.

People with a different sexual orientation are still nowadays discriminated due to their orientation using statements such as "This is so gay" or "What a dyke". These are forms of GBV. They are statements based on the offender's gender perception of the victim whose gender identity or gender expression (in the offender's eyes) differs from the acceptable gender norm in the given sports context. Moreover, such statements are completely unrelated to the victim's sexual orientation, as a specific gender expression or a gender identity does not reveal a person's sexual orientation. There are plenty of boys and men who have a rather feminine gender expression and will be heterosexual. Similarly, there are girls and women who have a rather male gender identity or gender expression and will be heterosexual. A narrow view in which there is an alienation between one's gender identity, gender expression, gender perception and sexual orientation, and which determines what 'being male' and what 'being female' means, can be perceived as very limiting. The main characteristics related to certain sports are often interpreted in a binary way, while gender as a concept has a multidimensional interpretation (see the different gender facets). In order to eliminate gender stereotypes and gender bias, efforts should be made to create a division that is not purely based on biological sex.

**Derde stelling: Een sportster die haar coach in de armen vliegt en stevig knuffelt na een overwinning, geeft haar coach de bevestiging dat ze intiemer met hem wenst te zijn.**

The proposition is a **MYTH**<sup>9</sup>

This thesis **tests mutual consent**. The Belgian Criminal Code defines sexual consent as: "An agreement to participate in an activity of a sexual nature, with or without physical contact." In order to speak about mutual sexual consent, **five criteria** must be met:

1. All parties involved are **informed** about the act(s) and possess the necessary knowledge to state the sexual behaviour. This means that **no coercion** should be present and that all parties can assess the consequences of the acts. This excludes two specific groups, namely minors and people with low levels of mental development and function. It may seem that these two groups

<sup>9</sup> The full text of the concept of consent in the Criminal Code (art. 417/5) is available at [https://etaamb.openjustice.be/nl/wet-van-21-maart-2022\\_n2022031330.html](https://etaamb.openjustice.be/nl/wet-van-21-maart-2022_n2022031330.html)

voluntarily and enthusiastically consent to sexual acts. However, due to their mental development level, they do not yet understand what they are consenting to and its consequences, so no consent is present.

2. Mutual consent is **act-specific**. Consenting to a hug does not mean consenting to a kiss. If there is doubt about consent, one checks this, if doubt remains, then stopping is the best action
3. Mutual consent should be given with pleasure and **conviction, verbally or non-verbally**. The issue is not whether 'no' is said, but whether 'yes' is said. Silence or stiffening is not consent.
4. Consent is **always reversible**. A yes can be withdrawn at any time.
5. Consent should always be freely given. That is, it should be **a voluntary conscious choice**. This also means that unconscious people or people under the influence cannot consent to sexual acts.

The proposition seems ambiguous at first. The sportswoman might indeed wish to be more intimate with her coach, but **the core message of this proposition is not the sportswoman's wish, but the assumption that an act (the hug) is an affirmation for consenting to additional intimate acts**. By a hug, the sportswoman does not confirm that she wishes to be more intimate with her coach.

**Fourth proposition: Violent behaviour has no place in the sports world, but athletes should man up. You should be able to tolerate negative and aggressive behaviour as an athlete.**

The proposition is a **MYTH**.

There is a contradiction in this statement. On the one hand, the thesis indicates that violent behaviour is not considered normal in the sports world, but at the same time it says that an athlete should man up and be able to deal with negative and aggressive behaviour. This last part of the statement disproves the idea that violence has no place in the sports world. This second part of the statement refers to the fact that aggressive behaviour is part of the sports world, and one should be able to accept it. Consequently, the responsibility in taking action (undergoing or leaving sport) is shifted from the perpetrator to the victim. This implies victim blaming and emphasises that aggressive behaviour is inherent in the sports world. Victim blaming involves blaming the victim for experiencing violent behaviour.

The idea that athletes should be able to endure aggressive behaviour stems from an outdated norm and value that applied in the sports world, namely that one should be able to transcend one's own emotional and physical limits for better sports performance. This belief is linked to a rather masculine perception of the sports world. To this day, several sports clubs still apply this norm and encourage the use of aggressive behaviour during training or matches. An example is the 'No Pain, No Gain' mentality. Vertommen et al. (2022) found that 376 out of 763 athletes have experienced instrumental violence. Instrumental violence is linked to performance, e.g., allowing an injured player to continue training or injuring an opponent to win. The contention maintains this outdated (destructive) norm, leaving no room for vulnerability and clearly stating one's own boundaries (knowing that these can vary greatly individually).



## **2. INSTRUCTIONS FROM KEY EXERCISE 2: THESES**

Have students stand up and make a line in the middle of the room. Give the following instructions to the students:

- Each time I am going to give you a statement that may or may not be true about gender-based violence in the sports or university context. If you think the statement is true, you may step to the left side of the room, if you think the statement is false, you may step to the right side of the room.
- Test with students whether it is clear to everyone.

For each statement, have one to two people from each side give their opinions and arguments for their choice.

# KEY EXERCISE 3: PREVENTING GENDER-BASED VIOLENCE



**Objective:** Students understand the importance of engaging in the prevention of gender-based violence and know that they too can play an important role in this.



## 1. INFORMATION ON KEY EXERCISE 3: PREVENTING GENDER-BASED VIOLENCE

The facilitator explains the three levels of prevention, i.e., quality, prevention, and response, to the students. The three levels of prevention are:



Figure 2. Prevention triangle

**Quality:** These are the values and standards a context adheres to. The quality level is about the desired behaviour. It is about using protective factors (e.g., positive group dynamics, supportive coaching skills, encouragement, and fair play to prevent GBV and promote a safe sports climate.

**Prevention:** The prevention level is about addressing risk factors for GBV. Detecting, recognising, and acting on signs of GBV is central.

**Response:** The response level is the recovery-oriented level. When GBV has occurred, it is important to know how to deal with a situation where GBV has occurred.

The strength of implementing these levels of prevention is that working on protective factors, addressing risk factors and recovery-oriented work are almost always a shared responsibility. Everyone present in a given setting can explicitly focus attention on this and ensure that appropriate action is taken. Bystander refers to anyone present at a particular time and place and part of a specific setting, such as physical education students attending a prevention session on GBV. For example, consider this moment - where not only the facilitator could act, but also any of the students present in the Curiosity session. **Thus, to respond appropriately, it is important to have the necessary knowledge (what do you know?) and dwell on the skills (what can you do?) and attitudes (which attitude do you take?) that are conducive to GBV prevention.**



Example: Suppose that I would now mock a male student because of his (female) language and the pitch of his voice, then you are all bystanders of the situation and can choose to take action or not.

### 3.1. TYPOLOGY OF BYSTANDER BEHAVIOUR

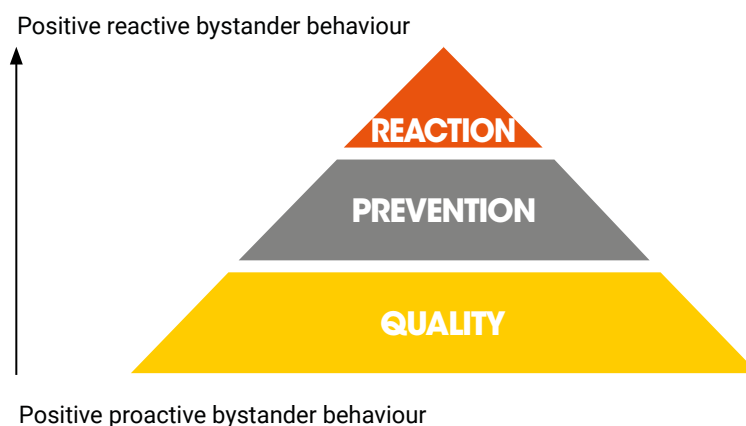
The facilitator explains the typologies of bystander behaviour via a whiteboard or PowerPoint slide (see Figure 1. Typology of bystander behaviour when observing or experiencing gender-based violence (McMahon & Banyard, 2012)). In the example cited earlier, the situation of GBV has already occurred, so you will respond reactively. But how would you do this?

The TPS prevention trajectory that students will follow will focus on positive proactive and reactive bystander behaviour and the competences needed for this. Students will acquire the necessary knowledge as well as practice skills and attitudes conducive to GBV prevention.

### 3.2. PETENCES TO PROMOTE THE PREVENTION OF GBV.

To respond in a positive proactive and reactive way, students need competences that enable them to do so. These competences consist of three sub-components, namely:

- **Knowledge:** know, be aware, ... e.g., know that a helpline exists at the VUB
- **Skills:** can, apply, ... e.g., reporting GBV via email
- **Attitudes:** being, taking an attitude, ... e.g., not judging someone because of their gender expression or gender identity



*Figure 3. Merging bystander continuum and prevention triangle*

In the TPS prevention trajectory, students will acquire knowledge, develop skills and reflect on attitudes to adopt positive proactive and reactive behaviour as bystanders.

The facilitator encourages students to reflect on the importance of their part in GBV prevention as undergraduate Physical Education and Exercise Science students.

### 3.3. TRANSFER TRAINING ACCORDING TO THE CHOSEN FIELD OF STUDY

Students have all chosen to major in Physical Education and Movement Sciences, making them all future policy officers, coaches, teachers, or managers in the sports sector. At the Vrije Universiteit Brussel, students choose a specialisation in their first master's degree. The options for this are: Sports Policy and Sports Management, Sports Training and Coaching, Physical Activity, Fitness and Health or an Educational Master in Physical Education.<sup>10</sup> Depending on their intended professional career, the facilitator invites students to take a seat at a table with the function they hope to occupy in a few years.

The facilitator provides stitching cards with the different roles (coach, Physical Education teacher, sports manager, sports policy maker, and personal coach) and asks students to take their seats. Ideally, the facilitator limits the number of students for a specific role to three. So, it is better to provide several stitching cards for each role than to expand the groups with more students.

As facilitator, you then link the answers back to the class. The facilitator can make a summary table on a whiteboard and indicate in colour the correspondences. Afterwards, the facilitator has an overview of what knowledge (know), skills (can) and attitudes (are) the students think are needed for the different roles they want to take up later in the sports sector. The facilitator links the relevant knowledge, skills and attitudes needed to be a good 'coach/support manager/teacher' with the knowledge, skills and attitudes needed for positive proactive and reactive bystander behaviour.

Number of competences that may be necessary in the prevention of GBV:

- ☒ Active listening
- ☒ Responding empathetically
- ☒ Communicating openly
- ☒ Being respectful and polite
- Promoting equality
- ☒ Handle growth attitude
- ☒ Daring to be vulnerable
- ☒ ...

Gaining competences that help students to actively engage in GBV prevention at the three different prevention levels (quality, prevention and response) will ensure that they will finally be better 'coaches, teachers and sports managers' as well. There is thus additional benefit to be made by following the TPS prevention trajectory that will help students achieve their intended objective (specifically, becoming a good sports coach or a good sports manager).



#### 2. INSTRUCTIONS FOR KEY EXERCISE 3: PREVENTING GENDER-BASED VIOLENCE

The facilitator starts by presenting a blank bystander behaviour quadrant to the students. The facilitator first explains the **definition of bystander behaviour**. Then he/she has the students reflect on the questions either in class or in small groups (depending on the size of the group):

- What might positive reactive bystander behaviour entail?
- What might negative reactive bystander behaviour entail?

- What is the antithesis of reactive response?
- What might positive proactive bystander behaviour entail?
- What might negative proactive bystander behaviour entail?

Together with the students, the facilitator completes the bystander behaviour quadrant.

The facilitator then leaves the students think in groups of four about the **knowledge, skills and attitudes needed to engage in positive proactive and reactive bystander behaviour and relate this to the three levels of prevention:**

- What knowledge, skills and attitudes would you need to be able to achieve positive proactive and reactive behaviour? You may reflect on this within your group.
- Think about at least three different skills that relate to the three levels of prevention. Then one of you may come and note them on the continuum at the level where you think the skill would be needed.
- Test whether the instructions are clear.

The facilitator then asks students to take a seat at a table with one of the specific roles. Ideally, the facilitator limits the number of students to three for a specific role. So, it is better to provide several stitching cards per role than to expand the groups with more students.

- What knowledge about GBV do you need to set positive proactive and reactive bystander behaviour as a 'coach/sports manager/teacher'?
- What skills do you need as a 'coach/sports manager/teacher' to set positive proactive and reactive bystander behaviour for GBV?
- What attitudes about GBV do you need as a 'coach/sports manager/teacher' to set positive proactive and reactive bystander behaviour?

As a facilitator, you then link the answers back in class. The facilitator discusses the students' named knowledge, skills and attitudes in class. The facilitator also completes the students' answers each time based on the information explained under the subtitle: information for the facilitator of key exercise 3: the prevention of GBV.

# REFLECTION



**Objective:** *Students reflect on the knowledge they gain about GBV in sports and universities during the information session.*

The session started by defining some key concepts, including gender-based violence, the different gender facets, gender stereotypes, gender bias, and discrimination. The students had to reflect on four statements and considered what prevention of gender-based violence is, the different levels at which you can respond, the competences that play an important role in this, and bystander behaviour.

The reflection aims to reflect on the students' accumulated knowledge about GBV in sports and universities. The facilitator introduces the reflection with some reflection questions. The objective for the facilitator is to summarise the students' answers and explore further where necessary. The facilitator always links back to the students the substantive information covered throughout the Curiosity session. That is to say that the facilitator corrects and completes the students' answers.



## 1. INSTRUCTIONS FOR THE REFLECTION FROM THE CURIOSITY SESSION

The facilitator asks the following reflection questions to the students. If the students answer incorrectly, the facilitator corrects and completes the answer.

- **Who** may be victims of GBV?
  - **Answer:** *Both girls and boys can be victims of interpersonal violence. Based on prevalence rates, (sexual) violence appears to be a social problem (¼ men and ½ women).*
- **What** are the possible consequences related to prevailing gender stereotypes and gender bias in sport?
  - **Answer:** Gender stereotypes and gender bias in sport may not only affect people's sport participation but are also a risk factor for experiencing and committing GBV in sport.
- **What** do you get out of developing key competences?
  - **Answer:** It enables students to adopt positive proactive and reactive bystander behaviour and supports students in achieving their goal (in function of becoming a good coach or sports manager).
- **What** standards and values do you wish to have in sport and university?
  - **Answer:** The sports and university context should strive for norms and values where everyone can indicate their own boundaries and where these are also respected. By daring to adopt a vulnerable and growth mindset, one can move closer to this standard:

- o Vulnerability means uncertainty, exposing yourself and daring to take emotional risks. Vulnerability is the basis of difficult emotions like fear, sadness and disappointment. But also, of love, a sense of belonging, empathy and creativity. <sup>11</sup>
- o Growth mindset<sup>12</sup> means being willing to keep learning through practice. It provides motivation, discipline and perseverance.



