



## **Safe and Supportive Sport to Promote the Mental Health of Young People Affected by Displacement**

Trainer facilitation manual

# Acknowledgements

**Sport Coach+** is a collaboration between the International Federation of Red Cross Red Crescent Psychosocial Reference Centre (IFRC PSC) and the Olympic Refugee Foundation (ORF).

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A large, stylized white figure is positioned on the right side of the cover, set against a solid blue background. The figure is composed of a central white area with four long, tapering limbs extending outwards. A solid white circle is located near the top right limb, representing a head. The overall shape is reminiscent of a star or a person in motion.

# **Sport Coach+**

## Training Facilitator Manual

# Introduction

This Sport Coach+ Trainer Facilitation Manual is part of a package of materials which has been developed by the IFRC Psychosocial Reference Centre (IFRC PSC) and the Olympic Refugee Foundation (ORF). The materials introduce the principles of safe and supportive sport and outline how sport coaches can apply these when working with young people 10-24 years of age who have been affected by displacement or other stressors.

Safe and supportive sport skills allow coaches to create protective environments in which all young people can participate in sport that is free from discrimination, harassment, harm, and abuse before, during and after a sports session. The conditions for healing, such as safety, positive relationships and the ability to identify and claim rights are coupled with a focus on cultural responsiveness, inclusivity, diversity, acceptance, and attention to the strengths and assets of coaches and players.

## How to use this manual

This manual includes the one-day Sport Coach+ Basic Training and appendices. The training sessions encourage the participation of the participants in small groups and in plenary and include time for individual reflection.

## Planning the training

To help the training run smoothly, it is important to be well prepared. The following is a checklist of things to consider when preparing for the training.

### Venue

- Ensure inclusive access to the venue, including washroom facilities.
- Make sure there is enough space to conduct multiple small group activities simultaneously, or additional rooms for people to use.
- Provide an open/flexible space for role plays and light group physical activity.
- Ensure suitable temperature and lighting in the training room with the ability to darken the room if using a projector or screen.

### Setting up the room

- Consider how to set up the room to encourage participation and comfort.
- Position a clock visible to all.

**Materials**

- Printed and/or electronic copies of training handouts and manuals.
- Pens or pencils.
- Flip charts with stand or tape.
- Markers.
- Computer and projector (if using PowerPoint slides).
- Preparation of drinks, snacks or meals if these will be provided.
- Other items may be needed for individual sessions. These are indicated in the training notes.

**Number of participants and main trainers**

- No more than 25 participants in a group if possible, and no less than ten.
- It is recommended that at least two trainers lead a training course. The person who is not facilitating should pay attention to participants who may need support.

**Consent for photography or filming**

- The trainer must obtain consent from the participants with regard to taking photographs and filming or posting on social media before starting the training. The date and place where consent was given by a participant needs to be documented, and if oral consent is given there needs to be a witness and the trainer needs to document the name and contact information of the witness. The consent form should also state the purpose of using the content, who will use it, and for how long.

**Support services**

- It is essential that facilitators identify local supports for participants before the training starts. These are groups or agencies which are accessible locally to participants if they need to speak to someone or have emotional difficulties with some of the topics. Appendix 13 is a template for facilitators to list contact information for local services for referral, where they are available.

**Registration and pre- and post-tests**

- Before the training starts, it is important that the trainers ensure that all participants are registered and have completed the pre-training knowledge test (pre-test). This can be done in the days before the training or on the morning of the training, keeping in mind that extra time should be taken into account if all forms are to be completed on the morning of the training. Similarly, the post-test should be completed at the end of the training day.

## Sport Coach+ Training Schedule

Session Name	Timing		Materials
<b>Registration and welcome</b>	<b>15</b>	8.45-9.00	Registration area and sign-in sheet, nametags or tape, pens and markers, flip chart. Photo/video consent form. QR code or link for registration form and pre-test (if not completed prior to training).)
<b>Introduction</b> Welcome Get to know each other Explanation of Sport Coach+ Practicalities and schedule Safe and comfortable participation	<b>30</b> 5 10 5 5 5	9:00-9:30	Ball, flip chart with the training programme written on it, sticky notes or small pieces of paper, pens, open box or hat.
<b>Co-create ground rules</b>	<b>10</b>	9.30-9.40	Sticky notes or small pieces of paper, pens, flip chart.
<b>Understanding experiences of displacement</b> Transformative life events Storytelling journey	<b>30</b>	9.40-10.10	A4 paper, pens Appendix 2 <i>Displacement stressors</i> .
<b>Cool-down activity: Patterned Rhythmic Repetitive Activities (PRRA)</b>	<b>5</b>	10.10-10.15	Medium-sized, soft bouncing balls, 1 per participant (or 1 per 2 participants), Appendix 11 <i>Calming exercises</i> .
Break	<b>15</b>	10:15-10.30	
<b>Impact of adversity on young people</b> Types of stress Impacts of stress on the brain and body	<b>30</b> 15 15	10.30-11.00	Alternatives: 1. Puzzle pieces on pre-cut paper, or 2. A4 paper labelled with types of stresses



<b>Helping young players manage stress</b>	<b>45</b>	11.00-11.45	List of challenges for The Dome, 6-10 balls. Appendix 16 <i>Unhelpful coaching versus safe and supportive coaching.</i>
Calm, connect, coach	5		
Dome Game	20		
Reset activity	5		
Dosing stress exercise	15		
<b>Safe and supportive sport</b>	<b>25</b>	11.45-12.10	Appendix 5 <i>Experiences often associated with displacement and with safe and supportive sport</i> Appendix 6 <i>Practical ways to promote safety, dignity and inclusion.</i> (Appendix 4 <i>Calm, connect coach case study</i> )
Safety, dignity, and inclusion	5		
	20		
<b>Warm-up or cool-down</b>	<b>5</b>	12.10-12.15	Appendix 11 <i>Calming exercises</i> (facilitated by volunteer participant).
<b>Lunch</b>	<b>60</b>	12.15-13.15	
<b>Sport Coach+ in action</b>	<b>10</b>	13.15-13.25	Appendix 7 <i>Supporting young players in distress.</i>
Introducing prepare, look, listen, link	10		
<b>Look</b>	<b>15</b>	13.25-13.40	Appendix 8 <i>Flock, flee, freeze, flight</i> , four pieces of paper or paddles, Appendix 9 <i>Preparation questions to get to know the players and context</i> , Flip chart paper and pens.
Flock, flee, freeze, fight	10		
Know the players and context	5		
<b>Listen</b>	<b>35</b>	13.40-14.15	Timer, Appendix 7 <i>Supporting young players in distress</i> , Appendix 10 <i>Do's and don'ts of good communication.</i>
Making contact	5		
Active listening	20		
Calming someone in distress	10		
<b>Link</b>	<b>30</b>	14.15-14.45	Markers, flip chart, Appendix 12 <i>The social ecological model</i> ,
Addressing needs, concerns and help for immediate problems	10		
Supports and services	20		

			Appendix 13 <i>Sample contact sheet for referrals.</i>
<b>Warm-up or cool-down</b>	<b>5</b>	14.45-14:50	Appendix 11 <i>Calming exercises</i> (facilitated by volunteer participant)
Break	<b>15</b>	14.50-15.05	
<b>Roleplay and reflection</b>	<b>30</b>	15.05-15.35	Appendix 14 <i>Scenarios for role plays.</i>
<b>Coach and team selfcare</b>	<b>30</b>	15.35-16.05	Appendix 15 <i>Coach and team care.</i>
<b>Evaluation, post-test and close</b>	<b>20</b>	16.05-16.25	QR code or link for training evaluation and post-test.

## Training sessions

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8.45-9.00 Registration and welcome	
<b>Aim</b>	To welcome participants and complete registration, consent and pre-test forms.
<b>Materials</b>	Registration area and sign-in sheet, nametags or tape, pens and markers, flip chart for writing hopes Consent form for photos or videos QR code or link for registration form and pre-test (if not previously done).
<b>Format</b>	Free.

### Instructions:

#### Welcome (15 minutes)

- Welcome participants as they arrive at the training venue, greeting each person individually if you can and introduce yourself as a facilitator. Check in each participant with the sign-in sheet and have them write their name on a label or masking tape.
- Ensure all participants complete the consent form for photos and videos during the training.
- Have the QR code or link available and instruct all participants to complete the registration form and pre-test before the start of the training, if they have not already done so.
- Ask participants to write one hope they have for the training on a flip chart, e.g., something they would like to learn, something they are looking forward to during the training. Remember to take a moment to look over the hopes participants write for the training so you can refer to them later.

9.00-9.30 Introduction	
<b>Aim</b>	To introduce Sport Coach+ aims and for participants and trainers to get to know each other. To create a safe, friendly and comfortable training environment.
<b>Materials</b>	Ball, flip charts with the training aims and programme written on it, sticky notes or small pieces of paper, pens.
<b>Form</b>	Plenary.

## **Instructions:**

### **Welcome (5 minutes)**

- Open the training by welcoming participants and introducing the facilitator/s (and translator/s).
- Provide a short explanation of the training and the Sport Coach+ programme. Here is a sample script:

*"Welcome to Sport Coach+. This is a collaboration between the Olympic Refugee Foundation (ORF) and the International Federation of the Red Cross Psychosocial Reference Centre (IFRC PS Centre).*

*Sport Coach+ is a foundational skills training born out of the Olympic Refugee Foundation's mission to ensure that young people affected by displacement (displaced young people and those in the communities which host them) thrive and find belonging through sport. The materials used in Sport Coach+ have been co-developed in collaboration with both sport and mental health practitioners.*

*Sport Coach+ builds upon best practices supporting the mental health and well-being of young people and is rooted in Olympic values of friendship, excellence and respect.*

*The training will introduce the principles of safe and supportive sport and outline how coaches can apply these when working with young people 10-24 years of age who have been affected by displacement or other stressors."*

A two-minute video about the ORF is available on the Sport Coach+ website: [Olympic Refugee Foundation Presentation Film - YouTube](#)

### **Get to know each other (10 minutes)**

- Explain that through the training, we will use warm-up and cool-down activities, as coaches do in their work. The first warm-up is a chance for us all to get to know each other better.
- Ask participants to form a circle. Explain that we will quickly get to know each other's names and where each participant is from by passing a ball around the circle. When a person receives the ball, they say their name and what sport(s) they coach, before passing the ball to another person. The ball can be passed around the circle with participants handing the ball to the person next to them, or it can be passed by gently throwing or bouncing the ball across the circle to a fellow participant. The lead trainer begins by saying their name and their sport (one they practice, coach or like) then passing the ball immediately to the next person to set a brisk pace for the activity.