<sup>11</sup> Brené Brown (june, 2010). The power of vulnerability. TedxHouston [video]

<sup>12</sup> Dweck, C. (2017). Mindset-updated edition: Changing the way you think to fulfil your potential. Hachette UK.

# CONCLUSION

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**Objective:** *Students gain knowledge about the prosecution of the TPS prevention programme.*



## 1. INFORMATION ON THE CLOSING CURIOSITY SESSION

Students will learn competences in positive proactive and reactive bystander behaviour throughout this track. The first session, the Curiosity session, mainly emphasises the knowledge component. It is an initial reflection on the prevention of gender-based violence. The follow-up sessions will each focus on a competency. In the concluding session, the facilitator explains the continuation of the TPS prevention process.



## 2. INSTRUCTIONS FROM THE CLOSING CURIOSITY SESSION

The facilitator explains the continuation of the TPS prevention programme:

1. The continuation of the TPS prevention programme includes:
  - Four sessions focusing on the development of competences to promote the prevention of GBV. This will always be done in an interactive way and also through sports activities. There will already be sports during the next session.
2. Any questions or comments about today's session or the entire TPS prevention programme?

If there are no questions, don't forget to thank the students!



# SESSIONS

## MENTALISATION



### INFRASTRUCTURE

- Sports hall with 1 basketball ring, 6 basketballs, 12 training hats, and rolls of cards (Annex 1).

### TIMING

Duration: 90 minutes

- K1: 15'
- K2: 15'
- K3: 15'
- Reflection: 30'
- Conclusion: 15'

### OBJECTIVES

- Students can name their own inner mental state.
- Students can question the inner mental state of others.
- Students can identify the interaction between their own inner mental states and those of others.
- Students can mentalise and therefore contribute to a safe sports environment.

### LES MATERIAAL

- Key exercise 1: One-to-one (1 basketball and 1 basketball ring).
- Key exercise 2: Two stations (8 basketballs and 12 training hats).
- Key exercise 3: The intruder (1 basketball ring, a basketball and rolls of cards).
- Reflection
- Conclusion

# LOCATION

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The second session focuses on teaching positive proactive bystander behaviour through a sport-plus methodology. Students learned to mentalise through three sports activities.

Mentalising is a uniquely human skill that allows us to understand our own and others' inner mental states (e.g., thoughts, feelings, beliefs, etc.), as well as the interactions between them.

The skill is closely linked to empathy and social cognition.

Empathy refers to the ability to empathise with the perceptions of others. Social cognition includes cognitive processes involved in understanding social situations and other people that enable you to exchange experiences with others, communicate efficiently with others to predict their behaviour.

Mentalising centres on understanding our own behaviour and that of others and the interaction between the two, rather than the ability to empathise or the extent to which you can predict someone's behaviour. We can distinguish three levels of mentalising:

1. You need to be able to understand and acknowledge your own experience
2. You must be able to empathise with the other person's experience.
3. You need to be able to understand what the consequences of your behaviour might be on someone else and yourself.

To teach mentalising, the following steps are targeted. The first key exercise starts at individual level, focusing on the following four core questions: 1) What do I experience? 2) How does this influence my behaviour? 3) What does the other person experience? 4) How does this influence his behaviour?

**Additional information:**

- <https://www.youtube.com/watch?v=iJ0YyxajmP4>
- <https://images.app.goo.gl/Zc23fxqEMgAyt3ye7>

# KEY EXERCISE 1: ONE-TO-ONE



**Objective:** Students can indicate how their inner mental state, depending on the role (defender or attacker) they take on, affects their behaviour through play.



## 1. INFORMATION ON THE FIRST KEY EXERCISE: ONE-TO-ONE

In the first key exercise, students are (perhaps) consciously introduced to mentalising for the first time. Mentalising is the ability to empathise with others' perceptions, as well as identify one's own. The first key exercise aims to make students aware of their own inner mental state. This involves students dwelling on what they are feeling, thinking, and experiencing in the moment. They are then invited to consider how their behaviour is affected as a function of their inner mental state. The change in role (defender or attacker) causes a change in the students' inner mental state (thoughts, feelings, and drives), and consequently also causes a change in behaviour.

In football, the defender's goal is to protect the goal. The attacker's goal is to score. These two goals face each other, and both are going to evoke a different inner mental state in students (i.e., "I have to score" and "I have to defend"). The behaviour that they will show will follow this inner mental state (i.e., thought). The defender will block the attacker's dribbling and the attacker will try to outsmart the defender to score. To achieve their goal (scoring or defending), students must be able to put themselves in the inner mental state of their opponent to anticipate his behaviour.

This first key exercise is used to introduce students to mentalising. Students experience their instinctive way of mentalising through a game. This is done on three different levels:

1. Students are asked to consciously reflect on their own inner mental state.
2. Students are invited to identify how their inner mental state affects their own behaviour.
3. Students put themselves in the inner mental state of the other to anticipate the behaviour of their fellow students.



## 2. INSTRUCTIONS FOR THE FIRST KEY EXERCISE: ONE-TO-ONE

### Game 1

Students are divided into two equal groups: attackers and defenders.

A student from one group plays against a student from the other group; in other words, they do a one-on-one game on the basketball court. The defenders are given the goal of defending the basketball hoop, while the attacker is given an attempt to score. The students have to **look to each other in the eye for 10 seconds before starting the one-on-one game.**

## Game 2

Students change roles. This means that the defenders from the first game now become attackers and vice versa. As in the first game, the defenders are instructed to defend the basketball ring, while the attackers are given a try to score. Also, in this second game, the students compete against each other in a one-on-one game and start by **looking into each other's eyes for 10 seconds before the attacker tries to score.**

The **goal for students** is to score when taking the role as attacker and defend the basketball ring when taking the role as defender. The students who succeed in their goals (scoring or successfully defending) win the one-on-one game. Thus, in a group of 20 students, there will be 10 winners and 10 losers.



# KEY EXERCISE 2: TWO STATIONS



**Objectives:** *Students identify their inner mental state (feelings, thoughts, beliefs, and needs) and question the inner mental state and behaviour of their fellow students.*



## 1. INFORMATION ON THE SECOND KEY EXERCISE: TWO STATIONS

In the **second key exercise**, students learned to identify the inner mental states (i.e., thoughts and beliefs) of their fellow students by learning to question them explicitly. The students are split into two groups. The groups both start at a different station and are assigned different rules. Each group consists of at least six students, three of whom are given a ball. After four minutes, the game is stopped. The students who do not have a ball change group. This means that the groups are mixed. The students enter a group in which different rules, or in other words different beliefs, prevail. The students who have just joined their new group will need to understand the rules of their new group before they are able to play in a harmonious manner.

Students will face a choice where they can adopt the new rules or start imposing their rules. Depending on the choice they make, they will start acting in a certain way or, in other words, play the game according to their assigned rules. Due to the different assigned rules of the game coming together in the new group composition, the students will have to interact with each other. Students may ask questions to the facilitator, but the facilitator will only support through open-ended questions: "Why do you stop playing?", "What is the problem?" "How can you solve it together?".

The second key exercise serves as a metaphor to illustrate the influence of group norms on individual behaviour. **The aim is to teach students to be aware of the group norms present and to identify these group norms, in other words the beliefs present at the group level and learn to question them explicitly.** People often act from their own frame of mind, their own beliefs and their own living environment. In this key exercise, the thinking framework corresponds to the rules of the game that students receive at the start of the game. This differs for both groups, but within both groups, everyone uses the same rules of the game or, in other words, the same thinking framework. Students' behaviour within a group therefore reflects the thinking framework (or group norm(s): the way they are expected to act). When groups are suddenly mixed, students experience discord within the group. Their fellow students' behaviour does not conform to their rules, to their frame of mind. The students initially start to realise that their frames of thinking are different. Then they are going to have to check off their fellow students' frames of thinking in order to eventually continue the exercise in a harmonious manner.

Students can **choose two different paths**: 1) the original game rules are followed or 2) students adopt the newcomers' game rules. In either case, some of the students will have to give up their game rules for the others. It is likely that the station's original game rules will be implemented. This is because the rules were determined by a person with authority (the facilitator) and they were the original rules of the context. It is more difficult for students who are 'newcomers' to start imposing

their rules, this would mean going against an authority figure and the group. This is more difficult. **This last part of the key exercise serves as an illustration to show how difficult it can be to go against a norm set by an authority figure and reinforced by a group. More thought needs to be given on this point.**



## 2. INSTRUCTIONS FROM THE SECOND KEY EXERCISE

The facilitator sets up two stations and arbitrarily splits the group into two teams by giving them the number 1 or 2. Number 1 starts at the first station and number 2 at the second station. Let the students play for about five minutes.

After the five minutes, you stop the game, and the following **instructions** are given:

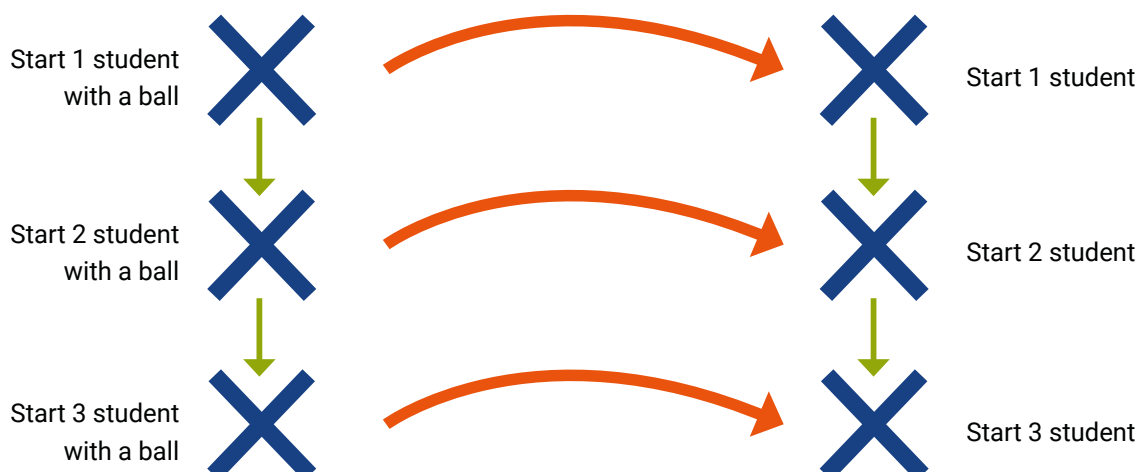
- "All students who have a ball stay at their station, all students without a ball run to the other station as quickly as possible and continue playing."

The idea is to get students to change as soon as possible and not give them time to think further. There are going to be two new groups that will be formed, in which some of the students will adopt different rules. This will cause confusion and possible conflict. Students may call on the facilitator for additional information.

### Game rules station 1:

The facilitator sets six cones facing each other with at least three metres between them each time. Three students start on a cone with a ball. Three students start on a cone without a ball. The students with a ball dribble as quickly as possible to the cone on the short side (green arrows). The students without a ball run as fast as they can to the cone on the short side of their line (green arrows). The students with a ball play the ball through a colliding pass to the student without a ball opposite them (red arrows). That is, they throw the ball through the long side to their fellow student. Subsequently the performance repeats itself. Once at the end of the cones, students walk back to their starting position along the outside. The goal for the students is not to finish with the ball at the (whistle) signal. The winners are the students without the ball.

### Setup 1

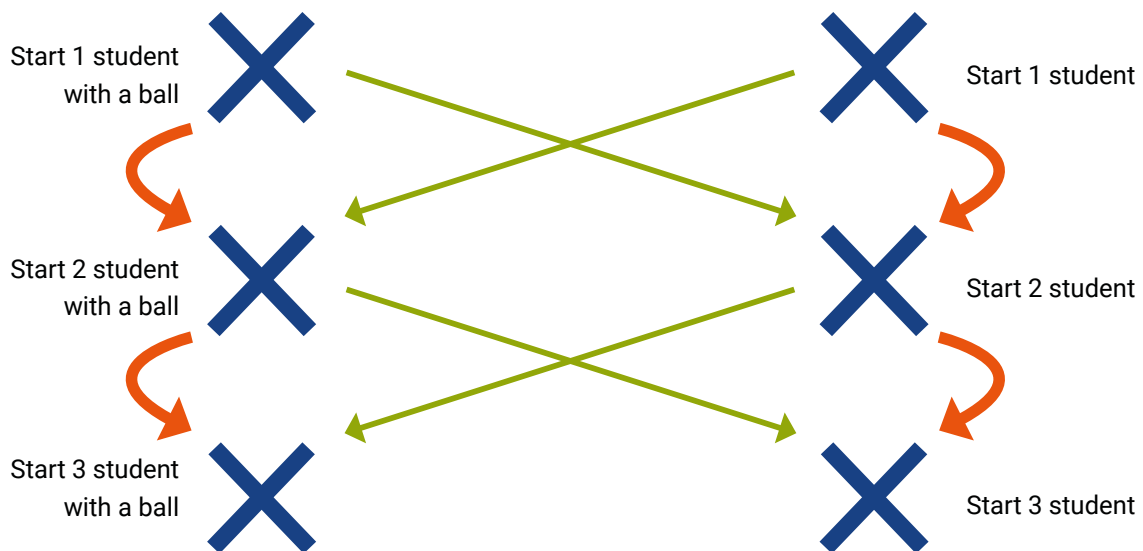




### Game rules station 2:

The facilitator places six cones facing each other with at least three metres between them each time. Three students start on a cone with a ball. Three students start on a cone without a ball. The students with a ball start by dribbling to the **next cone diagonally in front of them** (green arrows). The students without a ball run as fast as they can to the next **cone diagonally in front of them** (green arrows). The students with a ball play the ball by **colliding passes to the student without a ball facing them** (red arrows). The student who now has no ball runs as quickly as possible to the **next cone diagonally in front of them** (green arrows). The student who does have a ball now, dribbles as quickly as possible to the next **cone diagonally opposite them** (green arrows). Then the performance repeats itself. Once at the end of the cones, students walk back to their starting position along the outside. The goal for the students is not to finish with the ball at the (whistle) signal. The winners are the students without the ball.

### Setup 2



### OBSERVATION CHARACTERISTICS FOR THE FACILITATOR

- What do students say to each other when changing groups (e.g., there are different rules, but what do you do now)?
- What non-verbal behaviour do they exhibit (e.g. rolling eyes, throwing up arms, smiling, looking surprised, etc.)?
- ...

# KEY EXERCISE 3: THE INTRUDER



**Objective:** *Students learn to become aware of how their behaviour affects the feelings and behaviour of their fellow students. Students learn to test the importance of signals of uneasiness/discomfort in a group.*



## 1. INFORMATION ON THE THIRD KEY EXERCISE: THE INTRUDER

The **third key exercise** aims to make students aware of how their own behaviour can influence the behaviour of their fellow students. In this third key exercise, the behaviour of four students is manipulated by the facilitator. The facilitator assigns four roles to four different students who agree to this. One student is given the role of a hearing-impaired person, another student is given the role of a highly anxious person, yet another student is given the task of encouraging his fellow students, and a fourth student is instructed to play defensively. These roles were chosen specifically for their potential impact on a group. The hypothesis goes as follows: the students with the roles of hearing-impaired or highly anxious person are significantly less likely to get the ball than their fellow students. The students, if they perform their roles well, will be forgotten or ignored by fellow students within their team. The hypothesis with the defensive role is that students will not bound their fellow student's defensive behaviour. The encouraging role serves as a counterbalance to the defensive behaviour. The hypothesis with this role is that students will start to experience a positive influence as a result of the behaviour students set with that assigned role. In summary, the assigned roles will require the competence of mentalising from the students. The students are going to have to identify signs of unwellness or unease and become aware of how their own behaviour might influence the behaviour of their fellow student. The objective is that the students with the hearing-impaired and highly anxious role are safely integrated into the game (e.g. getting the ball) and that the behaviour of the student with the defensive role is bounded by the fellow students. The encouraging role sets a positive example.

Three games will be played, during which students will have the opportunity to reflect on how the game goes. The aim is for students to become aware of their own inner mental states during the game and the inner mental states of their fellow students. Students should then start questioning the behaviour of their fellow students (who have been given the roles).

Mentalising is a competence that underpins safe interpersonal relationships. Individuals working in the sports or university context should strive to create a safe climate. It is crucial to pay attention to signs of discomfort or unwellness or behaviour that may undermine this safe climate. Then, it is also important to act, by explicitly questioning the behaviour of others to gain insight into their inner perceptions. When both steps are taken, one is mentalising.



## 2. INSTRUCTIONS FROM THE THIRD KEY EXERCISE: THE INTRUDER

The facilitator arbitrarily divides the students into two equal teams by giving everyone the number 1 or 2. There are two possible ways of assigning roles to students. Depending on the facilitator's skills to lead the session, one of the two possible ways can be followed:

- 1) Throughout the previous key exercises, the facilitator subtly asks four individual students if they would like to play a role during the final key exercise and explains this role.
- 2) The facilitator distributes a role card (see Annex 1) to all students.

In each team, there are two students who have a role. When there are three players or less per team, only one role is assigned per team.

### Team 1:

- One of the students pretends to be deaf, so he does not hear those fellow students' instructions.
- *One of the students plays defensively (with three players or less per team).*

### Team 2:

- One of the students encourages fellow students who have the ball.
- One of the students pretends to be very anxious (*with three players or less per team*).

Three matches will be played. In each match, students play their role more explicitly (so, for example, the second time is even more frightening than the first). Their role must remain secret from their fellow students. Each match lasts five minutes. The team with the most goals wins.

**Match 1:** The students play a basketball match. The match is played with a basketball ring and a basketball.

### The facilitator will ask the following questions at the end of the first match:

- "Have you guys noticed anything yet?"
- "Is everyone happy with how their team is playing?"

If all students say yes, then the second game is started. If any student says no, the facilitator asks what they want to do about this. The facilitator may also suggest that the players discuss this among themselves.

**Match 2:** The students play another basketball game. To score, students have to pass three passes to one of their fellow students. In this match, the students with a role are going to express more of the role they were given.

**Match 3:** During the final match, the same rules apply as in the previous match. The students enlarge their roles. The student which has given the role of aggressive and defensive player focuses on the student playing very anxious and the student imitating a hearing-impaired person.

The facilitator can intervene at different times, depending on how quickly the students will crawl into their roles. As a facilitator, it is important to observe how the students with a role position themselves in their teams. The students can ask for a time-out at any time. During the exercise, the facilitator observes how the students react. This is going to be important during reflection. If the students ask the facilitator what they should do, the facilitator may say, "You can decide that for yourselves." and "What do you need?".



### **OBSERVATION TIPS FOR THE FACILITATOR:**

- Is the ball being thrown to the students with a role of anxious or hearing-impaired person?
- In what way do students ask for the ball? (Large or small gestures, use of language, eye contact)
- How do teammates respond to students with the roles?
- Are students with the roles of anxious, hearing-impaired, or defensive person addressed about their behaviour during the games?

The objective of the exercise is to check whether students are able to question the inner mental state of their fellow students and recognise signs of unwellness:

- Are students aware of the fact that two of their fellow students may find it difficult to actively participate in the competition because they are hard of hearing or anxious?
- Are students aware that one of their fellow students is negatively affecting the group dynamic?
- Are students aware that one of their fellow students is positively influencing the group dynamics?
- What behaviour do students without a role contrast with the behaviour of their fellow students with a role?

# REFLECTION



**Objective:** Students reflect on the content of the exercises they have done.



## 1. INFORMATION FOR THE FACILITATOR ON REFLECTION

The skill at the centre of this session is mentalising, more specifically "How can mentalising help in setting positive proactive bystander behaviour, focusing on consciously checking one's inner experience when perceiving uneasiness or unwellness and thinking and acting to remedy it".

### Definition of mentalising:

Mentalising is the ability to understand yourself and others in terms of inner mental states, such as thoughts, feelings, desires and beliefs. It is not just about (re)recognising what is happening on the surface, but also about trying to understand the deeper motivations and intentions behind behaviour. To mentalise effectively, you should be able to go through the following three things sequentially:

- You have to be able to understand and acknowledge your own experience.
- You must be able to empathise with the other person's experience.
- You need to be able to understand what the consequences of your behaviour might be on someone else and yourself.

Students practised mentalising through the three key exercises in this session, which introduced them to mentalising: 1) being aware of their own inner mental state and 2) explicitly questioning the inner mental state of others. The reflection part serves to make students actively reflect on their experiences during this session. The students experienced and witnessed different things throughout the session, but without reflection, these things might be lost.

Reflective practice concludes with transfer training (= transfer training). The facilitator asks students to consider situations in which they have applied the competence of mentalising before. Transfer training integrates new information with existing knowledge. This increases their understanding of this session on mentalisation.



## 2. INSTRUCTIONS FOR THE FACILITATOR

Throughout the key exercises, the facilitator observes students' different behaviours: in what ways did they act when changing stations, how did they react towards each other? This information will be useful for reflection with the students.

### Reflection questions key exercise 1: One-to-one

- What thoughts came into your mind during the game?
- Were you mentally working on something while playing? And if so, with what?
- Did the feelings/thoughts change as a function of your role?

### Reflection questions key exercise 2: Two stations

- What did you notice during the exercise?
- How did you start working on the change?

### Reflection questions key exercise 3: The intruder

- What did you notice during the exercise?
- There were four people who were given roles (hearing-impaired, highly anxious, encouraging and defensive) without the other players knowing about it. Did anyone notice this?
- How did you handle your fellow student's roles during the game?
- What was it like playing the roles? What did you notice in the interaction with fellow students?

The facilitator can name the different behaviours observed during reflection with the students and discuss them.

### Explanation key exercise 1: One-to-one

In the first core task, students experience their instinctive way of recognising and anticipating others' behaviour through play. For example, the attacker moves into the perspective of the defender to outsmart him and score. When the roles are reversed, students must have some flexibility to adopt a new perspective, thus adjusting their behaviour. This exercise serves as an introduction to the concept of mentalising.

1. To achieve your goal (scoring or defending), you put yourself in your fellow student's shoes to drive your behaviour.
2. You then anticipate what the consequences of this behaviour are going to be (blocking or being able to score).

### Explanation key exercise 2: Two stations

In the **second key exercise**, students are confronted with a situation where others do not follow the same rules as themselves. The **aim** is to teach them **to check their beliefs against others**. Compared to the first game, where it was one-on-one and where their own individual need (defending or scoring) was allowed to prevail, in the second exercise it is more difficult because there is a group aspect to it. Students have to be able to relate to a group norm that is present.

People often start from their own perspective (or frame of mind and, in this example, from the ground rules they were given at the start), which they often automatically reimplement despite a change in context rather than first testing this when entering a new context. Questioning your own frame of mind when entering a different context is an important condition for functioning well within this new context. Everyone intuitively starts from their own precepts, norms and values. This influences our behaviour. People engage in behaviours that, for them, flow naturally from their own norms and values. By checking feelings and beliefs with others, you can also better assess, understand and consider other people's behaviour, or adjust your own behaviour if desired. The skill to learn to check assumptions one has about others with the people around you in order to adapt one's own

behaviour to each other's wishes, needs and requirements, forms the basic skill to check for sexual consent and to learn to respect each other's (sexual) boundaries. During reflection, it is important to reflect on: What happened, what behaviour was stated? And why this behaviour was asked?

### **Explanation key exercise 3: The intruder**

The **third key exercise aims to** make students aware of how specific behaviours can influence group dynamics, and to make them reflect on how the feelings, intentions and thoughts of others can influence their own behaviour. During the reflection of this assignment, the link to a safe sports climate is made. A group should strive to create a safe environment for sports practice. This safe sports climate is shaped by the commitment of each individual athlete. It is crucial to pay attention to signs of discomfort, unwellness or any behaviour that may undermine this safe sport climate. Then it is also important to take action, for example by interrupting the game and explicitly asking what is going on. Or by addressing a fellow student about negative behaviour. To do this, you need the skill of mentalising. Mentalising is a skill many people take for granted, but it is an important skill because it forms the basis for safe interpersonal relationships. It enables you, as in the last exercise, to deal with negative situations and point out to yourself or others that adjusting is necessary to safeguard a safe sporting environment.

### **Transfer training**

The facilitator completes the reflection with transfer training through the following questions:

- Do they recognise the behaviour of checking off rules, norms and values, dealing with negative behaviour or recognising signals of possible unwellness from other life activities?

Some examples in which these behaviours may occur are:

- Being confronted with another culture or religion (e.g., while travelling)
- Fail an exam or a stressful situation
- An argument with your friend

# CONCLUSION

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**Objective:** *he facilitator safely completes the session by giving students time for questions or comments. The facilitator then frames the session within the three levels of prevention and moves on to the next session.*



## 1. INSTRUCTIONS FOR THE FACILITATOR

The facilitator then frames the session within the three levels of prevention and briefly explains what the students can expect from the next session.

Session 1: Mentalising spots itself at the first level of prevention, thereof quality. These are the values and norms adopted by a context. The quality level is about desired behaviour. It is about using protective factors (e.g., positive group dynamics, employing supportive coaching skills, encouragement and fair play) for the prevention of GBV and promoting a safe sports climate. Mentalising is a skill that helps reinforce these protective factors (especially creating positive group dynamics and developing supportive coaching skills).

In session 3: we will specifically focus on communication and provide a methodology for communicating non-violently when you are a victim or bystander of mild forms of GBV (such as sexist comments or one-off exclusion behaviour based on gender).



# SESSIONS

## NON-VIOLENT COMMUNICATION



### INFRASTRUCTURE

- Classroom where benches and chairs can be moved. The session lends itself to setting up a PowerPoint in which the various dialogues can be projected.
- Pen and paper for the academic hierarchy.

### TIMING

Duration: 120 minutes

- Review: 15'
- K1: 40'
- K2: 30'
- Reflection: 30'
- Conclusion: 5'

### OBJECTIVES

- Students can identify mild situations of gender-based violence.
- Students understand the importance of non-violent communication in situations involving mild forms of gender-based violence.

### TEACHING MATERIAL

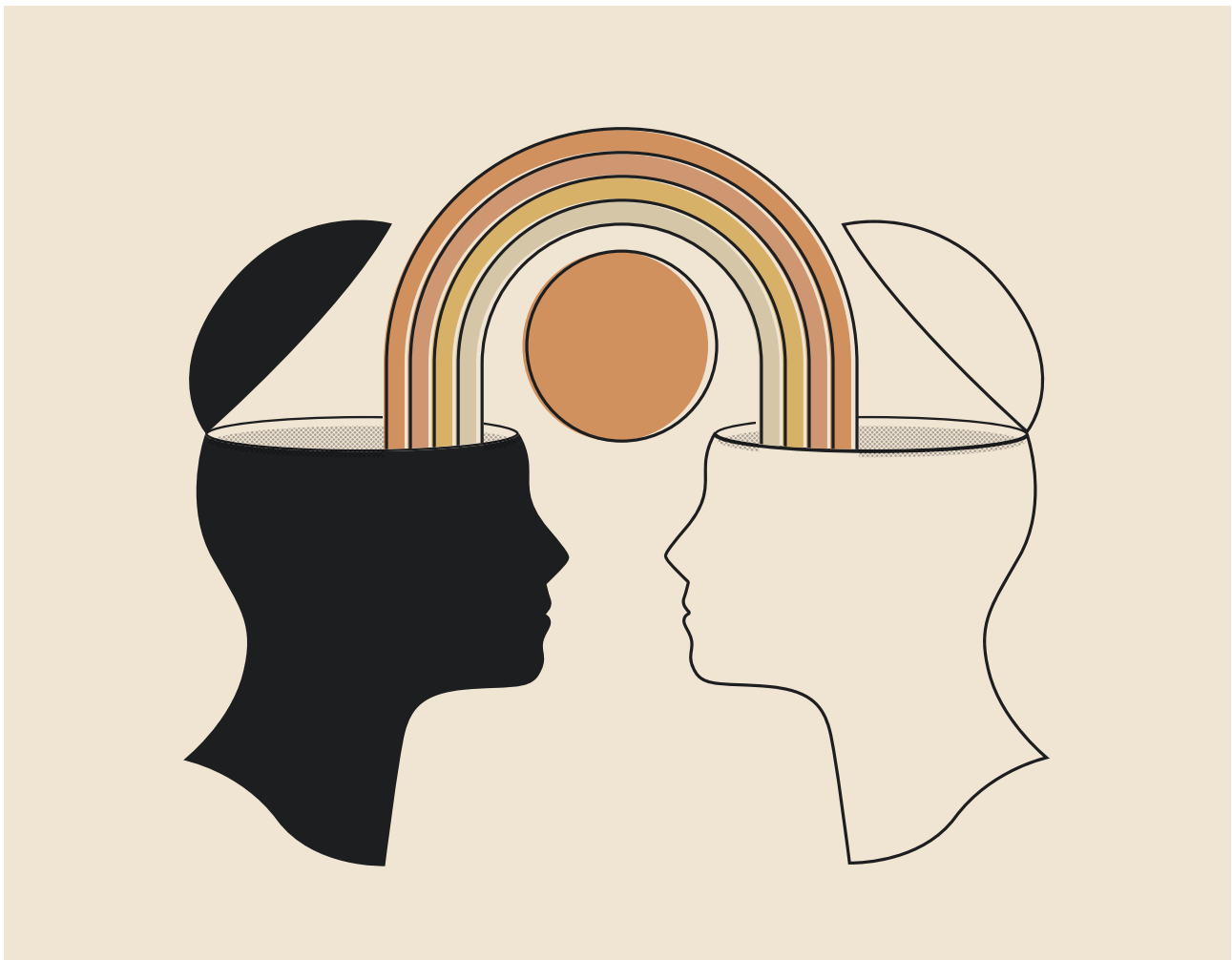
- Review
- Key exercise 1: Dialogues (the dialogues can be printed or projected using a PowerPoint presentation).
- Key exercise 2: Organisation chart (pen and paper for students)
- Reflection
- Conclusion

# LOCATION

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Non-violent communication<sup>13</sup> is committed to four pillars:

1. **Promoting awareness of feelings:** non-violent communication encourages cooperation, courage and authenticity, using awareness of feelings to increase actions.
2. **Understanding the role of language:** non-violent communication emphasises the importance of language and its impact on human relationships. It encourages being aware of how your choice of words can enhance or hinder effective communication and connection with others.
3. **Effective communication:** non-violent communication focuses on efficiently expressing desires, needs and feelings without resorting to aggression or violence. It emphasises the skill of active listening, even in the face of disagreements, in order to create space for an open and empathetic conversation.
4. **Mutually beneficial solutions:** instead of being dominant over others or exercising power over them, non-violent communication focuses on sharing power, as well as seeking shared solutions.