- Once all participants have said their name and their sport, explain that you will read a series of statements. Explain that participants should step inside the circle if a statement is true for them or stay standing on the edge of the circle if the statement is not true for them. Depending upon participant abilities, participants can also do a brief movement, such as touching the ground or a jumping jack when they step inside the circle. They then step back to join the circle and the next statement is read. Intersperse fun or neutral questions (e.g., “you are a good dancer”, “you slept well last night”) with questions directly related to the training. The question list can be altered according to participant profiles and what information the facilitator wants to know. For example: *“Step into the circle if...”*
  - *You are a sport coach (and/or physical education teacher, volunteer, etc.)*
  - *You regularly work with one or more colleagues in this room.*
  - *You work with young people (under age 24) who have experienced adversity.*
  - *You work with young people who have been affected by displacement.*
  - *Stay inside the circle if you work with young people under age 10.*
  - *You have ever received training in supporting young people in crisis.*
  - *You have received training in safeguarding in sport. [Note trainers should take note of those who do not have this background and ensure to direct them to safeguarding resources signposted in the Sport Coach+ Handbook].*

Facilitators can take a moment in between questions to ask those standing inside or back in the circle additional questions if useful. These could be, for example, *“Where do your displaced young players come from?”* or *“What kinds of adversity have your young players experienced?”*

### **Explanation of Sport Coach+ (5 minutes)**

- Ask participants to sit down and then explain more about Sport Coach+ and its aims (see below). Mention some of the hopes that participants noted when they arrived for the training and relate them to the explanation and aims of Sport Coach+.
- Note that young players look up to coaches, and coaches can play a unique role as mentors in the lives of young people. Coaches already have a lot of techniques for helping young players to build skills in sport, as well as skills in life such as problem-solving, teamwork, etc. Sport can be especially beneficial for young people affected by displacement and other adversity), if coaches have the knowledge, skills and techniques to:
  - Understand how stressful experiences may impact the behaviour and development of young players affected by displacement

- Create safe and supportive sport environments that meet young players' psychological needs for connection, autonomy and mastery of life and sport skills, and
- Recognise and respond to young players in trauma-informed and healing ways.
- Explain that these are the aims of Sport Coach+ and this training. Also acknowledge the expertise that coaches bring in supporting young people in their development – not only physical, but also social and emotional development and recovery from stressful events in their lives. Invite participants to bring in their expertise and ideas to share with the group during the training, and their thoughts on how the information they will learn today can be relevant to their work, so that there is a useful exchange of knowledge and skills.

### **Practicalities and schedule (5 minutes)**

- Display the training schedule on a flip chart or PowerPoint. Go through the training schedule briefly explaining each session and timing of the day. Give practical information about breaks, where to find the washrooms, refreshments and lunch.

### **Safe and comfortable participation (5 minutes)**

- Note the following important points:
  - The training can touch on our own experiences. Encourage participants to take care of themselves and participate in ways that are comfortable for them.
  - Share only what they want others (colleagues, fellow coaches) to know.
  - Everyone will make mistakes (trainers included) and that is OK. Perfect isn't our aim – learning and practice in a safe space is.
  - We will always give feedback in this way: 1) what went well, 2) what could be better. This acknowledges everyone's good effort and gives constructive ways to improve.
- Introduce a check-in signal for how the group is feeling of thumbs up (good), in the middle (OK) and thumbs down (not good) and use this check-in method at various points in the training to gauge how participants are feeling. If there are many thumbs down, stop and do a check in on what could be adjusted, for example a short break, an energiser, or to go over content more quickly or more slowly.

## 9.30-9.40 Co-create ground rules

<b>Aim</b>	To understand the process and value of co-creating ground rules.
<b>Materials</b>	Sticky notes or small pieces of paper, pens, flip chart.
<b>Form</b>	Group activity.

### Instructions:

#### Co-create ground rules (10 minutes)

- Explain that this activity is about co-creating ground rules. Get a dialogue started by asking a couple of questions and taking a few responses from participants, such as:
  - What essential ground rules do you have in your sport teams, clubs, etc.?
  - Do you have a process or activity to create those ground rules together with young players? Why might co-creating ground rules be useful?
- Explain that we will now co-create the ground rules for the training together. Hand each participant two sticky notes and ask them to write one ground rule on each sticky note. (To save time, if the group is large, hand out just one sticky note per person to write one ground rule.) Ask participants to stick their notes on a wall or large flip chart (alternatively, trainers can use note cards or paper and participants can place their papers on the ground). As participants are posting their ground rules, ask them to look at what others have posted and begin to group ground rules that are similar to each other.
- Give participants a few minutes for grouping and brief discussion then ask participants to stand back and look at the groupings. Ask participants to select the three most important rules that are emerging from the groupings – rules that are necessary to keep everyone physically and emotionally safe, and that should always elicit a response from the coach.
- Ask a volunteer participant to write these three ground rules on a flip chart with help from the participants. Conduct a thumbs up, middle, down to ensure everyone is in agreement. Post the ground rules where everyone can see them.
- Wrap up the activity with the following points:
  - Engaging young players in co-creating ground rules fosters a sense of autonomy and choice, which is important for young players who have experienced displacement (or other adversity).
  - Co-creating ground rules emphasises everyone's shared responsibility in maintaining a positive environment.

## 9.40-10.10 Understanding experiences of displacement

<b>Aim</b>	To gain awareness of the transformational nature of critical life events. To understand stressors associated with displacement before, during and after displacement journeys.
<b>Materials</b>	A4 paper, pens, Appendix 2 <i>Displacement stressors</i> .
<b>Form</b>	Individual work, small group work, plenary, facilitator led role play

### Instructions:

#### OPTIONAL ACTIVITY: Transformative life experiences (10 minutes)

NOTE: This is an optional activity. If working with participants experiencing ongoing crisis events, you may choose to skip this activity or to frame it around positive life experiences to avoid reactivating traumatic experiences.

- Show the Japanese symbol for “crisis” (Yamabushido - 危機). Say: *“The Japanese word for crisis is written with symbols for both 'danger' and 'opportunity'. When we experience a crisis or transformative event in our lives - be that a positive event such as a new job or marriage or a negative event such as the sudden loss of a loved one - it can be seen as a dangerous time, but equally as a time for opportunity.”*
- Ask participants to take five minutes and fold a piece of paper into three and consider an important event in their life (it can be a positive event and it should not be the most traumatic event they have experienced). On each fold of the paper, they draw a symbol or picture to represent: 1. What they lost (on the left fold of the paper), 2. What changed in their daily life (on the middle fold), and 3. What they gained as a result of the event (on the right fold). Explain that participants will not be asked to share details of the event they choose and that it's an activity just for them personally.
- After three to five minutes, encourage everyone to finish their drawings. Ask a few participants to respond to the following questions without giving details of the event they wrote: *“How was this activity for you?” “Did anyone feel challenged coming up with a gain or growth?”*
- Discuss the transformational nature of critical events in our lives and the process that unfolds of grief (loss), adaptation (change), and growth (gain). Note that coaches meet displaced young people at a time of profound transformation in their lives. Coaches can decrease the dangers for young people and increase their opportunities for healing and well-being. As we progress through the training, we will see that coaches working with young people affected by displacement or crisis are uniquely placed to support recovery, positive adaptation, growth, and learning through sporting environments.



### **Storytelling: Journey of displacement (20 minutes)**

This exercise engages participants in co-creating a story about two young people affected by displacement. It highlights both the stressors and protective experiences they encounter before they are displaced, during their displacement journey and after arrival in their new destination.

- Invite participants to create a story together about two young people experiencing displacement. You can say, *"This is a story of two young people, aged 11 and 13, who have experienced displacement. Let's say they come from country X where they lived with their parents all their lives in the same town. In that community, their family had a stable income, and they went to school and had friends. Then, conflict began in their region and things began to change in their lives."* Give the young people names relevant to the cultural context or use your names as facilitators to personalise the characters. In addition, make up a name for the country in which they live, such as "Narnia" or another fairytale place, so as to avoid socio-political sensitivities in the storytelling exercise.
- Explain that participants will now continue to develop the story of displacement. Divide participants into three groups – group 1 continues the story of what happens prior to their leaving country X, group 2 continues the story during their displacement journey to a safe place, and group 3 will continue the story in terms of what they encounter after arrival in their new destination. Instruct each group to describe both what stressors the young people encounter, as well as who or what helps and supports them through the story. Give the groups five minutes to prepare their part of the story and to decide who will narrate, and then invite all groups back to plenary to conduct the storytelling. Say, *"Our young people are experiencing a change in their community and their daily lives due to conflict. Group 1, please continue the story and tell us what happens next."* From there each group has about three minutes each to continue the story in turn.
- Remember to ask each group about the types of stressors the young people and their family encounter, as well as who or what supports and protects them along the way. Also note that young players with lived experience of displacement are still in the experience of transformation and adaptation, even after having arrived in 'a safe place'. Refer to Appendix 2 *Displacement stressors* for more information about stressors that may be encountered during displacement journeys.
- Conclude the session by noting that the outcomes from experiences of adversity depend upon a range of factors, such as the nature and severity of stressful or traumatic experiences, physical health conditions, and the individual's personality, strengths and capacities to cope with stress.

Note: A crucial factor that mediates the impacts of stress for young people is being in a safe and supportive environment and being supported by someone in their lives - be that friends, family, community, mentors, coaches and sometimes specialised support for healing and recovery.