<sup>13</sup> Rosenberg, M.B, (2015). *Non-violent communication: A language of Life*. Puddle Dancer press.

# REVIEW



**Objective:** Students understand the concept of mentalising. Students can explain why the skill of mentalising is important in the sports and university context.



## 1. INFORMATION FOR THE REVIEW

The facilitator starts the third session on non-violent communication by looking back at the previous session that focused on mentalising. The aim of this retrospective is to integrate staggered repetition as an effective learning method in this learning journey on impact. Thanks to repetition, knowledge is better assimilated and stored in our long-term memory. It also gives students the opportunity to present additional questions regarding mentalising to the facilitator. A review of the previous session is also used to situate mentalising in the prevention triangle.



## 2. INSTRUCTIONS FOR THE REVIEW

The facilitator welcomes the students. The facilitator asks open-ended questions, then gives a word of explanation to the students. This explanation can be supported by using a PowerPoint presentation.

1. What do you remember about the session where we focused on mentalising?
2. What do you think mentalising means?

**Definition: Mentalising** is a uniquely human skill that allows us to understand and correctly interpret the behaviour of **self** and **others** in terms of underlying **inner mental states** such as thoughts, beliefs, desires and emotions<sup>14</sup>. The facilitator illustrates mentalising through three examples. In the first two examples, the student does not mentalise and in the third example, he does.

**Example 1:** A student notices a fellow student standing free during a basketball game. According to the student, she does not seem to understand the objective of the game. The student thinks, frustrated, "She probably will not like playing basketball" and throws the ball to another student. They then play on.

**Example 2:** A student sees that a fellow student stands free during a basketball game. According to the student, she does not seem to understand the objective of the game. The student goes to the fellow student and asks in a frustrated tone, "Do you understand the rules of the game? Do you know what to do." The student looks confused. The fellow student walks away with a sigh.

**Example 3:** A student sees that a fellow student stands free during a basketball game. According to the student, she does not seem to understand the objective of the game. The student feels that it frustrates him. The student goes to the fellow student and calmly asks, "It seems like you do not

<sup>14</sup> Fonagy, P., & Allison, E. (2013). What is mentalization?: The concept and its foundations in developmental research. In *Minding the child* (pp. 11-34). Routledge.

understand the rules of the game? Can I help you?" The student looks wide-eyed. The student asks politely, "How can I help?" The student then indicates that she has poor hearing.

**Explanation:** Why is it considered that there is segmentation in the third example?

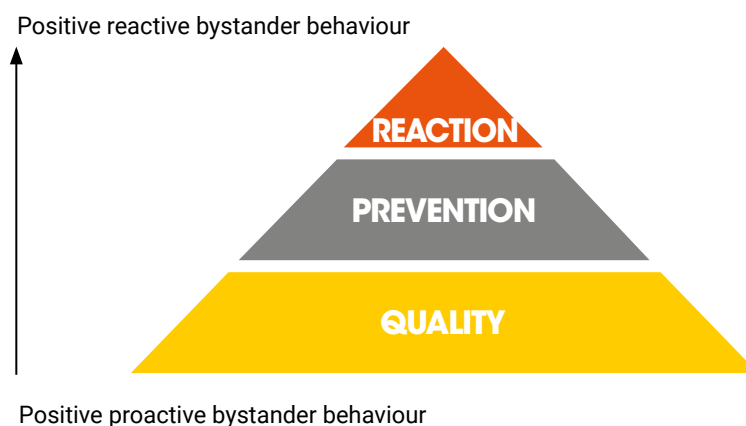
- In the third example, the student mentalises because he is aware that he is experiencing frustration because of his fellow student's behaviour. The student decides to test his/her fellow student's observed behaviour with his/her fellow students. The student prefers a tone that is friendly and curious. This indicates that the student is implicitly or explicitly aware of the impact of his/her behaviour on his/her fellow student. By adopting an open attitude (friendly and curious), this lowers the threshold for his/her fellow student to share her inner mental state.

### 3. Why is mentalising an important skill?

Mentalising allows you to check the inner perceptions of others, correctly assess observed behaviour and consequently respond appropriately. Mentalising is an essential skill in the prevention of GBV because it is conducive to creating and maintaining safe interpersonal relationships.

### 4. At what level of the prevention triangle do you situate mentalising?

Mentalising is a prerequisite for positive proactive bystander behaviour. Underlying mentalising is the creation of a secure connection and attachment between individuals, which is conducive to the overall quality of a social context. Figure 3. Merging bystander continuum and **prevention** can be used as an illustration.



*Figure 3. Merging bystander continuum and the prevention triangle*

#### Key message of the second session: mentalising

- Being aware of your own inner mental state (what feelings or thoughts are triggered in me in specific situations)
- Learning to check off the inner mental states (thoughts, feelings, or beliefs) of others that determine their behaviour is a prerequisite for creating and maintaining safe interpersonal relationships.
- Mentalising is a prerequisite for developing a safe sports climate.

# KEY EXERCISE 1: DIALOGUES



**Objective:** Students will be able to identify mild situations of gender-based violence. Students understand the importance of non-violent communication in mild situations of gender-based violence.



## 1. INFORMATION ON KEY EXERCISE 1: DIALOGUES

In the first key exercise: dialogues, the facilitator explains the basic structure of non-violent communication to the students using an example.

Non-violent communication is a communication protocol centred on compassion. The aim of this protocol is to solve conflicts and problems in an empathetic way. It allows you to be in touch with your own feelings, your needs and to communicate about them in a non-judgemental way. It is a protocol developed by Marshall B. Rosenberg, PhD.

Non-violent communication consists of four sub-questions:

1. What did I observe?
2. How do I feel about what I observed?
3. What distress am I experiencing?
4. How can I translate this need into a feasible action?

The first dialogue should be gone through in class as an illustration. Non-violent communication **starts** with an observation, a situation is observed. In the first key exercise, students will discuss four situations involving mild gender-based violence.

The aim is to make students aware of their feelings towards certain statements that can be seen as perpetuating gender stereotypes, gender bias, and negative gender norms. The four situations that will be covered provide a breeding ground for maintaining a negative climate towards the topic of gender-based violence. The examples are inspired by existing situations and testimonies of victims of gender-based violence.



## 2. INSTRUCTIONS FROM THE FIRST KEY EXERCISE: DIALOGUES

This first key exercise will feature four dialogues. The first dialogue is discussed in class. The facilitator has the students reflect on three questions.

The questions are structured to evaluate students' knowledge, attitude and behaviour towards situations of GBV.

### Dialog 1

During a lecture, a professor shows a newspaper article about aggressive behaviour during a hockey game.

**The professor:** "What do you guys think about this."

**Student:** "Boys have to be aggressive sometimes, it has to come out."

**The professor:** "What do you mean?"

**Student:** "Yes, that is part of the sport, ice hockey is aggressive and that expresses itself on the ice. If you can't handle that, then you should go do another sport, like gymnastics. But aggression belongs on ice! That's part of being a man."

**The professor:** "Do the others think the same way?"

None of the fellow students answer.

**The professor:** "Ok, then let's move on."

- **Question 1: What feelings does this statement evoke in you?**

The facilitator is attentive to the feelings students express (e.g., angry, speechless, indifferent, mad, powerless, moody, laughable, etc.). It is not always obvious to be able to name an emotion. The counsellor can use the emotion list (**Appendix 2. Rosenberg: list of values/needs, feelings, quasi-feelings**) to the students. This can help students increase their emotion vocabulary.

- **Question 2: Do you think there is gender-based violence?**

The statement is not specifically directed towards an individual, so there is no 'victim' present and some consequently consider that gender-based violence is not present. Despite the absence of a victim, this case can be considered a mild form of GBV.

The student's statement perpetuates a gender myth (common, considered untouchable but unfounded view), namely: aggressive behaviour comes with being male. It is linked to the biological orientation of being male, so it is normal for them to exhibit aggressive behaviour from time to time. However, behaviour is a consequence of a socialisation process. In other words, behaviour is partly something we learn and can therefore adjust. Next, to date, there is no evidence of an aggression gene. There is no reason to believe that men are less able than women to adjust their aggressive behaviour. Men, like women, can therefore learn to adapt and adjust their behaviour, if necessary.

- **Question 3: How would you react towards your fellow student?**

In the case study, students do not respond to the professor's question on whether they agree or disagree with their fellow student's statement. It is not natural for students to speak up during a lecture. For many students, this can create stress. In this third session: non-violent communication, students learn a protocol to support them in learning how to communicate with each other and share their opinions in a non-violent way.

**The facilitator explains the basic principle of non-violent communication to the students.** The basic premise of non-violent communication is to be able to connect with others (in this example, your fellow student) and yourself, in which the needs of both parties are answered, rather than conflicting with each other. The core is: **Being able to listen empathetically and express oneself honestly.**

### **Step 1: Observe without judging or commenting**

**Nonviolent communication starts with observation. It starts with the reflection question: "What am I observing that disturbs my well-being?"**

In many cases, people push through to expressing judgement. Non-violent communication first tries to dwell on the objective behaviour being observed.

JUDGEMENT	OBSERVATION
What the student says is a stupid statement.	The student explains his opinion about boys and hockey to the class.

### **Step 2: Expressing your own feelings**

**Once one has been able to name what one has observed and what disturbs us, one can move on to naming the emotion generated by the situation. The reflection question associated with step two is as follows: "What do I feel about the observation?"**

This seems an obvious step, but feelings are often not shared. Individuals are more likely to express their thoughts and opinions about a given situation. Opinions are easier to express, expressing feelings, on the other hand, implies daring to be vulnerable. The facilitator invites students to identify for themselves when they have effectively dared to share their feelings about a situation, which occurred at university or in a sports context, with others. When surrounded by friends or family, this may be easier. But in a school or work context, individuals are more likely to respond by expressing an opinion or criticism. However, expressing an opinion or opinion asserts that the 'other' is wrong and you have the truth. In reality, the person is not wrong, but harbours a different standard and/or value than you do, suggesting behaviour that is inconsistent with your own standards and values.

In the dialogue, the student seems to hold the belief that: "Men have the right to be aggressive because as men (based on their biological sex) they cannot control their aggressive impulses" and "aggressive behaviour simply belongs in sport, ice hockey". This view contradicts the vision, wishes and beliefs on GBV prevention. Namely, aggressive behaviour is not stated or approved by any sex or gender. And the statement also contradicts the vision of the hockey federation, namely that everyone should be treated with respect, and that no verbal or physical aggression is allowed within their sport. When responding with judgement, it increases the likelihood that the student will go on the defensive by feeling attacked. This breaks the communication trajectory. The student will not have a chance to meet you in your feelings and needs. In contrast, when feelings and needs are expressed first, space is created to engage in conversation with each other.

EXPRESSING THOUGHTS	EXPRESSING FEELINGS
I do not think his statements are appropriate. I think the fellow student has guts to say this.	His statements makes me angry. I feel discouraged by his statements.



### **Step 3: Acknowledge the need behind your feelings**

The third step of non-violent communication involves reflecting on the needs of emotions. The reflection question of step three is therefore, "What do you need?"

In many cases, one starts blaming oneself or others. Non-violent communication introduces two other paths when it comes to expressing needs: 1) one acknowledges one's own feelings and the needs associated with them or 2) one acknowledges the needs and feelings of others.

BLAMING YOURSELF	BLAMING THE OTHER	ACKNOWLEDGE OWN FEELINGS AND NEEDS	ACKNOWLEDGE THE FEELINGS AND NEEDS OF OTHERS
I am not manly enough because I do not believe in aggressive behaviour as a means to win.	He is an aggressive and arrogant boy.	When I hear a boy say, "Boys are aggressive." it makes me angry because it makes me feel inferior to boys and implies that I should just accept any aggressive behaviour from a boy.	When I hear you say, "Boys are aggressive." I am curious where this belief comes from. Do you experience the need to be aggressive in your sport?

### **Step 4: Action - retrieving your needs**

In the final step, a concrete action is requested. The reflection question linked to this is: 'What concrete action is requested to reach a solution/compromise?'

DO NOT	DO
<ul style="list-style-type: none"><li>• Vague language</li><li>• Demanding action</li><li>• Judging when need is not met</li></ul> <p>Boys need more information on women's rights.</p>	<ul style="list-style-type: none"><li>• Using positive language</li><li>• Concrete short-term action</li><li>• Linking action to the feeling from which it arises</li><li>• Compassion</li></ul> <p>For me, it would help me feel less angry if boys could recognise that they possess the same self-regulation skills as anyone else.</p>

Students go through the following three dialogues in groups of three. Students are given 5-7 minutes to discuss the dialogues and reflect on the questions. Each dialogue is given classroom feedback. Students adopt the perspective of a bystander. This means they observe the situation. During the class feedback, the facilitator checks whether there were differences within the group and tests whether other groups think the same or experience something different.

#### **Non-violent communication reflection questions**

- What behaviour is being observed?
- What feeling does this provoke?
- What is the need/request that you experience in relation to the situation?
- How can you request this distress?

The objective of the exercise is for students to understand the importance of non-violent communication. Non-violent communication *fosters compassion and collaboration, helps understand*

*how verbal messages can create connection or distance, teaches to express needs and actively listen even during disagreements, and encourages cooperative conflict resolution without exercising power over each other.*

### Dialogue 2

At the beginning of the class, students are given 20 minutes to practice for their exam assignment.

A student is practising with a fellow student. She grabs the ball from him very quickly and scores.

Two fellow students observing the situation said, "Oh yeah that was quick."

**The student who was practising with her says:** "For a girl."

### Case study explanation:

In this case, though, there is clearly a victim, especially the fellow student who was called out to. This is a mild form of GBV. The sentence: "Not so bad for a girl" emphasises a subordination of women. The connotation that biological sex as a woman as well as the sport of basketball are associated with a negative female gender identity and gender expression, namely that women are seen as slower or weaker than boys and men. This is emphasised and confirmed here by the addition 'for a girl'. Thus, perpetuating the gender stereotype: 'Girls are slower in sports'.

### Dialogue 3

Physical education students are on a ski trip.

**Student:** 'Come, let's go down the red ski slope

**Fellow student:** "I am still too scared of that. I don't feel skilled enough for the red slope.

**Student:** "Little cissy, don't be silly."

### Case study explanation:

This is a mild form of GBV. The student calls another student a cissy for not wanting to ski down the red ski slope. The reason why the student does not want to do this is not stated, but this should not matter either. Everyone has the right not to want to do things and to indicate this, and this does not give anyone the right to punish someone for this (as is the case here).

The swear word cissy refers to being weak, squeamish, and for some people, immediately a person who would fall for men. This use of language and its linked associations can make the student feel inferior as a boy or man. The expectation created is, "If you do not go down the red ski slope, then you are not a real man". Socio-cultural beliefs about what characteristics a real man should possess can be very limiting. It is as if there is an invisible code of conduct that boys and men must adhere to in order to be recognised by others as man or boy. The student is seen as less masculine and made to feel that way because he dares to state his boundary. The consequences of such statements are hurtful and can put the student at risk. Suppose he were to go along anyway in response to the statement but has insufficient skiing skills to descend the red slope safely, he puts himself at risk as a result. **The desire to belong is very prevalent among young adults**<sup>16</sup>. It is also very prevalent

<sup>16</sup> Pei, R., Lauharatanahirun, N., Cascio, C. N., O'Donnell, M. B., Shope, J. T., Simons-Morton, B. G., ... & Falk, E. B. (2020). Neural processes during adolescent risky decision making are associated with conformity to peer influence. *Developmental cognitive neuroscience*, 44, 100794. <https://doi.org/10.1016/j.dcn.2020.100794>

in children and adolescents, something you may have already observed in sports clubs or in high school. The student's desire to belong to his fellow students may ensure that he will not respond to the statement and could possibly force himself to adopt a behaviour he does not want. Hence the importance of positive proactive and reactive bystander behaviour.

#### Dialogue 4

A group of fellow students discuss the topic of gender-based violence over lunch.

**Student:** "I think it's really bullshit that we get so many lessons around gender-based violence. What has that got to do with becoming a coach again".

**Student 2:** "Agreed. It's always the same thing about women's rights and feminism too."

**Student:** "Do not women have enough rights now? They should stop complaining at some point. Soon we will not be allowed anything."

**Student 2:** "You have to cope with something in sport and life is like that now."

#### Case study explanation:

As in today's first dialogue, there is no direct victim here, so it cannot be called interpersonal violence. The students' statement is directed towards the general population of women. It is a statement that reflects an opinion about GBV and women. The students' statement reflects a lack of knowledge on the issue of GBV and its consequences at the societal and individual level. In the Curiosity session, you learned that prevalence rates on GBV in sports are high. You also learned about the consequences of gender stereotypes and gender bias. Young people's statements are a form of negative proactive bystander behaviour. It cannot be said that GBV takes place in this situation, but the students contribute to spreading negative attitudes and erroneous knowledge about GBV (e.g., 'women already have enough rights'. It is only since 2023 that female hockey players have had the right to wear shorts instead of skirts). This can influence the norms and values of their context, university and sport, and promote situations of GBV.

# KEY EXERCISE 2: ORGANISATION CHART



**Objective:** Students have knowledge about the academic hierarchy of their university. Students understand the difference between power imbalance and abuse of power.



## 1. INFORMATION ON KEY EXERCISE 2: ORGANISATION CHART

The second key exercise has two functions: 1) to teach students the academic hierarchy of a university and 2) to teach students the concepts of power imbalance and abuse of power.

Power imbalance refers to situations where one individual or group possesses significantly more or less authority or influence than another. This then leads to an unequal distribution of power within a given context such as in interpersonal relationships, social structures or political systems.

- In a parent-child relationship, there is a power imbalance. Parents have more to say than a child.
- A teacher has more to say on class content and exam assignments than students.

Power imbalance is not a bad thing. It helps provide structure and creates clarity. It can also serve as a protective factor. For example, a parent saying no to his/ her 13-year-old child asking permission to get a tattoo. The parent in question uses his power imbalance over his/ her child to limit a certain behaviour. The same happens in sports and at university. For example, a gymnastics coach who refuses to allow his/ her injured athlete to play, despite the athlete's wishes. The coach may impose his/ her decision because of the power imbalance that takes place between the athlete and the coach. Power imbalance can arise due to several factors: position, role, knowledge, age, functioning, etc.

Abuse of power occurs when individuals or groups abuse their authority or influence (power imbalance) to exploit or manipulate others to their own advantage. This abuse of power can occur in a variety of contexts, such as sports or university. It often involves actions that infringe on the rights or interests of others. The component of coercion is often present in abuse of power. Choice is taken away from the person. Again, we take the example of the gymnastics coach and the injured athlete. Suppose the coach says to his injured athlete, "It would be better if you played along, without you we have no chance at all. Your injury will be okay." Here, the coach uses his/ her position to demand a certain behaviour (playing in the match despite the injury) from his/ her player. The threshold for saying no is raised. In cases of abuse of power, the lines of communication are interrupted, while in cases of power imbalance, the lines of communication remain open. There is space to share observations, express feelings, explain needs, and share actions. A two-way communication should remain present. For example: parents and children discussing what time to go out. Abuse of power leaves no room for dialogue. It is a one-way street that goes only from the top to the bottom. Party

boundaries are also no longer respected. The involvement or the dissidence are banned. Group pressure is an abuse of power in a group. In the majority situations of gender-based violence, some form of abuse of power will be present.

**Example: Organisation chart of the Faculty of Physiotherapy and Movement Sciences at the Vrije Universiteit Brussel**

ORGANIGRAM VUB FACULTEIT LICHAMELIJKE OPVOEDING EN KINESITHERAPIE					
RECTORATE	RECTOR	BOARD OF EDUCATION JAN DANCKAERT			
Services	Administration and technical staff	Guidance for students, point of contact, ICT, staff and organisation, etc.			
Research groups	Self-employed Academic staff (SAS)	Movement and Sports Science (MSS)		Kinesitherapy, human physiology and anatomy (HPA)	
	Academic assistant Personal (AAP)	11 research groups: SAO, SPLISS, SPMB, MOVE, PAIN, ARCS; EXAN; MYFS; M&M, PANU, RERE			
Trainings	Students	Bachelor	Master	Postgraduate	Doctorate



## 2. INSTRUCTIONS FOR KEY EXERCISE 2: ORGANISATION CHART

The facilitator divides the students into groups of three. On an A4 sheet, the facilitator leaves the students draw the organisation chart of their university. When the students have finished drawing the organisation chart, the facilitator goes over it in class. The facilitator allows some students to speak and add to it where necessary.

### Reflection questions for students:

- What do you think the academic hierarchical structure looks like? Draw this on an A4 sheet
- Where do you place yourselves?
- How do you experience the hierarchy of the university?
- How does a power imbalance affect the possibility of non-violent communication?
- How does abuse of power affect the ability to communicate non-violently?

# REFLECTION



**Objective:** *Students reflect on the application of non-violent communication. The students can give examples in which non-violent communication can also be used.*



## 1. INFORMATION FROM REFLECTION

Students reflect on applying non-violent communication in different relationships. Students reflect on the importance of applying non-violent communication and how they experienced it themselves.

The reflection part ends with a transfer training, in which students are invited to reflect on which situations they have used non-violent communication previously.



## 1. INSTRUCTION FOR REFLECTION

**The facilitator** asks the following reflection questions to the students:

- What did you notice?
- Why is non-violent communication important in situations of GBV?
- How was it like for you to practice non-violent communication?
- What can you take from the previous session that does you remind of it?
- How does power imbalance and abuse of power affect non-violent communication?

The facilitator concludes the reflection part of session 3: non-violent communication with transfer training.

### **Transfer training:**

- Have some of you used this method of communication before?
- When could you still use this way of communicating?

# CONCLUSION



**Objective:** The facilitator completes the session in a safe manner by giving students time for questions or comments.



## 1. INFORMATION FOR THE CONCLUSION

The facilitator briefly reiterates the four sub-questions of non-violent communication:

1. What did I observe?  
*Objectively and without judgement describe what is actually happening.*
2. How do I feel about what I observed?  
*Expressing how we feel in response to what we perceive.*
3. What distress am I experiencing?  
*Making clear what needs underlie our feelings.*
4. How can I translate this need into a feasible action?  
*Asking for specific actions that can help fulfil our needs.*

The facilitator shares the key messages of session 3: non-violent communication.

- Applying a respectful way of communicating can promote empathy and understanding between people in a given context.
- The objective is to resolve conflicts in a peaceful way to connect, even if people disagree with each other.



## 2. INSTRUCTIONS FOR THE CONCLUSION

The facilitator concludes the session with the four sub-questions of non-violent communication and the key messages of session 3: non-violent communication. The facilitator then gives students time to ask questions and share their reflections on the session. The facilitator communicates the date and time of the penultimate session to the students.

# SESSIONS

## EMOTION REGULATION



### INFRASTRUCTURE

- Sports balls, 12 training cones, exercise cards (Appendix 3 and Annex 4), calculation sheet and pens.

### TIMING

Duur: 120 minuten

- K1: 10'
- K2: 15'
- K3: 25'
- Reflection: 60'
- Conclusion: 10'

### OBJECTIVES

Students know how their parasympathetic nervous system works.

- Students know that drastic events can affect their parasympathetic nervous system.
- Students know how to apply emotion regulation techniques.

### TEACHING MATERIAL

- Review
- Key exercise 1: Passing (sports balls)
- Key exercise 2: High Intensity Interval Training Circuit (training cones or pawns, exercise card (Annex 3), calculation sheet and pens)
- Key exercise 3: Emotion Regulation Circuit (training cones or pawns, exercise card (Annex 4, calculation sheet and pens)
- Reflection
- Conclusion



# LOCATION

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The third session: emotion regulation serves to make students aware of the impact of major events on their nervous system.

As bystanders, it is not always easy to intervene in situations of GBV. Observing GBV can be perceived as invasive. Even if people have the knowledge of GBV, they may still be unable to intervene.

Emotion regulation is a prerequisite for increasing the likelihood of intervention.

To support the information for reflection, a number of videos are provided to the facilitator:

- <https://www.youtube.com/watch?v=UUm904wegs>
- <https://www.youtube.com/watch?v=jEHwB1PG-Q>
- <https://www.youtube.com/watch?v=BJfmfkDQb14>
- <https://www.youtube.com/watch?v=4-tcKYx24aA>



# KEY EXERCISE 1: PASSING



**Objective:** Students identify an emotional stress response triggered by a negative behaviour. Students understand the consequences of a negative or positive emotional stress response.



## 1. INFORMATION FOR THE FACILITATOR

The emotion regulation session starts with a passing exercise. Students are divided into groups of two and pass a sports ball to each other. The objective of the exercise is for the students to pass the ball to each other. One of the students is instructed to pass the ball harder every two minutes. This behaviour - playing the ball back harder and harder - is the negative stimulus that will trigger an emotional response. Initially, the opponent is going to feel an emotion: he is confused, angry, frustrated, or experiences misunderstanding. The emotion will trigger a behavioural response in the students, namely a regulated behaviour or dysregulated behaviour. A regulated behaviour means that the student can use emotion regulation. This means that the student will be able to offer a thoughtful and solution-oriented response. The student will respond in a calm, controlled and conversational manner, for example as follows:

- The student will neither pass the ball as hard nor harder back. The student will play the ball in an acceptable manner.
- The student will ask: "Why play so hard? Why the aggressiveness? What is happening?"
- The student will look for a solution: "Maybe we can play softer?"

This compares with a dysregulated response. Students who are dysregulated by their fellow students' behaviour will become overwhelmed by the emotion provoked by the negative behaviour (i.e., playing the ball harder and harder). These students will not show emotion regulation but react in a reflexive/impulsive way. This can manifest itself in different ways, for example:

- Students will prefer a rather aggressive path by playing the ball back just as hard or even harder.
- Students are more likely to show a freezing reaction. They will remain perplexed and appear 'lost'. These students may also show a flattened facial expression.
- Students will react angrily and angrily without trying to understand their fellow students or look for a solution: 'But please, what are you doing! What kind of a warm-up is this! I don't want to play like this!'

The facilitator observes the students' behaviour. During reflection, this will be thought upon.



## 2. INSTRUCTIONS FOR THE FACILITATOR

The facilitator randomly divides the students into pairs and gives each pair a ball. The facilitator then gives the following instructions to one of the two students:

- One moment I will say, "Five more minutes." From then on, you will systematically start throwing the ball harder and harder at your fellow student.

The facilitator pays attention to the reactions of fellow students who have not received instructions. The facilitator observes which path is taken by different students. Which students show a regulated behavioural response? Which students exhibit a dysregulated behavioural response? How is this expressed by the students? And what are the consequences of the behaviour? After ten minutes, the facilitator completes the exercise, and the second key exercise gets started. .

### What can the facilitator observe?

- What verbal responses are used by students?
- What non-verbal responses do students make?
  - o Sighing, rolling your eyes, handling closed or open posture, ...

# KEY EXERCISE 2: HIGH INTENSITY INTERVAL TRAINING - CIRCUIT



**Objective:** Students recognise the action of their parasympathetic nervous system (such as accelerated heart rate/breathing or fatigue) through their participation in a High Intensity Interval Training (HIIT) circuit.