### 10.10-10.15 Cool-down exercise: patterned, rhythmic, repetitive activity (PRRA)

<b>Aim</b>	For participants to experience and learn activities designed to down-regulate stress.
<b>Materials</b>	5-10 medium sized, soft, bouncing balls (enough for at least one ball per two participants), copies of Appendix 11 <i>Calming exercises</i> .
<b>Form</b>	Group exercise.

#### Instructions:

- Acknowledge that stories of displacement can remind us of the painful stories of young people we work with, or even our own stories. Conduct a check-in of the group with thumbs up/middle/down to see how everyone is doing.
- Then, invite everyone to participate in a cool-down activity. Gather participants in a circle and first have them 'shake off' the story by shaking their hands and arms, then each foot and leg, and then by standing and twisting their bodies, letting their arms fly free.
- Next, say *"One of the many benefits of physical activity is that it helps our brains manage stress. Engaging in patterned, repetitive, rhythmic activity (PRRA) - like bouncing a ball - can be useful to calm the lower parts of the brain that alert us to stress."*
- Direct participants to pick up a ball and focus only on bouncing it in a patterned, repetitive, rhythmic way for a few minutes. Depending upon the number of balls available, participants can bounce the ball individually or back and forth to each other in pairs. Encourage them to keep the exercise slow and easy. Explain, *"PRRA is like the human heartbeat, rhythmic and regular, and reminds us of when we were in the womb feeling safe with all of our needs met."* Ask participants what PRRA activity relates to their sport (e.g., swimming, jogging, hitting a tennis ball).
- Refer to the handout, Appendix 11, that describes various calming activities, including PRRAs. Invite participants to volunteer to lead exercises from the handout through the rest of the training day. Get either a show of hands for volunteers or create a flip chart sign-up sheet for specific times of the day. Participants can also offer any exercises they routinely use in coaching, such as warm-ups and cool-downs, as long as the facilitator first assesses it for safety, dignity and inclusion.

## 10.15-10.30 Break #1

### 10.30-11.00 Impact of adversity on young people

<b>Aim</b>	To understand the concepts of positive, tolerable and toxic stress, and longer-term impacts of childhood adversity on health and well-being. To understand ways to help rewire the brain and body for better stress regulation.
<b>Materials</b>	Appendix 3 <i>Types of stress</i> (cut into puzzle pieces – or – headers written on A4 paper) Appendix 5: <i>Experiences often associated with displacement vs. safe and supportive sport</i>
<b>Form</b>	Small or large group activity, discussion

#### Instructions:

##### Types of stress (10 minutes)

- Explain that it is normal for everyone to experience stress; that this is how we encounter challenges, learn new things and grow. But some stresses are more serious and can overwhelm our ability to cope. This can happen if the stress itself is very severe, and if we don't have the necessary support to understand and navigate the stress in adaptive ways.
- Explain that there are three types of stress - positive, tolerable and toxic. Note that participants are going to learn about each type through the following activity. Two activities can be offered that facilitators can choose from below, depending upon the energy of the group. Alternative 1 is a puzzle exercise in small groups, and Alternative 2 is a more physically active exercise involving the whole group. Refer to Appendix 3 *Types of stress* for the content for both exercises.

##### Alternative 1: Puzzle exercise

- Cut Appendix 3 *Types of Stress* into pieces. Divide participants into small groups and ask them to take five minutes to arrange the pieces into groups, with positive, tolerable and toxic stress at the top, and other pieces corresponding to the type of stress underneath each header.
- After five minutes, ask for one volunteer group only to show their arrangement. Make recommendations and adjustments as required to ensure the correct placement of descriptors, while providing additional information as relevant about the three types of stress, including the physiologic responses, duration, and factors that promote return to baseline.

### **Alternative 2: Large group activity**

- Place three pieces of A4 paper on the ground. Write 'Positive Stress' on the first paper, 'Tolerable Stress' on the second paper, and 'Toxic Stress' on the third paper. Explain to the group that you will read a statement related to each type of stress, and they are to form a line behind whichever piece of paper they feel the statement relates to. After they have formed a line, have a brief discussion about why they selected that particular response, and clarify the correct answer.
- Wrap up by explaining the correct responses to the puzzle or large group activity.

### **Impacts of stress on the brain and body (20 minutes)**

- Have a conversation with participants about the impacts of stress on the body and brain using the information presented below. (See the Sport Coach+ Handbook for more information.)
- Young people's brains and bodies are still developing into their adolescence and early twenties – along with the skills to regulate their emotions, think and process information and take decisions when challenges arise. Exposure to different kinds of stress influences the way young people's brains and bodies develop. Studies show that early exposure to toxic stress impacts young people's physical and mental health in the long-term, increasing risks for heart disease, cancer, relationship, violence, substance abuse, suicide, mental health problems, and difficulties learning and in job performance.
- When stresses are severe (repeated, prolonged exposure to serious stress), the brain develops in such a way that the 'danger' centre remains on high alert, and the body's stress response stays activated (rapid breathing and heart rate, feeling tense or sweaty, elevated stress hormones). This is called 'a dysregulated stress response' because the stress does not return to a normal baseline, even when there is no actual danger present.
- The brain assesses safety based on past experiences. Young people who have not experienced acute or long-lasting stressors or have had a web of supportive relationships helping them manage experiences of stress, tend to see the world as generally safe. When the brain detects safety, the body remains relaxed and the person can engage in activities and social interactions with more ease. Conversely, young people who have historically experienced a lot of serious stress or trauma or are currently facing compounding stressors (such as the many stressors faced by displaced young people) tend to experience the world and situations as more dangerous. Their brains expect that the world is unsafe and even small amounts of stress can cause them to over-react to mildly stressful situations.

Note: Developmentally younger players and players who have experienced toxic stress responses are more likely to have emotional rather than rational reactions in stressful situations.

- Ask participants in plenary to share the kinds of stresses their young players may have or may be experiencing. Take a couple of responses and relate these to the importance of knowing about their young players, so that they can better understand their behaviours and responses in stressful situations.
- Next explain that the brain also has an incredible ability to rewire itself in more adaptive ways. Just as prolonged stress can sensitize someone's stress response, engagement in the right kinds of environments and routines can create new brain pathways for stress resilience, well-being and overall health.

Note: The ability of the brain to create new pathways is particularly strong in early childhood and adolescence when young people are growing and learning at a rapid rate. So, helping young players to develop stress resilience and well-being protects and promotes their mental and physical health, and can reverse the impacts of previous stressful experiences.

- Sport that is **safe and supportive** can be a powerful environment full of elements that signal to young players' brains and bodies that it is safe to turn off the alarm systems, effectively 'de-sensitizing' their stress response. Over time, the repeated experiences of feeling safe and supported in the sporting environment can change the way young players brains respond to stress allowing them to experience the world as safe. This, in turn, helps young players better regulate heightened stress responses.
- Sport is full of opportunities to provide safety and support through 1) movement, 2) connection and 3) manageable stress. In these ways, coaches can create an environment that provides better protective experiences that offset the stressors associated with displacement. Display or explain the information in Appendix 5 *Experiences often associated with displacement versus safe and supportive sport*.
- Conclude the session by noting that when safe and supported, young players can calm their stress response, better connect with their coach and teammates, and feel a sense of belonging. Once they feel safe and connected, a young player can try new things, learn and master skills in sport and life.

## 11.00-11.45 Helping young players regulate stress

<b>Aim</b>	To introduce the concept of calm, connect, coach.
<b>Materials</b>	Appendix 4 <i>Calm, connect, coach, case study</i> . 5-10 medium-sized soft bouncing balls. List of challenges for The Dome game.
<b>Form</b>	Small group, activity-based tasks, plenary.

### Instructions

#### Calm, connect, coach (5 minutes)

- Explain that the previous exercise introduced the theory, while in this exercise we are now going to consider some practical actions that coaches can take mitigate stress responses, reduce the potential for harm and promote healing and resilience.
- When young players are dysregulated and showing signs of stress, there are three things a coach should aim to do:
  - Calm: bring stress response levels down to baseline. PRRA activities are a useful strategy to help calm young players.
  - Connect: support young players to feel safe and connected.
  - Coach: Provide a safe and supportive coaching environment.
- Calming the automatic stress responses in young players' brains and bodies allows them to let down their guard and engage in what's going on, rather than staying on high alert and operating out of the reactive parts of their brain. Note that calm players are better able to connect and relate to their coach, and once calmer and connected, young players are better able to access the thinking and reasoning parts of their brain and benefit from coaching input. They can learn productive ways to interact with their peers, they can problem solve in effective ways, and they can take in more tactical elements of their sport.
- The way games and sport practice are structured help young players to regulate their stress. Let's try to put this concept into practice with a few exercises. The first activity is the Dome Game.

#### The Dome Game (20 minutes)

- Break up participants into small groups of about five or six (depending on the total group size). Create a large circle in the middle of the room – the space inside the ring is the 'Dome.'
- Rules:
  - For each challenge, each team must decide among themselves which player should enter the Dome. Each player can enter the Dome only once.

- After competing, the team that wins the challenge receives one point. Assign a score keeper from each group to keep track of their team's score.
- Select challenges from the list below or create some of your own. Ensure there are enough different challenges for each participant to compete in the Dome, regardless of abilities.
- Challenges:
  - Who can jump the furthest (e.g. in a standing long jump)?
  - Who has the best balance? Everyone has to balance on one foot. Add a challenge by having them lift their knee up in front of them, or put their leg out behind them, or touch their fingers to their nose, or do the tree pose, or close their eyes (having eyes closed is usually the most challenging).
  - Who was born the furthest away from here?
  - Who has the best aim? Have them try and get a kick ball as close to a mark as possible. They can roll or kick it.
  - Who can solve the maths challenge? (e.g.  $4 + 32 - 17 + 9 = 28$ ;  $3 \times 19 + 27 = 84$ ;  $91 \times 6 - 137 = 409$ ).
  - Who can name the capital city of XX? (e.g. Lithuania – Vilnius; Philippines – Manila; Ecuador – Quito).
  - Who has the quickest reflexes? This is a well-known game where players have to touch a part of their bodies and then grab the item that's placed between them (head, shoulders, knees - CONE!). You can use paper cups as the item they are grabbing or a ball, whatever works for you. Have people line up to play against one or two other people. Have the winners play each other until you have one winner.
  - Who has the most siblings?
  - Who can hold the longest plank?
  - Who has the most letters in their middle name?
- When a winning team is declared, facilitate a short debrief. Ask participants to think about what made the game good for helping them to feel *calm* and *connected* (even when preparing to take part in a challenge that may have caused some stress). Points to cover include:
- **Calm:**
  - Choice - having autonomy over our experience helps us feel less anxious. If displacement is characterised by a lack of control, a coach giving back any measure of control can help a young person to feel safer, more regulated, and ready to engage.

- Predictability - the instructions for the game are clear; players understand the format and what is coming next (even though the specific challenge was unknown).
- **Connected**
  - The team decides together who's going to compete.
  - The team learns things about each other.
  - The team understands if someone does or doesn't feel prepared/ confident to compete (which can drive support from the team).
  - The stress of having to compete in something that might feel outside our comfort zone is mitigated by the growing support and connection with our team (i.e. relationships buffer stress).

### **Dosing stress (10 minutes)**

- Introduce the next exercise by explaining that coaches can build the skills of young people to regulate their stress by giving them manageable challenges. This allows young people to experience a challenge in steps, learn how to master the challenge, and to have their stress come back to baseline. In this exercise we will practise learning a new challenge in steps.
- Instruct participants to form a circle. Tell them they need to work as a team and pass the balls to each other so that everyone receives and throws the ball once in each round. They should always throw the ball to the same person so that they can keep track of the order in which they throw the ball. Allow players to get comfortable with the activity, by doing a couple of rounds of throwing the ball. Then, add a second ball to the game. Begin to pressure the participants to do better or criticise them moderately by saying things like: *"Come on, team, keep up! It's only two balls! You can do better! You're not trying your best! Stop dropping the balls!"* Continue adding more and more balls (and more criticism) until participants seem unable to keep the game going and appear somewhat overwhelmed.
- Ask participants how they felt during the activity. Ask about both their feelings when the task was manageable and when it was overwhelming. Ask the group how they felt when the facilitator called out disparaging remarks and if everyone felt safe and supported. Also ask if everyone felt equally included, or were some people marginalised or excluded.
- Suggest that they try the game again, but in ways that might make it more manageable. For example, divide into two smaller groups and run the activity simultaneously in each group. Add balls more slowly, first being sure participants have mastered each additional



ball, and asking them first if they feel comfortable to try adding another ball. Provide encouragement and praise for their efforts and avoid criticising their performance.

- Wrap up by asking participants what the difference was between the two ways of conducting the activity, and how it made them feel. Conclude the activity by noting that just like the ball activity, creating a sport environment that is safe and supportive for young people who have experienced displacement or other adversity requires thinking about the way we set up a task so that stress levels are controlled, moderate and predictable. In this way, young people can turn down their stress response, access the thinking parts of their brains, participate in the sporting activity, learn and build resilience.
- Conclude by noting that there are many ways coaches can support young players to mitigate stress responses and feel safe and supported. Coaches are likely to be doing this routinely in their work, but many common coaching practices can run counter to this. Direct participants to Appendix 16 *Unhelpful coaching vs. safe and supportive coaching* and ask them to reflect on elements of their own practice as we move through the day.

Note: Potential harms of sport

Although sport has many benefits, it can also cause harm, particularly when:

- Care is not taken to understand the particular context, culture, situation and needs of young players, including those affected by displacement, and so the coach is unable to ensure a safe and supportive environment.
- Sport is over-focused on competition and performance (winning) rather than on setting personal challenges and reaching goals.
- Coaches do not recognise and promptly respond to safety issues in the sporting environment or within the team, such as bullying, conflicts, environmental dangers, etc.

### **Reset activity (5 minutes)**

- Now ask the whole group to take a reset and jog over and touch the wall, reset, and come back with new energy.
- Explain that 'reset' activities combine simple movement with the chance to 'reset' for young people when they are struggling with their emotions or behaviour. Incorporating reset activities in a regular way into sport activities allows young people the chance to calm and regulate their emotions or behaviour. If the need to reset sometimes is normalised for young players (i.e. it is incorporated regularly into sport practice for all

young people), and they know appropriate ways to do the reset activities, they are more likely to incorporate them as useful coping strategies whenever they need them. Types of reset activities coaches can use may depend upon the sport as well as the cultural context. Some examples include:

- Designating a small area on the court or field where young players can do something skill building and repetitive, such as kicking a ball against the wall, working on a specific ball-handling move in basketball or football, etc.
- The option for young players to take a few minutes and do something else active, like jumping rope, or doing some kind of circuit training.
- Or, as just demonstrated, having the whole team take a reset with a simple movement activity like jogging over and touch the wall (or some other designated place).

#### **Recap (5 minutes)**

- Close by recapping the main learning points of the session. Refer to the three techniques used – having a structured activity such as the Dome game, dosing stress, and learning to reset and how this all helps with keeping calm and connected, with stress regulation and providing a safe and supportive coaching environment, etc.
- The stress of having to compete in something that might feel outside our comfort zone is mitigated by the variety of skills celebrated. We typically only recognise people who can do the skill parts of sport well - but when we recognise all the different strengths young people bring to their experience, they are more engaged and more confident to try new things. Sport boils down to trying new things - and you can't try new things unless you feel brave. You feel brave when you have some control over your experience, you know what to expect and you have people supporting and backing you up. These all support a calm, connected, coachable young person.

## 11.45-12.10 Safety, dignity and inclusion

<b>Aim</b>	For coaches to be able to practically apply the principles of safety, dignity and inclusion in their sport environments.
<b>Materials</b>	Pens, prepared flip charts. Appendix 6 <i>Practical ways to promote safety, dignity and inclusion.</i>
<b>Form</b>	Small group work.

### Instructions

#### Safety, dignity and inclusion introduction (5 minutes)

- Introduce the session by saying *"Safety, dignity and inclusion are the foundations of safe and supportive sport. These principles help create the conditions which motivate young players to participate in sport and support the well-being of young players who have experienced stressful events"*.
- Ask participants what each of these terms means for them in their context. Ask if safety, dignity and inclusion mean the same things to all people – the same for them and their young players. Culture, context, religion, gender, ability and disability, previous experiences, etc., all play a role in how we perceive whether or not we are safe, being treated with respect and whether we feel a sense of belonging.

(Note: an optional activity to the next exercise is provided below.)

#### Group activity and café round (20 minutes)

- Explain that we will now put safety, dignity and inclusion into practical terms. Divide participants into three groups: Group 1: safety, Group 2: dignity, Group 3: inclusion. Direct each group to pre-prepared flip charts that have the practical steps of applying each principle in their context. Each group has seven minutes to discuss and list the ways they address the principle in their coaching work under each practical step.
- After seven minutes, the facilitator asks each group to rotate clockwise to the next flip chart. They have five minutes to review what their fellow participants have written and to provide additional ideas. The facilitator then has participants move to the next flip chart where they have three minutes to review and add to the ideas. The exercise concludes by having all participants move to their original flip chart.
- To wrap up, the facilitator can ask each group to mention one new thing that was added that was interesting for them. Provide participants the handout Appendix 6 *Practical ways to promote safety, dignity and inclusion.*
- Context considerations: Explain that it's important to think about if all group members can participate in activities with regard to physical abilities, sensitivity around personal touch, personal boundaries, and trauma history. For example, don't exclude or create discomfort for people who identify as non-binary by splitting the group into boys and

girls, use other methods such as splitting by birth month, or colour of t-shirt. Offer possibilities to do activities without the need for touching other people. Invite young people to take part in activities in ways that feel comfortable for them rather than insisting all players engage in the same way.

- Conclude the session by explaining that feeling safe, knowing they are valued, and feeling they belong in a positive group are all very important for the healing and recovery of young people from stressful experiences, including displacement. Being in a sport environment that considers safety, dignity and inclusion helps young players feel safe and supported so they can better problem solve, learn, build resilience, and take in more tactical elements of their sport.

### **Optional activity:**

#### **Case scenarios for safety, dignity and inclusion (20 minutes)**

- A more active option to the small group work and cafe round above is to explore safety, dignity and inclusion through case scenarios. Ask participants to form three groups, and hand each group a prepared case scenario that demonstrates risks in a sporting environment to players' 1) safety, 2) dignity, and 3) inclusion. Have each group analyse the risks to each of these principles and then strategize the various ways that they can mitigate those risks. Facilitators can prompt participants by using the information in Appendix 6 *Practical ways to promote safety, dignity and inclusion*. Consider printing this as a handout for participants as well.

### **12.10-12.15 Warm-up or cool-down (led by volunteer participant)**

- Be mindful of time when asking participants to run activities.

### **12.15-13.15 Lunch**

### **13.15-13.25 Sport Coach+ in Action**

<b>Aim</b>	To introduce the action principles of Prepare, Look, Listen and Link.
<b>Materials</b>	Appendix 7 <i>Supporting young players in distress</i> . Appendix 9 <i>Preparation questions to get to know the players and context</i>
<b>Form</b>	Plenary.

## Instructions

### Introducing prepare, look, listen, link (10 minutes)

- Welcome participants back from lunch. Recap learning so far and link to the upcoming sessions by noting that the training has covered the transformative nature of critical life events, common displacement stressors, how the brain responds to different types of stress, and how coaches can make the sporting environment more safe and supportive through considering safety, dignity and inclusion.
- Explain that sometimes even when the sporting environment itself is safe and supportive and the challenges are well suited to the young players skills and abilities, young players may still experience distress and need individual support.
- There is an approach we use to support people in distress, and it involves these key steps: Prepare, Look, Listen and Link. As an option, invite participants to stand up and follow the facilitator in demonstrating prepare, look, listen and link a few times with fun movements, like the ones below or creating their own actions, while shouting “*Prepare, Look, Listen, Link*”:
  - Prepare: Touch the ground with both hands.
  - Look: Put one leg forward and hold your hand over your eyebrow ‘looking’ into the distance.
  - Listen: Stand straight with hands cupped over your ears.
  - Link: Put hands on hips and swivel from side to side.
- Next, review the information in Appendix 7 *Supporting young players in distress* and read out each of the areas. Explain that the next few sessions will focus on practical skills to help young players in distress and provide the opportunity to put the skills into action through role plays.
- Start by asking participants, “*How do you prepare for coaching a new group? What do you want to know about the players, the context and fellow coaches?*” Facilitate the discussion and emphasise the information presented in Appendix 9, if not mentioned by participants.