## 1. INFORMATION FOR THE FACILITATOR

The **aim** of the second key exercise is to mimic a physiological stress response among students. By performing high-intensity interval training (HIIT), the students' sympathetic nervous system is powered. As a result, students will experience similar physiological responses than if they were in a stressful situation. Perceiving an acute GBV situation can be experienced as a stressful situation. Depending on individual skills to regulate emotions, it will be easier or harder for students to effectively step up to helpful behaviour. This means that emotion regulation could be a prerequisite to positively reactive bystander behaviour. The human parasympathetic nervous system is activated when perceiving a major event. This serves to prepare the body to escape, fight, or freeze reaction (get away, fight, or freeze). In other words, the body prepares to respond to danger by triggering physiological changes, thus increasing the chances of survival (e.g., heart rate increases, the breathing becomes shallow, non-vital organs shut down, and alertness increases).



## 2. INSTRUCTIONS FOR THE FACILITATOR

The sports exercises for the HIIT circuit can be found in **Annex 3**. The facilitator can print these exercises to create different positions where the exercises can be performed. Setup of the HIIT circuit:

- A circuit of six exercises is prepared by the facilitator. The overview of all exercises can be consulted in the annex.
- The facilitator goes through the exercises once at the start of the session.
- Students must sustain each exercise for 45 seconds.
- At the facilitator's (whistle) signal, students move to the next exercise (everyone moves in the same direction).
- When students get back to their first exercise, let them perform simple arithmetic (**Appendix 5**).
- Have students go through the circuit 3 times.

# KEY EXERCISE 3: EMOTION REGULATION CIRCUIT



**Objective:** Students understand the importance of emotion regulation strategies. The students can apply emotion regulation strategies.



## 1. FORMATION FOR THE FACILITATOR

The **aim** of the emotion regulation circuit is to activate the **parasympathetic nervous system**. The parasympathetic nervous system is part of the autonomic nervous system, which is responsible for regulating bodily physiological functions involved in **rest and recovery**. Some functions of the parasympathetic nervous system include slowing the heart rate, activating digestion, deepening breathing and relaxing muscles. During the HIIT circuit, students were introduced to their sympathetic nervous system, which stimulates physiological responses when they are in a stressful situation. When the stressful situation is over, the parasympathetic nervous system is activated to bring the body back to a resting state. In most situations, this process is switched on automatically. A common stressful situation for students is like exams. Before taking an exam, students often experience stress symptoms such as sweaty hands, increased heart rate, nausea or intestinal discomfort, and increased alertness. For most students, stress symptoms start to subside after the exam. Students start experiencing hunger and thirst again, fatigue sets in, and the heart rate starts dropping. This is because the stress situation has ended.

With drastic events such as perceiving a GBV, the same response will be stimulated. Perceiving the situation will activate the parasympathetic nervous system. Following the situation will activate the parasympathetic nervous system. However, the objective of this prevention course on GBV is to stimulate positive reactive bystander behaviour in physical education students. That means that the target is for students to adopt helpful behaviour while observing a GBV situation. In other words, that they can intervene in a helpful way when the GBV situation occurs. However, this requires that one can maintain control over his/her own emotions during a stressful situation. For this, one should possess the emotion regulation skill. In the emotion regulation circuit, students are introduced to a number of exercises that support the parasympathetic nervous system (e.g., abdominal breathing exercises).



## 2. INSTRUCTIONS FOR THE FACILITATOR

The emotion regulation exercises for the circuit can be found in **Appendix 4. Session 3: Emotion regulation circuit**. The facilitator can print these exercises to create different positions where the exercises can be performed.

Each exercise is performed after a HIIT exercise.

### Setting up the emotion regulation circuit

- A circuit of 12 exercises is set up by the facilitator.
- The facilitator adds after each HIIT exercise from **Appendix 3. Emotion regulation High Intensity Interval Training Circuit** an additional emotion regulation exercise to the circuit from **Appendix 4. Session 3: Emotion regulation circuit**.
- In this circuit, students will alternate between an intense exercise and an emotion regulation exercise.
- Students go through the circuit in silence.
- The facilitator goes over the exercises 1 time at the start of the session.
- Students have to sustain each exercise for 45 seconds.
- At the facilitator's (whistle) signal, students move to the next exercise (everyone moves in the same direction).
- When students get back to their first exercise, let them perform simple arithmetic, see **Appendix 5. Maths sums**.
- Have students complete the circuit 1 time.

# REFLECTION



**Objective:** Students reflect on the content of the sport plus session. Students receive a brief introduction on the functioning of the parasympathetic nervous system when experiencing stress.



## 1. INFORMATION FOR THE FACILITATOR

The reflection part starts with a brief review of session 3: non-violent communication. Using reflection questions, the facilitator goes through the key message of session 3: non-violent communication with the students. The students should be able to state what non-violent communication is and why it is important in the sports context and beyond.

After repeating the key messages of session 3: non-violent communication, the facilitator asks students reflection questions on the three key exercises they performed during this session. The reflection serves to link the emotion regulation skill and the theoretical explanation of the parasympathetic nervous system to the students' experiences throughout the exercises. Each key exercise serves to introduce and practice the emotion regulation skill in (a safe setting).

The facilitator asks the reflection questions to the students and makes them think about what the exercises were testing and provoking now. Afterwards the facilitator explains the functioning of the parasympathetic nervous system during GBV situations. The facilitator uses the students' answers to clarify the theory.

### **Explanation of key exercise 1: Passing**

The aim of key exercise 1: fitting is to identify regulated and dysregulated responses. Students gain an understanding of the consequences of both paths. The skill of **recognising, understanding, and controlling the emotional response provoked** by the negative stimulus is called emotion regulation. This is an essential skill for maintaining healthy relationships, taking well-considered decisions and an individual's overall well-being. It is often developed and refined throughout life, and influenced by factors such as education, environment and individual experiences.

### **Explanation of key exercise 2: High Intensity Interval Training circuit**

The **aim** of key exercise 2: High Intensity Interval Training was to mimic a physiological stress response. When we are under stress, such as perceiving an acute GBV situation, our **sympathetic nervous system** is activated. This serves to prepare the body for escape, fight, or freeze response. In other words, the body prepares to respond to danger by triggering physiological changes that enable you to increase your chances of survival.

- **Increased heart rate:** The sympathetic nervous system stimulates the heart rate, resulting in faster blood flow to bring oxygen and nutrients to muscles and organs.
- **Widening of the airways:** The airways widen, allowing you to breathe in more oxygen to supply muscles with sufficient oxygen.
- **Increased alertness and vigilance:** You are more alert and focused on dangerous signals, which

helps you react quickly to the stressor. However, all other signals are filtered out. As a result, it creates a narrowing of awareness. Attention is focused only on the danger.

- **Pupil dilation:** The pupils in your eyes enlarge, which improves your vision and allows you to perceive any threats better.
- **Mobilisation of energy reserves:** The body starts releasing energy reserves by releasing glucose into the bloodstream so that muscles can use energy quickly.
- **Suppression of non-essential functions:** The parasympathetic nervous system reduces the activity of non-essential bodily functions such as digestion because they are not a priority at the time.
- **Adrenaline and noradrenaline:** The parasympathetic nervous system stimulates the release of adrenaline and noradrenaline, hormones that amplify the stress response.

When we are in this stress response, such as when observing, experiencing, or stating GBV, our body reverts to the 'reptilian brain'. The **reptilian brain** refers to **the parts of the brain** responsible for **basic instincts (e.g., brain stem, hypothalamus, and limbic system)**, which maintain our basic bodily functions and thus increase our chances of survival.

In acute stressful situations, access to the cerebral cortex (cerebral cortex) is interrupted. That means that **when experiencing a profound event, our ability to control and regulate behaviour is reduced**. The ability to call on executive functions, a set of cognitive processes and skills to achieve functional behaviour, is temporarily put on hold. An example of a cognitive process that leads to functional behaviour is planning and organising. Assume that before you have to go on holiday, you have a deadline to meet, your suitcase to prepare and the house to clean. When the executive function planning and organising is working optimally, you will be able to break down the tasks into time and priority. But suppose the deadline is causing you extreme stress, this will negatively affect your ability to estimate how long you have to work on it and how long you need to complete your other tasks. As a result, you may leave on holiday without having cleaned the house and you may have forgotten to take three things in your suitcase.

**A few students probably found it difficult to perform the arithmetic exercises in a calm manner. This is because it is a task that requires more executive functions than the other exercises, and because this executive function is suppressed when there is a stress response (which we simulated with HIIT circuit).** The exercise calls on the executive function of working memory. Students have to hold relevant information in their working memory to perform the arithmetic tasks. Here are some tasks that cannot be performed, or are more difficult to perform, during a stress response:

- **Emotion regulation:** The ability to recognise, understand and manage emotions to deal effectively with stress and frustration.
- **Goal-oriented behaviour:** The ability to stay focused on achieving a goal, despite distractions or obstacles.
- **Inhibition (braking action):** The ability to control impulsive behaviour and resist distractions. This includes self-control and being able to wait before acting.
- **Working memory:** The ability to temporarily hold and manipulate information for tasks such as following instructions, arithmetic and problem-solving thinking
- **Cognitive flexibility:** The ability to switch quickly between different tasks, thinking strategies or mental sets. It is important for adapting to new situations and solving complex problems.
- **Planning and organising:** The ability to set goals, plan steps to achieve those goals and manage time and resources effectively.



Due to the failure of executive function in stress symptoms, it is understandable that people do not (always) ask the predicted or desired behaviour. Nobody can also predict what behaviour someone will state while observing, experiencing or stating GBV.

When experiencing a traumatic experience, such as GBV, the parasympathetic nervous system will take hold of. This increases our survival rate as humans (= evolutionary survival mechanism). Consequently, the person in question experiences one or more stress symptoms that result in undergoing (freezing), running away (escaping), resisting (fighting) the situation. Suffering is often observed in cases of (repeated) sexual violence. In (repeated) sexual violence, suffering is a strategy to shorten the duration of the violence and make it predictable. However, this also ensures that victims of GBV are not always understood by those around them. This can then lead to victim blaming. **Victim blaming means blaming the victim for the violence someone has experienced**<sup>17</sup>.

Some examples of **victim blaming**:

- Why didn't you do anything to stop it?
- If only he had not drunk so much.
- Yes, you were also flirting all evening.
- You just need to get a bit stronger.
- You should have reported it right then.
- ...

As a bystander, you may be able to remain calm and adopt helpful behaviour when observing a stressful situation, but you may also freeze completely. Observing a drastic situation of GBV can activate your stress response. This depends on the person, the situation and the context. By recognising and being able to identify stress symptoms in yourself and learning what emotion regulation strategies you can apply to calm yourself down, you will be able to call on your brain's executive functions (e.g., logical reasoning) more quickly to assist victims as a bystander.

### **Explanation of key exercise 3: Emotion regulation circuit**

During the first circuit, students were introduced to their parasympathetic nervous system. This is the nervous system that is activated during stressful situations. To regain calmness, the parasympathetic nervous system will have to be activated, by taking a physical, cognitive or behavioural action, such as communicating non-violently or seeking help.

The **aim** of the emotion-regulating exercises (breathing, relaxation, visualisation, and grounding) was to set in motion the **parasympathetic nervous system**. The parasympathetic nervous system is part of the autonomic nervous system, which is responsible for regulating bodily physiological functions involved in **rest and recovery**. Some of the functions of the parasympathetic nervous system are:

- **Lowered heart rate:** It slows the heart rate and helps lower blood pressure, which helps put the body into a resting state.
- **Digestive stimulation:** It stimulates digestion by increasing intestinal peristalsis and stimulating the secretion of digestive juices.
- **Pupil constriction:** It causes pupil constriction, resulting in sharper focus on nearby objects.
- **Increased saliva production:** It stimulates the salivary glands, facilitating digestion.

- **Bladder relaxation:** It causes the bladder wall to relax, facilitating urination.
- **Promotion of rest and sleep:** The parasympathetic nervous system is more active during rest and sleep, and it contributes to the body's recovery during the sleep cycle.

The parasympathetic nervous system works together with the sympathetic nervous system to keep the body balanced and produce appropriate physiological responses. The parasympathetic nervous system helps the body return to a state of rest and recovery after periods of agitation or stress.

When experiencing or observing drastic events such as GBV, returning to a state of calm and recovery can be disrupted. The body is then unable to relax, which is why it is important to seek external help when stress symptoms persist.

### **As a future employee in the sports sector, where do students have an impact?**

Learning to identify their own stress symptoms is the first step towards positive reactive bystander behaviour. Identifying stress symptoms helps to then start using adequate emotion-regulating strategies (such as breathing) to return to a state of calm and enable you to call on your executive functions again, which will enable you to adopt supportive behaviours, for example. In session 3: emotion regulation, students practised several emotion regulation strategies that can support them to get a grip on their stress symptoms, to then be able to help others. The chances of adequately supporting a victim or offender will be higher when one is able to regulate one's own emotions first.

The facilitator completes the reflection part with transfer training. All students will have experienced stress symptoms previously. A common example of this is an exam. Emotion regulation techniques can also make them more skilled in dealing with their everyday stress symptoms, such as during an exam or recruitment interview.



## **2. INSTRUCTIONS FOR THE FACILITATOR**

The facilitator first starts by reviewing the reflection questions. Based on the students' answers, the facilitator explains the key messages of session 3: non-violent communication.

### **Questions to students on review at session 3: non-violent communication**

- What did you remember from the previous session?
- Does anyone want to add to this?

### **Questions to students about the passing exercise**

- What did you notice during the exercise?
- What feeling came over you when you had to catch the harder pass?
- How did you want to react?
- How did you guys end up reacting?
- How did it feel for the person who played the harder pass?

### **Questions to students about the HIIT circuit**

- What was it about?
- What did you experience while going through the circuit?

### **Questions to students about the HIIT and emotion regulation circuit**

- What was it about?
- What did you experience? What did you notice?
- Was there a difference between the first and second circuit?
  - In which circuit was it easier to perform the arithmetic?
  - In which circuit was it easier to get a grip on your breathing?

### **Check-out whether students understand the explanation and have questions. Check-out of knowledge through transfer to other life domains**

- Do you recognise these stress symptoms from other situations in your life? (e.g., exam, driving licence, moving out of parents' house, first time travelling alone, first day of school at university, argument with partner, ...).
- When can it be useful to use regulation exercises? Do you have examples from your daily life?
- Which exercises seem feasible to apply?

### **Check-out whether students understand the explanation and have questions.**

# CONCLUSION



**Objective:** The facilitator closes the session in a safe manner by giving students space and time for questions or concerns. The facilitator briefly explains what students can expect in the final session of the TPS prevention trajectory.



## 1. INFORMATION FOR THE FACILITATOR

The facilitator closes the session with a summary of what was discussed in this and the previous session. The facilitator then gives students time to share questions or concerns.

In Session 1: Curiosity session, students learned several concepts: definition of GBV, gender stereotypes, gender bias, the prevention triangle, and the bystander quadrant.