13.25-13.40    Look	
<b>Aim</b>	To be able to recognise the different signs of dysregulation in young players.
<b>Materials</b>	Appendix 8: <i>Flock, flee, freeze, fight</i> , four pieces of paper or paddles.
<b>Form</b>	Group activity, plenary.

## Instructions

### **Flock, flee, freeze, fight (15 minutes)**

- Display the Look action principle (look for and mitigate dangers, look for players in distress and observe group dynamics). Explain that coaches have the primary responsibility to ensure the safety of their team as a whole. Recognizing and quickly addressing any situation where young players are unsafe is a critical task of coaches. Dangers can be in the physical environment within and around where sport activities take place, for example broken equipment or lack of privacy for young players. Safety issues can also be in the interactions between young players or between young players and coaches. We already discussed ways coaches can create safe environments by being predictable, consistent and kind, and by addressing safety in a timely way.
- Say *“Keeping an eye on players and on group dynamics, both on and off the playing field, is also important.”* Explain that when looking for distressed players, coaches are looking for stress responses that are disproportionate to the circumstance, reactive, or not rational. These are called ‘dysregulated stress responses’.
- Briefly explain that we will look at four types of dysregulated stress responses: flock, flee, freeze and fight. Ask if the participants are familiar with the four stressors (optional - show drawings/animated facial expressions of the four responses). Explain that there will be four pieces of paper (or paddles) with a stress response written on each and the facilitators will act out a small role play as a coach and a dysregulated young player displaying one of the four stressors. Ensure the role play lasts no longer than two minutes. Four volunteers from among the participants will observe the role play and choose the piece of paper/paddle with a written response on it and vote for the one they feel they observed. The facilitators will tally the correct answers after each round and announce how many guessed the correct response. Move on with another stress response (with four different participant volunteers) and this continues until all four stress responses have been acted out and voted upon.
- Wrap up by asking coaches if they recognise some of these responses in their young players. Conclude the session by explaining that difficult behaviour is often labelled as ‘attention-seeking’ and coaches may tend to respond by ignoring the behaviour or withholding attention in an effort not to ‘feed the bad behaviour’. However, the behaviour may actually reflect the need of a young player for connection and help in regulating. For example, the young player may be experiencing the task or activity as overwhelming and need support to deal with their frustration. When coaches can see difficult behaviour not

as ‘attention seeking’ but rather as ‘connection seeking’, it can help them to respond more effectively in ways that are safe and supportive. Remember, young players do well when they can: when they show difficult behaviours, they likely “lack the skill, not the will” to do better.

### 13.40-14.15 Listen

<b>Aim</b>	To practice active listening and calming someone in distress.
<b>Materials</b>	Timer, flip chart and pens. <i>Appendix 7 Supporting young players in distress</i> <i>Appendix 10 Do’s and don’ts of good communication.</i>
<b>Form</b>	Paired work, brief facilitator-led role play, plenary.

#### Instructions

##### Make contact (5 minutes)

- Display the Listen action principles in *Appendix 7 Supporting young players in distress*. The first step in listening is making contact with a young player in distress. Achieving connection requires skills in verbal and non-verbal communication, and understanding of culture, age gender and other elements of the socio-cultural context.
- Ask the participants what considerations they have in their context about approaching a young player who may need their help. Do they greet all genders and older and younger players in the same or different ways? Invite a few participants to demonstrate approaching and introducing themselves to young players in different ways based on the young players they work with. Participants should first say who they are greeting.
- Emphasise that it is recommended in most contexts to seek permission before touching a young player, for example by saying “*Can I touch where it’s hurting?*” or “*Do you want a hug?*”

##### Active listening (20 minutes)

- Ask the participants to think of a time in their life when they needed support. Explain that they will not be asked to share with the group what the difficult event was. Next ask them to share what others said or did that was helpful, and what was unhelpful. Invite participants to share short reflections without going into detail about the distressing experience (e.g., such as someone brought food, listened without judging). Have a co-facilitator or participant note the key words on a flip chart divided in two with the headings Helpful and Unhelpful. Prompt if required to ensure helpful concepts such as being listened to, non-judgemental, calm presence, asked about what was needed, and

unhelpful concepts such as frequent interruptions, giving unsolicited advice, the helper panicking themselves, and not listening well are included.

- Use the responses to show that different actions are helpful in different situations for different people. For example, a young person who is crying may find it helpful that a coach takes control of the situation and takes care of practical matters. However, another young person might find the same action unhelpful because it makes them feel powerless and unable to cope.
- Explain that at the very heart of being helpful is listening well. In our daily lives and as sport coaches, we have many distractions, and we can all learn to listen better.
- Give the following instructions for an exercise in listening. Have participants come into pairs – one person is the storyteller, the other is the listener. Storytellers have three minutes to tell a meaningful story to their listener. Use prompts such as *“Tell about what inspired you to do the work you do”* or *“Tell about a time you feel you made a difference in the life of a young person”*. Avoid distressing or traumatic topics. The listener listens without taking notes or asking questions. After the three minutes, call time. Listeners then have one minute to reflect back to the storyteller what they heard them say. Discuss the exercise in general with participants using the following questions:
  - How was the experience of being listened to without distraction or interruption?
  - How did you know the other person was listening (e.g., body language, eye contact, facial expression)?
  - In what ways was it challenging to listen in this way, without taking notes or asking questions?
  - Storytellers, did your listener capture what was important to you about your story?
- Reflect to participants what you noticed as an observer to the listening pairs, such as having a relaxed and open body posture, showing engagement with eye contact or nodding the head, and other observations.
- Explain that listening involves all the senses and is also about behaviours. Listening is being present, paying attention and trying to understand what has happened to the young player, what they are feeling, and what their needs are. It is being open and sensitive to what the young person is experiencing. It is also recognizing when someone does not want to talk and allowing for silence.
- Review the elements of active listening of 1). Listen, 2). Clarify and 3). Summarise in the previous storytelling exercise. Note that only the elements of ‘listen’ and ‘summarise’ were used.



- Next, ask participants for examples of what coaches do, consciously or unconsciously, that may make a young person speaking feel they are not being heard or paid attention to. Examples may include asking irrelevant questions, having dismissive body language, insisting they return immediately to the game, or ignoring them and continuing to coach.
- Explain that when listening actively to a young person in distress, they feel acknowledged, taken seriously, seen, heard and understood. Ask participants which 'clarifying' sentences they can use to show a young player that they are being listened to with respect. Take answers from the group and note good sentences on a flip chart. Ensure the following points below or similar are covered:
  - You have a right to be sad/angry/disappointed/...
  - I can hear you saying ...
  - I understand that you are worried about ...
  - In this situation, your reaction is natural ...
  - Perhaps we can discuss possible solutions ...
  - I can offer to ...
  - I am worried about you and would like to suggest a place where you can get help.
- Note that 'summarise' can include repeating key words or mirroring what was said. Note that good active listening does not include the listener interpreting how they think and feel about the young person's experience. Review briefly the information in Appendix 10 *Do's and don'ts of good communication*.

### **Optional repeat listening exercise (10 minutes)**

- If there is time, the listening exercise can be repeated with participants in the same pairs, but as them to switch roles. This time, the listener is able to use clarifying questions when their partner shares their story.
- Wrap up by asking how this exercise felt different than the first one, how easy or difficult it was to use clarifying questions and if they felt able to summarise without interpreting or judging from their own perspective.

### **One-minute role play: Calm someone in distress (10 minutes)**

- Note that a key skill for coaches is to be able to calm young players in distress. Note that distress may look different in different young players, such as confusion, crying, agitation, shouting, shaking, difficulty breathing or understanding what is being said, withdrawal or sadness.

- Ask participants what they feel is helpful in calming young players in acute distress. Take a few responses and prompt for tips such as staying calm yourself, not being intrusive, asking if you can help, etc.
- Explain that we will now practise how to calm someone in distress through a brief role play. Each of the facilitators will take on a role in turn of a young, distressed player – one player is withdrawn and sad, the other player is agitated and visibly upset. Ask for a minimum of three volunteers for each role play. Volunteer coaches will line up and each will have one minute to connect with and support the distressed player. The co-facilitator who is not role playing will keep the time. After one minute is called, the role play facilitator will give very brief feedback first about what they found helpful in the interaction, and if anything could be improved (what went well, what could be better). The next volunteer immediately then approaches the distressed player to support. Repeat this with both scenarios of distress.
- Wrap up by asking how the exercise was for the volunteers, and what participants noticed or learned about calming someone in distress. Emphasise the following tips for calming someone in distress:
  - Ask the person what they need and what would help them most.
  - Keep your tone of voice firm and calm.
  - Acknowledge that the reaction is natural in a challenging situation – accept and honour their feelings.
  - Offer some practical support, such as a quiet place to talk or a glass of water.
  - Gently lead them away from the stressful situation whilst making small talk.
  - If appropriate, maintain gentle eye contact with the person as you talk with them.
  - Remind the person that you are there to help them and that they are safe.
  - Encourage the young person to do a calming activity, such as focusing on their breathing or breathing slowly.
  - Support the young person to do a PRRA, such as bouncing a ball back and forth with you.
  - Offer the young person the opportunity to do a reset activity.
- Note to participants that a case study that illustrates supporting a young player in distress is available on the Sport Coach+ website. Consider printing the case study as an optional material to distribute to participants.

## 14.15-14.45 Link

<b>Aim</b>	To understand how to help young players identify their own internal and external resources, when there is a need for more specialised help, what available resources exist, and how to refer.
<b>Materials</b>	Markers, flip chart, Appendix 12 <i>The social ecological model</i> , Appendix 13 <i>Sample contact sheet for referrals</i> .
<b>Form</b>	Small group work, plenary.

### Instructions

#### Needs, concerns and simple, immediate solutions (10 minutes)

- Explain that another important skill for coaches is to be able to ask about and identify immediate needs and concerns and problem solve solutions with the person in distress.
- Highlight the following as important points on asking about needs and concerns:
  - If a young person does not want help, do not impose it.
  - Focus on what help is needed and what the young player's priorities are.
  - Do not focus on details of what happened.
  - Gather as much information as possible to clarify what practical help is needed without probing or pressuring them to talk.
- Note that the first thing a coach may need to do is help a young player with a simple, immediate solution to their problem. The coach can ask what the player may find most helpful and suggest one or two options for them. From role plays today and their own experiences, ask participants to give a few examples of simple, immediate solutions that help a young player to regulate their stress and possibly rejoin the game or activity. Examples could be:
  - A reset activity or a place to sit quietly
  - Someone to stay with them for a time, to comfort them and help them feel calm
  - Being offered another task to do until they can rejoin the game
  - Clear and calm explanation of the rules of the game
  - Someone to help the young person be able make decisions about the next steps.
- End by explaining that it is often simple gestures of caring that people need when they are in distress so that they can feel calm and gather their energy to make decisions on what to do next. Coaches can listen attentively to help identify what the young person needs and help them find and access immediate solutions to the situation.

#### Supports and services: the social ecological model (20 minutes)

- Explain that once a young player feels safe and supported and has a simple, immediate solution, the coach can then help the young person access the resources they need to

cope with their situation over time. Note that the coach's role is to connect or link the young person with relevant information, and with the young person's own internal and external resources. These can include loved ones and social supports (friends, teammates), community supports and specialised services if needed, and to help them access these supports and services. It is important to involve the young person themselves as much as possible in making these decisions and to have information on local referral systems on hand.

- Introduce participants to the idea of 'the social ecology' that surrounds every young player as a way to identify risks and resources at all layers within themselves and their communities. (See the social ecological model in the graphic in Appendix 12 as a guide.) The following exercise utilizes a volunteer to be a young player affected by displacement at the centre of the circle – this role can be played by a volunteer participant or by the co-facilitator. The facilitator asks the young player various questions about themselves and who is surrounding them in their lives, moving outward from close friends and family to community, to services and supports in the larger society. As the young player mentions the people in their lives (such as close family, friends, religious support, teachers, coaches, doctor, etc.), they pull in another participant from the group to represent that person. Those people stand in the appropriate circle surrounding the young player in the centre. At each layer, it is important for the facilitator to ask about both potential risks as well as resources that exist.
- In facilitating the exercise, here are some sample questions the facilitator can ask:
  - Young player circle: Ask the young player: How old are you? What things do you like to do? What do you think are your strengths? Do you have any vulnerabilities (e.g., illness, disability)?
  - Family, close friends circle: Ask the young player: Who do you live with? Do you have a best friend? (Bring in other participants to represent parents, siblings, close friends). How are your relationships with your family? Ask parents/caregivers: Do you have a regular income? How is your health? Do you have supports in this community, is extended family nearby? Ask everyone: What strengths does this family have? What risks does it have?
  - Community supports circle: Ask the young player: What is your neighbourhood, community like? Do you go to school? Do you like school or not? How is your relationship with your teachers, with other students? (Bring in teachers, other students into the community circle). Do you work? What other community supports do you engage with (e.g., sports clubs, church). (Bring in coaches to the circle if a sport club is mentioned). Ask other participants in the circles questions about community supports and risks.

- Services circle: Ask the young player, caregivers, friends about what services are available in the community, if the young player and their family have access to them (particularly if they are displaced from somewhere else), and how well they function.
- Wrap up the activity by emphasising the risks and resources that exist at all levels – from the particular strengths and vulnerabilities with the player themselves, to within their families, communities and societies. In Sport Coach+, coaches try to understand this social ecology of each young person better, so that they can minimise risks and maximise the resources available to ensure young players are safe and supported. This includes helping the young player to build skills in strengthening their resilience and encouraging them to tap into positive supports in their lives.
- Explain that coaches do have a special role as mentors in young players' lives, but they also need to know the limits of their role. Smart coaching also means being able to identify when a young player needs more support than coaches can provide. Discuss in the plenary how to identify when a player is likely to need specialised services. Ensure that the issue of harm from others (physical or sexual abuse, neglect), risk of harming themselves (suicide), harming others, and if a young person seems to have a serious mental illness or is unable to take care of their basic daily functions (such as dressing and feeding themselves) are raised. Note that in these situations the coach may have a duty to report the situation to relevant authorities (e.g., protective services) in their region in order to ensure that the young person and others are safe. Explain that it is important that coaches are fully aware of local laws around mandatory reporting.
- Conclude the session by explaining that when working with young players affected by displacement or other adversity, coaches should aim to learn what services and community and specialised supports are available in their area and how young people can access them. Coaches can develop a contact sheet of service providers and community supports, including names and contact details and any special instructions for how to make a referral. Handout copies or display a copy of Appendix 13 *Sample contact sheet for referrals*.

**14.45-14.50 Warm-up or cool-down (led by volunteer participant)**

**14.50-15.05 Break**

## 15.05-15.35 Role plays and reflection

<b>Aim</b>	To role play supporting a young person in distress using the various techniques learned in Sport Coach+.
<b>Materials</b>	Handout of role play scenarios, one per group <i>Appendix 14 Scenarios for role plays</i>
<b>Form</b>	Small group work, plenary.

### Instructions

#### Role plays (30 minutes)

- Invite participants to practise what they have learned today in role plays. Explain that there are four role plays on the handout (see Appendix 14 *Scenarios for role plays*) that they can practise in small groups. Three of them were designed by coaches and are related to common challenges they encounter. The fourth role play is one they can devise from their own experiences, if they like. They are welcome to choose one or more role plays to practise in the time allotted (20 minutes is allotted for role plays, five minutes for introduction and five minutes for reflection).
- The role plays are conducted in small groups of three or four participants. Encourage each participant to take turns at being a young person in distress and a supportive coach. Those participants observing will help to provide feedback and suggestions. When giving feedback, remind participants to say first what went well, then what could be better. The group can reflect on how the principles of safe and supportive sport were applied (e.g., look, listen, link). Also encourage participants to try to play their roles realistically (e.g., the young player should respond appropriately if the coach does or says something helpful), to keep each role play to just three to five minutes, and to utilize 'a time out' if they need to break or consult fellow participants for some ideas about how to proceed.
- The facilitators observe the various role plays, visiting each one and offering feedback or answering questions as needed. After the role plays are completed, ask all the participants to 'shake off' the character they have acted in the role play. They can shake first their hands, then each foot and then their whole body and take a big breath.
- Ask participants to share in plenary 1) what they thought went well with the role play and 2) what could be better or what was difficult. If time allows, recall the principles learned throughout the day (calm, connect, coach, and safety, dignity, inclusion) and discuss how these were applied in the role plays. Summarise the challenges and difficulties participants shared and ask for ideas on how to overcome these challenges.

## 15.35-16.05 Coach self and team care

<b>Aim</b>	To promote coach and team self-care.
<b>Materials</b>	Copies of Appendix 15 <i>Coach and team self-care</i> .
<b>Form</b>	Plenary, pair work.

### Instructions

#### Self and team care (30 minutes)

- Explain that as someone young players look up to, coaches set the tone and atmosphere for the sport environment. A coach who is aware of their own stress and has positive and effective ways to regulate it can model stress regulation for young players and create a safe and supportive sport environment.
- Ask the participants to form pairs and to discuss for 10 minutes how they can apply the Look, Listen and Link principles in their own lives to care for themselves. They should discuss:
  - What they do to look out for themselves.
  - What they do to they listen to their bodies and the needs for rest, restoration, sleep and having fun.
  - What they do to prioritise their social lives and connections.
  - Who they can and will turn to if things become difficult.
  - What keeps them from doing the above, if this is the case.
- Call the participants back to the plenary and ask for reflections on the topic of individual self-care. Discuss how difficult it can be to self-care when working as a coach and also supporting the needs of others. Stress that to go on being a supportive and effective coach, coaches need to take care of themselves.
- Note that coaches often work as part of a team. Discuss the factors that make resilient teams such as: cohesion, good communication, effective team problem solving, shared value systems, shared rituals and traditions, mutual emotional responsiveness (warmth, humour, caring), appropriate boundaries and hierarchies, and the availability of external sources of practical and emotional support. Ask for reflections in the plenary on how coaches can build or enhance these factors in their workplaces. As these concepts may be new to some coaches, facilitators may need to also provide suggestions and prompts.
- Provide copies of Appendix 15 *Coach and team self-care* to participants. Ask participants to go back to their pairs and discuss support and supervision. In particular:
  - Who supports you in your work as a coach?
  - Where do you (or could you) go for technical support and advice?

- Where can you go for confidential personal support for well-being?
- As an optional activity, consider introducing coaches to the concept of 'a buddy system'. A buddy system is a structure where each participant in a team is paired with a peer to provide each other with a listening ear and support when needed. To explain the system, consider doing the following brief activities:
  - Pair each participant with the person sitting next to them. Ask them to reflect for five minutes and to think of their daily work, focusing on what kind of support they would be happy to receive from their buddy and what kind of help they would be able to provide. In the main group, ask two to three volunteers to share what they found surprising or unexpected. Wrap up by emphasising that buddy systems work well when buddies have clear expectations of each other and good boundaries, know what issues they can help with and what requires more support than they can provide (such as support from a manager or specialised service provider) and when the system is supported by the club or organisation.
  - Ask participants to form two circles - one circle inside the other. Participants in the inner and outer circles should be facing each other, with each participant having 'a buddy' opposite them to talk to. Invite participants to have the following conversation with their buddy in pairs, "*You will be glad I'm your buddy because.... What I want from a buddy is.... What I don't want from a buddy is....*" Give participants two to three minutes to talk with their buddy, then have the inside circle move to the right, so that two new buddies are facing each other. Repeat the conversation one or two more times, as time allows, so that everyone has the chance to speak with at least two different buddies. In reflecting on the exercise, you can ask participants if their two different buddies wanted the same things or different things. What did they learn about expectations for buddies?
- End the session with a self-care energiser activity.