In Session 2: Mentalisation, students were taught the skill of mentalising: the ability to understand and interpret the thoughts, feelings, intentions and motivations of both yourself and others. This constitutes a protective factor for preventing GBV and helps promote a safe sports climate.

In Session 3: Non-violent communication, students learned to identify signs of mild forms of GBV and apply the protocol of non-violent communication. Non-violent communication encourages empathy, both for yourself and others. It helps people step out of a defensive posture, build understanding and jointly seek solutions.

In session 4: Emotion regulation, students learned about the functioning of the parasympathetic nervous system in drastic situations. There was a focus throughout session 4 on the emotion regulation skill. Emotion regulation is an individual's ability to consciously recognise, understand, assess and control emotions. Learning to identify one's own stress signals helps to then deploy adequate strategies to re-establish regulation, and thus be able to adopt supportive behaviour.



## 2 INSTRUCTIONS FOR THE FACILITATOR

**Questions to students:**

- Are there any questions or concerns you would like to share?

Next time, we will elaborate on how to react when observing a GBV situation and where to report a situation of GBV.

# SESSIONS

## PROBLEM-SOLVING THINKING



### INFRASTRUCTURE

- Seven **GBV situation maps** (*Annex 6*)
- Reporting point administrators of the university have been invited to present the reporting procedure.

### TIMING

Duur: 120 minuten

- Review: 15'
- K1: 30'
- K2: 30'
- Reflection: 30'
- Conclusion: 15'

### OBJECTIVES

- Students can assess the severity of situations of gender-based violence.
- Students can identify potentially positive bystander behaviour in situations of gender-based violence.
- Students know where, when and how to report incidents of gender-based violence.

### TEACHING MATERIAL

- Review: Key points of session 4: Emotion regulation are briefly discussed
- Key exercise 1: Severity ladder (seven printed GBV situation cards)
- Key exercise 2: Reporting GBV (university hotline managers are invited)
- Reflection
- Conclusion

# LOCATION

The previous four sessions focused on teaching positive proactive bystander behaviour (mentalising) and positive reactive bystander behaviour in mild situations of gender-based violence (non-violent communication). In Session 4: Emotion regulation, students reflected on their own physiological response during a stressful situation. They were introduced to psych trauma theory. In the final session, students were introduced to the **problem-solving thinking** skill.

To exhibit positive reactive bystander behaviour in a situation of gender-based violence, an individual needs to possess problem-solving skills. The problem-solving thinking skill can be categorised into nine different steps that support an individual in seeking and implementing efficient solutions to problems and challenges. During this fifth session, students reflect on their own problem-solving skills. Students reflect on possible strategies that one can apply during a situation of gender-based violence.

PHASES PROBLEM-SOLVING THINKING	
Phase 1	Identify the problem <i>Definition of GBV and Boundary-wise system.</i>
Phase 2	Analyse the causes <i>Information from session 1: Curiosity, session 2: Mentalising, and session 3: Non-violent communication.</i>
Phase 3	Collect information <i>Information from session 1: Curiosity, session 2: Mentalising, and session 3: Non-violent communication.</i>
Phase 4	Generate an action plan <i>Information from session 4: Emotion regulation and the five A's.</i>
Phase 5	Evaluate the action plan
Phase 6	Choose the best action plan
Phase 7	Implement the action plan
Phase 8	Monitor results
Phase 9	Evaluation of the action plan

*Table 4. Phases of problem-solving thinking*

# REVIEW



**Objective:** Students name the key messages of the past four sessions (session 1: Curiosity session 2: Mentalising session 3: Non-violent communication, session 4: Emotion regulation)



## 1. INFORMATION FOR THE FACILITATOR

In Session 1: Curiosity session, students learned several concepts: definition of GBV, gender stereotypes, gender bias, the prevention triangle, and the bystander quadrant.

In Session 2: Mentalising, students were taught the skill of mentalising: the ability to understand and interpret the thoughts, feelings, intentions and motivations of both yourself and others. This constitutes a protective factor for preventing GBV and helps promote a safe sports climate.

In Session 3: Non-violent communication, students learned to identify signs of mild forms of GBV and apply the protocol of non-violent communication. Non-violent communication encourages empathy, both for yourself and others. It helps people step out of a defensive posture, build understanding and jointly seek solutions.

In session 4: Emotion regulation, students learned about the functioning of the parasympathetic nervous system in drastic situations. There was a focus throughout session 4 on the emotion regulation skill. Emotion regulation is an individual's ability to consciously recognise, understand, assess and control emotions. Learning to identify one's own stress signals helps to then deploy adequate strategies to re-establish regulation, and thus be able to adopt supportive behaviour.



## 2. INSTRUCTIONS FOR THE FACILITATOR

The facilitator asks the following questions to the students:

- What did you remember from the previous session?
- Any thoughts on the previous session you would like to share?

# KEY EXERCISE 1: SEVERITY LADDER



**Objective:** Students are able to assess the severity of GBV situations.



## 1. INFORMATION FOR THE FACILITATOR

The objective of the first key exercise is to encourage and teach students to engage in positive reactive bystander behaviour when faced with a situation of GBV. For this, an individual must have problem-solving skills. A person's problem-solving ability can be categorised into nine different steps. A prerequisite for being able to achieve problem-solving is to (re)recognise one's own stress symptoms. The different steps are discussed in relation to GBV. Key exercise 1: Severity ladder starts by having students first think about the severity of the GBV situation, what sustaining factors are present, what possible supportive responses there are, and from when to report. Next, the facilitator explains the competence of problem-solving to the students. The nine stages are used to frame the students' responses.

### Phase 1: Problem identification.

An individual must be able to identify the problem. That means that students must be able to identify the situation such as GBV. This was taught in Session 1: Curiosity session and Session 3: Non-violent communication. Students were taught the definition of GBV, gender stereotypes, gender bias and myths and facts. This was a first step to increase their knowledge about GBV. In session 3: Non-violent communication, students reflected on mild forms of GBV through dialogues. In session 5: Problem-solving thinking, students confronted more severe forms of GBV. The definition of GBV provides an initial basis for identifying signs of GBV. Next, the six criteria of the Flag system are explained. The Flag system provides **six general criteria** by which to estimate the severity of a situation.

#### Definition of gender-based violence:

**Interpersonal violence** (psychological -, physical -, sexual - and/or neglect) that is directed towards someone's **biological sex, gender identity, gender expression or gender perception**.



<b>Mutual consent</b>	All parties have knowledge of the consequences of the behaviour and consent.
<b>Volunteer</b>	None of the parties' experience coercion or pressure.
<b>Equivalence</b>	All parties are equal in status, age, knowledge, ... to each other.
<b>Development and performance level</b>	The behaviour is appropriate for the developmental stage and functioning level of the person(s).
<b>Context</b>	In what circumstances does the behaviour take place.
<b>Impact</b>	The behaviour does not cause negative harm or impact to all parties involved.

Table 5: Six criteria of the Flag system (Grenswijs, 2024)

### Key question 1: What characteristics did you rely on to build the ladder?

Example: In the third situation (**see Annex 6**) there can be no consent. The girl who was drunk may or may not consent to sexual acts. Therefore, this is considered GBV. Also, because it is known from the prevalence rates among university adolescents that girls experience sexual violence at a disproportionate rate compared to boys.

### Phase 2: Analyse the causes.

An individual should be able to explore the causes of the problem and try to understand them. When it comes to GBV, in session 3: Non-violent communication, the students considered perpetuating factors of GBV in terms of group norms.

### Key question 2: What is observed that could cause a negative consequence, for yourself, others or the group norm?

Deze fase komt overeen met de eerste stap van geweldloos communiceren (observatie). De This phase corresponds to the first step of non-violent communication (observation). The objective is for students to become aware of the underlying factors that can perpetuate GBV such as, among others, macho culture and alcohol culture.

Example: In situation two (**see Appendix 6**), the professor sets the wrong example by scolding any student he deems too slow as 'ladies'. This perpetuates the perception that women are less athletic than men. Here, the term 'woman' is seen as negative, so these statements contribute to perpetuating a macho culture.

### Phase 3: Gather information.

An individual must be able to gather information about the problem at hand in order to have sufficient knowledge to arrive at a solution. Stage 3 identifies the risk factors that may have worked to control the situation. Efforts are made to broaden the person's own perspective by considering a wide range of influencing factors (e.g., infrastructure, people involved, alcohol and drug use). In practice, stages 2 and 3 will overlap to a large extent, therefore it is not necessary to explicitly distinguish them. The facilitator can use phase 3 to broaden the students' perspective to include other risk factors, such as the culture of 'binge-drinking' among students, which increases the likelihood of committing and experiencing GBV. This is illustrated in situations one and three (**see Appendix 6**).

#### Phase 4: Generate an action plan

Phase 4 is mapped out using the question, "**What would you do**". The objective of this phase is to get students to think about possible behavioural solutions to stop the GBV situation. The facilitator uses the reactive bystander behaviour quadrant, to introduce phase 4. The quadrant explains different behaviours that an individual may adopt during a GBV situation. Students may start to formulate negative bystander behaviours as possible response strategies. The facilitator has students think about an alternative way of acting and why this would be more helpful. The facilitator refers back to the information from Session 3: Non-violent communication and Session 4: Emotion regulation to frame the behaviours and explain supportive behaviours.

#### Key question 3: Suppose you were to observe one of these situations. What would you do?

For this question, it is important to reflect on the students' answers. The facilitator should be able to categorise students' responses into acute or retrospective and negative or positive reactive bystander behaviour. The facilitator uses the bystander quadrant to support or adjust students' responses. The facilitator then also explains the five D's.

<b>Delegation</b>	Involving someone else, such as a fellow student or member of the academic staff. Calling the police and reporting what was seen.
<b>Distraction</b>	Shift attention to something else by asking a question, pretending to know the person being harassed, or causing a commotion.
<b>Delay</b>	Getting the person being harassed out of the situation and into a safer environment.
<b>Direct Action</b>	Addressing those involved directly. Depending on your own skills and the seriousness of the situation, the person exhibiting the behaviour can also be addressed.
<b>Document</b>	Offer support by staying nearby and preventing escalation. It is possible that a situation may happen quickly, or you may notice it later, in which case you can stay present, offering support to document the situation.

Table 6. The 5 D's

### Phase 5: Evaluate the action plan

An individual evaluates the different solutions. The solutions devised are evaluated based on **feasibility, effectiveness and possible consequences**. Some situations can be handled by the students themselves and resolved through non-violent communication. These are situations where non-violent communication can be effective and will lead to positive consequences for all involved. However, there are also situations in which an individual will not be in a position to respond acutely due to low feasibility (e.g., the situation of GBV is not perceived) or in which responding acutely is not efficient (e.g., bystanders react aggressively against the perpetrator resulting in a scuffle). The objective of phase 5 is to devise different behavioural solutions.

#### Key question 4: From what situation would you feel unable to respond acutely?

If one is not in a position to respond acutely, then one can still respond reactively. In situation three (see **Annex 6**), a student recounts a GBV situation to his fellow student. Even if the fellow student is not a witness, he can still positively reactive bystander behaviour by addressing the student about it, addressing the victim and going to report the situation. Depending on the bystander's regulation and the severity of the GBV situation, certain behaviour will be more or less desirable.

Example: Creating distractions

- Feasibility
  - o Low: "Because of my stress, I'm not going to be able to shout loud enough."
  - o High: "I control my own stress which allows me to call out with enough authority to stop the fight."
- Efficiency:
  - o Low: "If I yell, they are going to hit the fellow student even harder."
  - o High: "When I shout, they startle and stop beating up the fellow student."
- Consequences:
  - o Low: "If I call, they are going to stop hitting and fleeing. I am then going to be able to help the fellow student."
  - o High: "If I call, they are going to turn to me and hit me too."

Suppose the student does have the ability to react acutely by creating distractions, then retrospective action can still be taken by reporting this incident. Reporting a situation of GBV will depend on various aspects and internal procedures. Here, feasibility, efficiency and consequences will also be evaluated. This information could be filled in by the university's helpline.

### Stage 6: Choose the best action plan

The solution that achieves the highest score on the three aspects is then implemented. The **general advice followed** in this prevention process is the following: **"Even when it is not possible to respond acutely, one can still provide support in a retrospective manner."** The best solution will depend on the context and skills of the bystander.

### Phase 7: Implement the solution

The chosen solution is then implemented in practice.

### Phase 8: Monitor the results

The solution is implemented and evaluated to assess its effectiveness and adjust it if necessary. There is no 'one-size-fits-all' response, and the impact of a response is continuously monitored and assessed.

Sometimes the victim may decide not to report at the time, but this decision may be reconsidered at a later date, even after several weeks or months, in which case reporting may still take place.

### Phase 9: Evaluation of the action plan

Evaluating the chosen solution provides valuable insights. This allows us to consider whether a better solution would be possible in the future. The chosen solution is thoroughly assessed. Has it been successful? How was its implementation? What were the consequences of our choice?

If there is doubt about the seriousness of a situation related to GBV, it is always advisable to report the situation anyway. It is not up to a bystander to determine whether the situation is serious enough to report; this assessment can be left to the helpline and external emergency services. Even if you only have a suspicion or assumption, this is already valuable to report.



## 2. INSTRUCTIONS FOR THE FACILITATOR

The facilitator divides the students into groups of three. He gives each group an envelope containing seven GBV situations (see Annex 6). The facilitator tells the students to rank the seven GBV situations from mild to severe.

The facilitator will go through the students' ladder arrangement. The groups of students will not rank the cases in the same order. Students will also feel unable to intervene from other cases.

The facilitator emphasises this difference. There is no single correct ranking of the cases, but as a facilitator you will find that the situation that maps sexual violence, physical violence, and repeated psychological violence are more likely to be considered the most severe forms compared to the other situations. Suppose there is a group of students considering the situations of sexual violence as mild forms of GBV then it is up to the facilitator to explain why such situations are generally going to be considered as severe forms of GBV. **The facilitator uses the nine stages of problem-solving thinking to go through the four main questions of key exercise 1 and explain them to the students using the seven GBV situations.**

**When the students have finished preparing their ladder, the facilitator asks them the following question:**

- **Question 1:** What characteristics did you rely on to build the ladder?
- **Question 2:** What is observed that could cause a negative consequence, for yourself, others or the group norm?
- **Question 3:** Suppose you were to observe one of these situations. What would you do?
- **Question 4:** From what situation would you feel unable to respond acutely?

Everyone is different and will react differently when perceiving drastic events. **The key message is: "It is okay if you cannot react in the moment. Support can always be offered retrospectively".**

The question serves as a transition to the next key assignment. The university's helpline and reporting procedure are explained by someone from this department. The external emergency services are then also explained.