## 16.05-16.25 Evaluation, post-test and close

<b>Aim</b>	To close the training. To receive feedback on the Sport Coach+ Basic Training.
<b>Materials</b>	Post test, Training evaluation questionnaire.
<b>Form</b>	Individual work



## **Instructions**

### **Evaluation and close (20 minutes)**

- Ensure all participants fill out the post-test, which includes the evaluation of the training. Ask the participants to provide feedback honestly and thoughtfully. Give them space and time to answer the questionnaire and ensure it is done anonymously.
- Ask participants to stand in a circle and say one thing they will take up from this training and one thing they will stop doing or change the way they do it to help apply learning into practice. Continue round the circle until everyone has had an opportunity to speak. Add your own comments and thank everyone for their participation.

## Appendices for Sport Coach+ Basic Training

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### Appendix 1. Potential benefits and risks of sport

#### POTENTIAL BENEFITS

- Sport provides an opportunity to stay active and support general fitness and health.
- It improves coordination and balance and supports good sleeping patterns.
- It relieves stress and tension.
- It enables young people to do things they enjoy fulfilling their right to play and have fun.
- There are opportunities to build relationships with adults, friends, peers and positive mentors.
- It enables young people to join a safe and positive community that gives them a sense of belonging.
- It promotes tolerance, community cohesion and peacebuilding.
- It helps to reduce incidents of violence, by giving people an alternative physical outlet for pent-up frustration.
- It promotes self-confidence, self-esteem and self-efficacy.
- It meets the psychological needs of young players for autonomy, competence and relatedness, improving their motivation and well-being.
- It challenges gender stereotypes, creates female or nonbinary role models, and provides a safe space for young people of all genders.
- Through sport, young people can learn not only sporting skills but also life skills, such as: problem solving, teamwork, discipline, fair play and empathy, initiative, leadership, conflict resolution and non-violent communication skills, skills to respond in healthy ways to wins and losses or disappointments.

## **POTENTIAL HARMS OF NON-SAFE AND SUPPORTIVE SPORT**

- Sport exclusively focused on competition and performance can marginalise players who have less ability and negatively impact their sense of self-efficacy and self-confidence.
- There is the possibility of injury or physical harm - especially if safe, quality equipment or training space appropriate to the needs of young players is lacking.
- Harm can result if conscious effort isn't made to ensure everyone feels included, safe, and respected.
- Some players may feel isolated, stigmatised or excluded.
- If a coach is unable to model compassion, fairness, self-control, and kindness, it is less likely the players will experience these important social and emotional skills within their team, and the sport environment may be less safe and welcoming for all.
- The inability of a coach to respond promptly, consistently and fairly to situations of danger or crises for the team or individual players can leave young players feeling insecure or fearful and can potentially reactivate past stressful experiences.
- Inequality among players (e.g., lack of funds for appropriate sport clothing) may cause shame, embarrassment, a sense of devaluation, or reluctance to participate in sport.
- Negative stereotypes or societal norms can be perpetuated and entrenched through sport that is not safe and supportive, including hypermasculinity, male-dominated spaces, and exclusion of young players based on gender or ability.
- If the task is too difficult or overwhelming (e.g., sport skills challenges, challenges in working in a team, coping with success and failure), it may lead to feelings of frustration, aggression or unwillingness to continue participating in sport.

## Appendix 2. Displacement stressors

<b>Before being displaced</b>	Dangers and uncertainty, such as conflict or political repression, poverty, natural disasters, difficult or insecure environments, and climate crises. Young people may already have been exposed for years to living in difficult and insecure environments.
<b>During migration journeys</b>	Trafficking or exploitation, sexual or gender-based violence, lose family members, experience or witness violence and detention.
<b>Upon arrival in a new destination</b>	Learning a new language and systems, accessing and catching up with lost education, integrating into a new culture and environment without familiar supports, detention, lack of access to work or education or supports and opportunities, and uncertainty of if they will be returned to their home country.

### Appendix 3. Types of stress

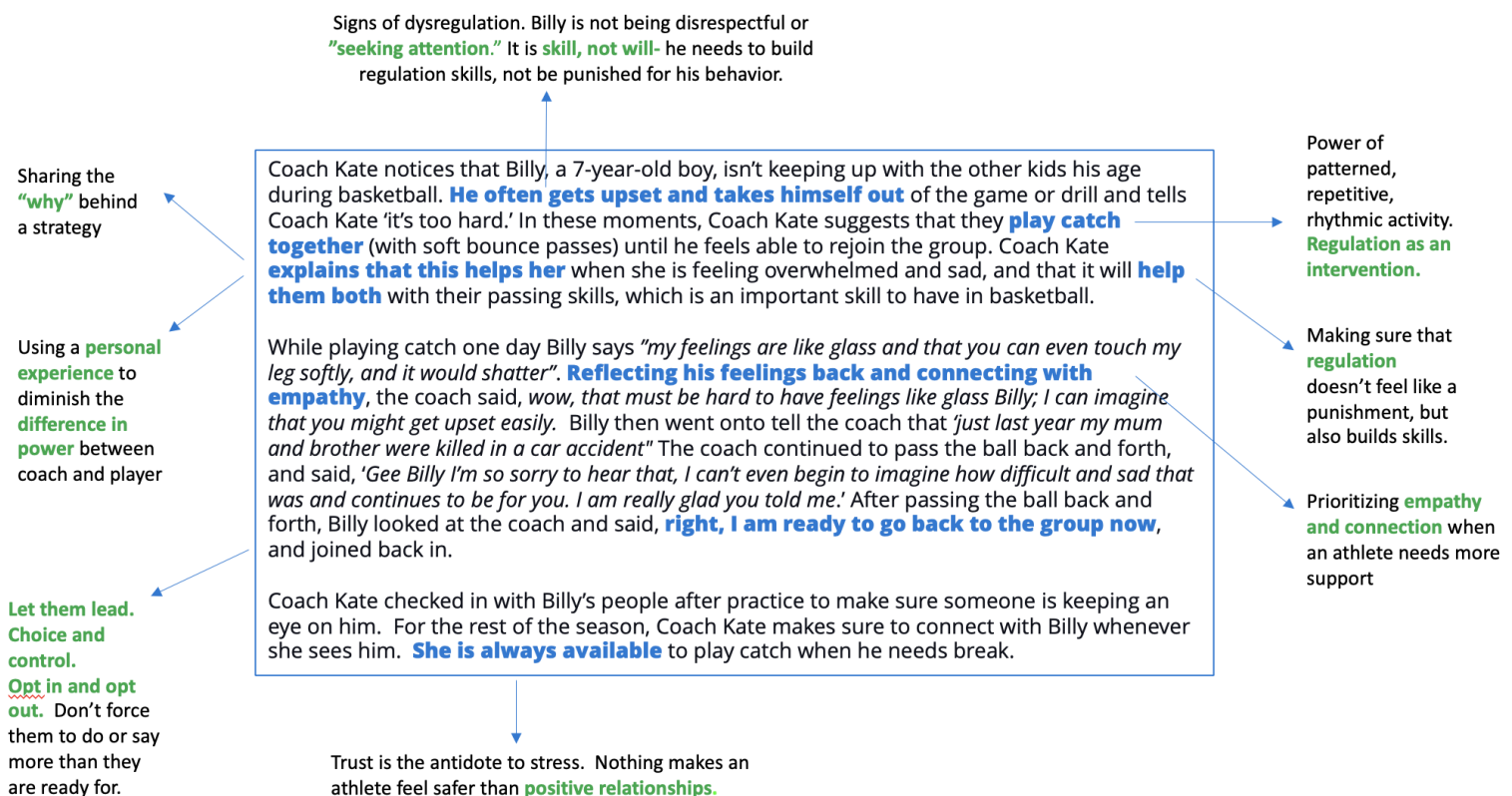
Positive	Tolerable	Toxic
Brief increase in heart rate	Strong stress response	Strong, frequent and/or prolonged activation of stress response
Mild elevation in stress hormone levels	Mild to high elevation in stress hormone levels	Serious and potentially traumatic stress (neglect, abuse - sexual, physical, emotional)
Temporary stress response	Serious temporary stressors (accidents, unexpected loss of loved one)	Over time, results in dysregulated stress response
Stress returns to healthy baseline	Buffered by supportive relationships	Physiologic stress response remains high for an extended period of time
Buffered by supportive relationships	Stress returns to baseline with support and care	Absence of stable protective relationships to provide safety, comfort and support

## Appendix 4. Calm, connect, coach, case study

Coach Kate notices that Billy, a 7-year-old boy, isn't keeping up with the other kids his age during basketball. He often gets upset and takes himself out of the game or drill and tells Coach Kate "It's too hard." In these moments, Coach Kate suggests that they play catch together (with soft bounce passes) until he feels able to rejoin the group. Coach Kate explains that this helps her when she is feeling overwhelmed and sad, and that it will help them both with their passing skills, which is an important skill to have in basketball.

While playing catch one day Billy says "My feelings are like glass and that you can even touch my leg softly, and it would shatter". Reflecting his feelings back and connecting with empathy, the coach says, "Wow, that must be hard to have feelings like glass, Billy. I can imagine that you might get upset easily". Billy then went on to tell the coach that "Just last year my mum and brother were killed in a car accident." The coach continued to pass the ball back and forth, and said, "Gee Billy I'm so sorry to hear that, I can't even begin to imagine how difficult and sad that was and continues to be for you. I am really glad you told me." After passing the ball back and forth, Billy looked at the coach and said, "Right, I am ready to go back to the group now," and he joined back in.

Coach Kate checked in with Billy's people after practice to make sure someone is keeping an eye on him. For the rest of the season, Coach Kate makes sure to connect with Billy whenever she sees him. She is always available to play catch when he needs break.