# KEY EXERCISE 2: REPORTING GBV

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**Objective:** Students have knowledge about the helpline within their university. The students have knowledge about the course of a report.



## 1. INFORMATION FOR THE FACILITATOR

The second key exercise of session 5: Problem-solving thinking is a context-specific exercise. The facilitator of the session should invite the university's helpline. The helpline should have an overview and communicate the necessary information to students about the internal procedure and referrals used by the university. If the university does not yet have a helpline, another internal contact point (e.g., the ombuds service or confidential advisor) can be invited. The university's internal procedure should be transparently explained to students. External sources of support are then also shared (e.g., police, care centres after sexual violence, and 1712).



## 2. INSTRUCTIONS FOR THE FACILITATOR

**The facilitator briefly introduces the university's helpline.**

As a bystander, you are never alone in taking care of a situation of GBV and supporting all involved. There are several services that are expert in taking up reports of GBV to provide the necessary support to all involved. The helpline or university contact person explains the reporting process to students. Students should also have sufficient time to ask questions and share concerns with the university contact person or confidential advisor.

# REFLECTION



**Objective:** Students reflect on reactive bystander behaviour and the significance of reports.



## 1. INFORMATION FOR THE FACILITATOR

The reflection serves to make students think about reactive bystander behaviour and the reporting procedure within their university and in their region.



## 2. INSTRUCTIONS FOR THE FACILITATOR

The facilitator asks the following questions to the students:

- What do you do if you do not get a response from the helpline or if they cannot help you further?  
How would you resolve it further?
- When are you responsible to file a report?
- Does your responsibility differ depending on the role you take on (e.g., student versus coach)?
- When do you think reporting is justified?
- To what extent do issues affect you?
  - o What are you going to do then? Where will you go then?  
Psychosocial support: 1712, 1813, CAW, JAC, psychologist, GP, sexual health centres, Stop it Now.

# CONCLUSION



**Objective:** The facilitator closes the TPS prevention trajectory in a safe manner, by giving students space and time for questions or concerns.



## 1. INFORMATION FOR THE FACILITATOR

The facilitator concludes the TPS prevention programme by looking back with the students on what they did in each session. The facilitator then invites the students to share their reflections on the past five sessions.

**In Session 1:** Curiosity session, students learned several concepts: definition of GBV, gender stereotypes, gender bias, the prevention triangle, and the bystander quadrant.

**In Session 2:** Mentalising, students were taught the skill of mentalising: the ability to understand and interpret the thoughts, feelings, intentions and motivations of both yourself and others. This constitutes a protective factor for preventing GBV and helps promote a safe sports climate.

**In Session 3:** Non-violent communication, students learned to identify signs of mild forms of GBV and apply the protocol of non-violent communication. Non-violent communication encourages empathy, both for yourself and others. It helps people step out of a defensive posture, build understanding and jointly seek solutions.

**In session 4:** Emotion regulation, students learned about the functioning of the parasympathetic nervous system in drastic situations. There was a focus throughout session 4 on the emotion regulation skill. Emotion regulation is an individual's ability to consciously recognise, understand, assess and control emotions. Learning to identify one's own stress signals help to then be able to deploy adequate strategies to re-establish regulation, and thus adopt supportive behaviour.

**In Session 5:** Problem-solving thinking, students were introduced to the nine stages of problem-solving. Students were also explained the university's reporting procedure, as well as given their region's helplines. The objective is to be able to state positively reactive bystander behaviour in GBV situations.

The facilitator ends the TPS prevention programme by thanking the students for their active participation.



## 2. INSTRUCTIONS FOR THE FACILITATOR

The facilitator asks the following questions to the students:

- What was the TPS prevention programme about?
- What competences did you learn through the TPS prevention trajectory?
- Any questions or concerns about the TPS prevention programme?





# IMPLEMENTATION STRATEGY

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- The TPS prevention programme must be followed in its entirety. Therefore, if a session is cancelled, it will have to be rescheduled, but the sequence of sessions - as predetermined - should be followed.
- The intervention also **builds on** previous sessions **in terms of content**, which does **NOT allow** the use of an **open-access approach** (in which students are given the opportunity to attend only part of the sessions - e.g., only sessions 1 and 4).
- Depending on the **organisational feasibility** of sessions 2 to 5, we aim to admit a **minimum of 6 and a maximum of 18 students**. For the first session, the Curiosity session, more students may be admitted, but only a selection of them will be able to proceed to the following sessions of the prevention trajectory.

# ANNEXES

## Annex 1: Roles for session 2: Mentalising key exercise 3: the intruder

**Anxious Role:** Shhh, don't say anything to your team. You have been given the role of a very anxious student.

Fully immerse yourself in the role and play each game with a bit more intensity.

**Hearing impaired role:** Shhh, don't say anything to your team. You have been given the role of a hearing-impaired student.

Fully immerse yourself in the role and play each game with a bit more intensity.

**Defensive role:** Shhh, don't say anything to your team. You have been given the role of a defensive and aggressive student.

Fully immerse yourself in the role and play each game with a bit more intensity.

**Encouraging Role:** Shhh, don't say anything to your team. You have been given the role of an enthusiastic and encouraging student.

Fully immerse yourself in the role and play each game with a bit more intensity.

**Yourself:** Shhh, don't say anything to your team. You have been given the role of a student.

You can simply be yourself and play each game in your own way.

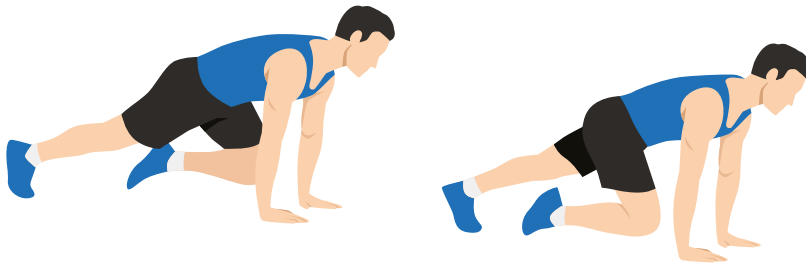
## Annex 2. Rosenberg: list of values/needs, feelings, quasi-emotions

VALUES/NEEDS						
Individuality Authenticity Autonomy Creativity Integrity Self-expression Emotional Acceptance Contributions	Sharing Acknowledge-ment Reassurance Compassion Proximity Support Respect Tenderness Safety Connection	Confidence Warmth Security Care Physical Touch Protection Shelter Movement	Light Air Space Rest Sexual expression Food Water Game Humor	Fun Play Spiritual connection Contemplation Respect Harmony Wholeness Clarity	Inspiration Development Order Beauty Fulfilment Inner peace Meaning Celebration	Celebrating life Celebrating / giving place to loss (grief)
FEELINGS						
breathless anxious scared sad downcast cosy shaky fearfully satisfied animated happy angry bubbly grumpy	grateful overjoyed terrified lonely energetic ecstatic lifeless amused frustrated agitated intrigued irritated happy	blissfully stimulated touched shocked sensitive jolly calm vivid cool cold angry powerless melancholic	miserable tired despondent curious nervous uneasy impatient relieved unhappy uncomfortable restless impetuous disconcerted	relaxed dismayed appalled insecure excited upset overwhelmed perplexed panicky sleepy agonized dreary sparkling	quiet tender contentedly proud elated exhausted astonished delighted fervent	fulfilled perplexed satisfied peaceful joyful warm desperate wistful self-satisfied gentle blissful nervous
QUASI-EMOTIONS						
encouraged affected deceived embarrassed concerned bitter enthusiastic animated taken used charmed depressed interested	intimidated helpful hurt manipulated stimulated taunted distrusted attacked violent hesitant hateful exhausted delightful	separated hopeful rejected helplessly hampered abandoned threatened cornered inspired jealous worried abused mistreated gloomy	condescen- dingly handled nettlesome unheard unsupported unappreciated unwanted unseen not taken seriously unconcerned pressurised	suppressed worried disillusioned put in my place elated trapped optimistic overworked sceptical guilty serene	disappointed dejected committed safe stunned honoured refreshed misunderstood longing humiliated troubled indignant betrayed beaten	reinforced bored neglected expectant rather suspicious confident carefree

### Annex 3. Session 3: Emotion regulation High Intensity Interval Training Circuit

#### MOUNTAIN CLIMBERS

Do as many mountain climbers as possible for 30 seconds



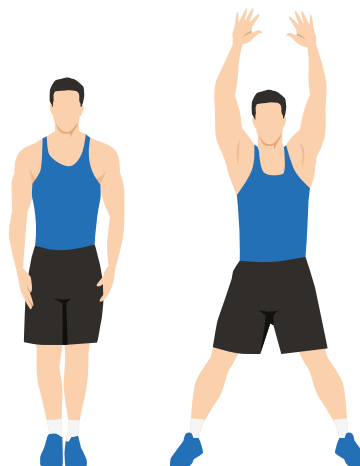
#### SUPERMAN

Do as many superman exercises as you can for 30 seconds.



#### JUMPING JACKS

Do as many jumping jacks as possible for 30 seconds.



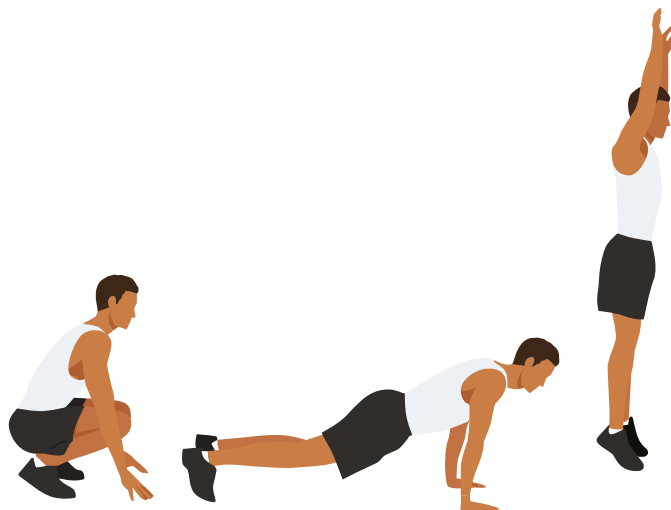
## LEG RAISES

Do as many leg raises as possible for 30 seconds.



## BURPEES

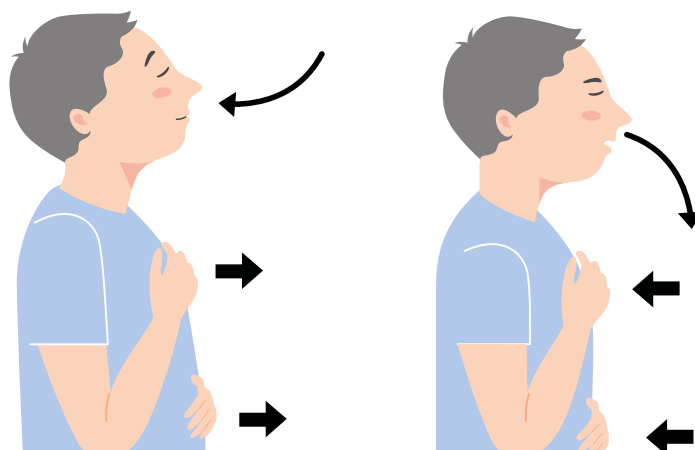
Do as many burpees as possible for 30 seconds.



## Annex 4. session 3: Emotion regulation circuit

### ABDOMINAL BREATHING

Put one hand on your chest and one on your belly. Breathe in through your nose and make your belly bulge. Exhale gently through your mouth and feel your belly retract again. You should not feel your hand on your chest move.



### PROGRESSIVE RELAXATION BY EDMUND JACOBSON

In this exercise, you tense your muscles one at a time, hold the tension for a moment and release again.

Lie down on the floor. Tense your arms as hard as you can. Hold for about 5 counts and then release them. Stretch your arms and legs as hard as you can. Hold it for about 5 counts and then release them again. Tense your arms, legs and face as hard as you can. Hold it for about 5 counts and then release them again.

### DOUBLE BREATHING

Inhale through your nose twice in a row.

Hold your breath for 4 counts.

Then exhale through your mouth in 8 counts.

Take a break and repeat three times in total.

### SAFE PLACE

Imagine a place where you feel SAFE. This can be an existing or a fictional location. Make the safe place as vivid as possible in your mind.

What does this safe place look like?

What are the sounds of your safe place?

What can you touch in your safe place?

What do you smell in your safe place?

What can you taste in your safe place?

Once you have created an image, keep your eyes closed and enjoy being in your place for a while. Then take one more deep breath and come back into the now.

## GROUNDING

List five things you see now.

List four things you could touch right now.

List three things you hear now.

List two things you smell now.

List one thing you are tasting right now.

## Annex 5. Maths

21	+	32	=	34	+	65	=
78	+	15	=	99	+	1	=
88	+	11	=	12	+	80	=
83	+	5	=	78	+	11	=
49	+	38	=	38	+	36	=
84	+	5	=	66	+	27	=
67	+	21	=	65	+	18	=
33	+	64	=	49	+	27	=
47	+	6	=	99	+	0	=
13	+	14	=	9	+	81	=
53	+	31	=	5	+	28	=
19	+	65	=	98	+	1	=
42	+	9	=	87	+	0	=
77	+	21	=	9	+	47	=
55	+	20	=	35	+	51	=
28	+	50	=	53	+	27	=
45	+	13	=	24	+	60	=
80	+	12	=	25	+	17	=
83	+	4	=	44	+	0	=
45	+	54	=	89	+	0	=

## **Annex 6. Severity ladder: seven situations of GBV**

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### **Situation 1**

During a student union party, a master's LOBW student challenges an undergraduate LOBW student to "drink" (ad hoc; drink 6 glasses of beer in one go) in succession.

### **Situation 2**

A professor of a sports subject makes jokes during every lecture (e.g., here come the ladies) about the students (regardless of gender) who achieve the slowest time in the class.

### **Case study 3**

A fellow student says he had sex with a girl at a party. He says: "I have never been able to get someone into bed so easily. Handy, being so wasted!"

### **Case study 4**

A student is constantly chosen the last for football practice.

### **Case study 5**

The gymnastics teacher systematically puts their hands very close to students' buttocks and breasts when supporting exercises. There have already been several incidents where the teacher 'accidentally' goes over the students' breasts and says, "That was accidental, I apologise."

### **Case study 6**

A fellow student always plays very aggressively during sports practice classes. They pushes, pulls, and tackles. They has already elbowed several times. The teacher says nothing. When they sees that a student is in pain, they laughs it off by saying, "I'm here to win."

### **Case study 7**

A student tells you that during their sports internship, their mentor required them to shower together.