Case study adapted from the Centre for Healing and Justice through Sport.

## Appendix 5. Experiences often associated with displacement vs. safe and supportive sport

Experiences often associated with displacement	Experiences of safe and supportive sport
<b>Unsafe</b> - actual physical and emotional danger, uncertainty, lack of predictability.	<b>Safe space</b> - no physical or emotional danger, predictability and structure.
<b>Restricted movement</b> - lack of freedom of movement or lack of meaningful physical activity.	<b>Physical activity</b> - wealth of opportunity to move, freedom of movement.
<b>Lack of control</b> - over where young person goes, what they do, who they do it with.	<b>Autonomy</b> - young person allowed to choose how they engage in activities.
<b>Overwhelming stress</b> - stress that is unpredictable, extreme or prolonged.	<b>Stress matched to abilities</b> - something that promotes growth without being overwhelming (the 'just right' challenge).
<b>Lack of stable, familiar relationships</b> - often a weakening of social support and destruction of the social fabric of young players' lives.	<b>Positive relationships</b> - supportive coaches and teammates who create a protective layer of relational health.
<b>Displacement</b> - actual separation from safe and familiar places; transience (inability to set down roots and community due to movement).	<b>Sense of belonging</b> - an inclusive, welcoming environment where a young person has the opportunity to contribute.

## Appendix 6. Practical ways to promote safety, dignity and inclusion

Practical ways to promote safety	
<b>Be predictable</b>	<ul style="list-style-type: none"> <li>✓ There is a transition routine so that young players know where to go and what to do when they arrive.</li> <li>✓ They know where to leave their belongings, where to go and get prepared for sport, and how to spend time between their arrival and when sport activities officially begin.</li> <li>✓ Activities follow a predictable format that players learn and can expect to join in, such as:               <ul style="list-style-type: none"> <li>○ Welcome routine (e.g., opening circle)</li> <li>○ Schedule for warming up, physical activity, cooling down</li> <li>○ Closing routine (e.g., closing team cheer).</li> </ul> </li> </ul>
<b>Be consistent and kind</b>	<ul style="list-style-type: none"> <li>✓ Coaches are consistently encouraging and kind.</li> <li>✓ Coaches are able to stay calm and not 'lose their cool' during stressful times.</li> <li>✓ Coaches are open and receptive to concerns that young players share with them.</li> <li>✓ Team expectations are co-created and posted so that everyone has access to them, and all expectations, rules and systems of accountability are clear, universally understood and consistently referenced.</li> <li>✓ Coaches are consistent in responding to young people exhibiting behaviours that go against the ethos and ground rules of the team.</li> </ul>
<b>Address safety in a timely way</b>	<ul style="list-style-type: none"> <li>✓ Coaches take action quickly if any situation arises in which players may be unsafe (conflicts, bullying, etc.) and are attentive to individual and group dynamics that influence safety, dignity and inclusion.</li> <li>✓ Young players are safe when they arrive at practice or games. Entrances and activity spaces are hazard-free, well-lit and appropriately supervised.</li> <li>✓ Young players understand who will be present in the space, such as other teams doing other activities.</li> <li>✓ Bathrooms or locker rooms are accessible, and private space is available to any young person who wants it.</li> <li>✓ Young players have access to items that meet their basic needs like water, snacks and menstrual products.</li> <li>✓ Young players have access to sports equipment they need: the right size, appropriate to the rules of their sport - including adequate, culturally appropriate and protective clothing.</li> </ul>



Practical ways to promote dignity	
<b>Co-create ground rules, consequences and rewards</b>	<ul style="list-style-type: none"> <li>✓ Coaches and the team set ground rules and consequences together.</li> <li>✓ All young players and coaches understand that everyone is responsible for themselves and for the group.</li> <li>✓ Coaches ensure consequences for breaking ground rules are appropriate and not shaming of any young player.</li> <li>✓ Coaches give regular reminders of the ground rules (not only when rules are broken).</li> </ul>
<b>Build skills and stress resilience through manageable challenges</b>	<ul style="list-style-type: none"> <li>✓ Coaches ensure all young players experience success. Tasks are broken into smaller skill steps that young players can master and be successful in before attempting more challenging tasks.</li> <li>✓ Young players are invited to participate (opt-in), and always given the opportunity to opt-out. They are free to choose what activities and levels of stress are comfortable for them.</li> <li>✓ There are established routines for young players who need a 'reset'. Needing a 'reset' is seen as a normal part of the activity</li> <li>✓ Young players are encouraged and supported to reflect on their experience routinely.</li> </ul>
<b>Acknowledge and praise effort</b>	<ul style="list-style-type: none"> <li>✓ Praise the right things. Offer meaningful praise when young people do good things; effort, teamwork, or making a good decision. Praise should be specific and about something that the young person can control.</li> <li>✓ Sport activities are not used as 'punishment' (e.g., making a young player run laps or do push ups if they are late). Rather, the coach tries to understand the young players' behaviour and situation and helps them set realistic goals to improve.</li> <li>✓ Every young player is recognised and honoured for their efforts and contribution, without shame, judgment or punishment for mistakes.</li> <li>✓ Every young player is accepted and valued for all their abilities, and no one is made to stand out.</li> </ul>

## Practical ways to promote inclusion

### Set a welcoming team culture

- ✓ Coaches greet young players by name and foster a positive group spirit. Young players are actively and intentionally welcomed and included in activities.
- ✓ Coaches provide young players the opportunity to get to know each other through introductions or games.
- ✓ Everyone participates actively, and no one is excluded or eliminated.
- ✓ Accommodations are made for young people with different abilities to participate and feel equally included by modifying activities or the space and encouraging each player in their own goals and achievements.
- ✓ Young player's culture, religion, age and gender are taken into account so they can participate in ways that preserve their dignity and customs.
- ✓ Young players are referred to in gender-neutral terms, such as their name, or 'sport friends'. Don't refer to all players as 'guys'.
- ✓ Coaches use methods for dividing young players into teams in ways that do not cause exclusion and damage self-esteem. For example, instead of allowing young people to pick teams, coaches use neutral methods to divide teams; birthday month, favourite fruit or random group generator.

### Build trusting and consistent relationships

- ✓ Coaches understand that young players look up to them and their opinion matters.
- ✓ Coaches are consistent with young players, so they know what to expect, feel safe and feel a sense of belonging.
- ✓ Coaches help young players to regulate their stress – especially those with dysregulation who may have difficulty connecting and interacting with others.
- ✓ Coaches foster cooperation, teamwork and a positive group identity, and help young players learn important life skills through sport.
- ✓ Young players see their coaches reflect on their biases and work to change them.
- ✓ Coaches invite and engage young players in the process of building skills by asking questions, instead of only giving instructions. Asking questions pulls young people into the process of learning, makes them feel seen and heard, and gives coaches information about a young player that is essential to their development.
- ✓ Young players are encouraged to provide formal and informal feedback to coaches about their experiences.

<b>Foster autonomy</b>	<ul style="list-style-type: none"> <li>✓ Young players are given leadership roles and responsibilities that demonstrate trust in their abilities, help them contribute meaningfully and deepen their sense of belonging.</li> <li>✓ Roles and responsibilities include allowing young players to choose and lead training activities, be in charge of setting up drills, manage the equipment, and so forth.</li> </ul>
<b>Enact plans for inclusion</b>	<ul style="list-style-type: none"> <li>✓ Allow young players to engage with naturally inclusive activities based on what everyone can do with little or no modifications.</li> <li>✓ Change or adapt the activity to provide support and challenge across a range of different abilities.</li> <li>✓ Group young players according to ability, and each group does a version of the same activity, but at a level that suits the individuals in each group.</li> <li>✓ Support individuals to work separately for a time on specific skills before joining the whole group.</li> <li>✓ Address gender issues related to sport and physical activity.</li> <li>✓ Consider the implications of younger and older youth being involved in the same activity, such as appropriate language, different levels of maturity and cognitive development, physical contact and differing skill levels.</li> </ul>

## Appendix 7. Supporting young players in distress

Look	Listen	Link
<ul style="list-style-type: none"><li>• Observe group dynamics</li><li>• Look for players in distress</li><li>• Look for and mitigate obvious dangers</li></ul>	<ul style="list-style-type: none"><li>• Make contact with young players who need support</li><li>• Help young players to calm (regulate emotions)</li><li>• Listen well to their needs and concerns</li></ul>	<ul style="list-style-type: none"><li>• Co-create simple, immediate solutions</li><li>• Help them access their own strengths and resources</li><li>• Know your limits - refer to supports and specialised services, as needed</li></ul>

## Appendix 8. Flock, flee, freeze, fight

Threat Response	Description	Response Characteristics	Example in Sport
Flock	<p>The flock response is an automatic protective response of joining with others for safety. The brain uses 'flock' as a way of assessing a situation according to the reaction of others (social referencing), particularly others with enhanced power.</p> <p>The flock response is the first thing the brain does when it's activated by stress.</p>	<p>Running to others or joining a group when feeling threatened.</p> <p>Vigilance and constantly scanning the group.</p> <p>Monitoring social cues of others to understand what is going on.</p> <p>Mimicking others' reactions (social contagion) even if it is not how the young player would normally act.</p> <p>Securing the social approval of others.</p>	<p>A young player who is easily distracted or pays significant attention to their peers.</p> <p>A young player who engages in bullying to win the approval of their peers.</p> <p>A young player who joins others in their reactive behaviours, such as fighting, teasing other players, disengaging from the team or ignoring ground rules.</p>
Flee	<p>The flight response is the brain's attempt at protection by getting away from a threat.</p> <p>The flight response does not come from our cortex (thinking/rational brain), but happens when the threat is significant enough that our emotional and survival brain takes over.</p>	<p>Constantly moving legs, feet and arms, restless body that will not stop moving, excessively exercising.</p> <p>Dilated eyes, darting eyes, feeling fidgety or trapped, sensation of numbness in extremities.</p>	<p>A young player reacts to a normal stressful event (such as the referee makes a controversial call) with a disproportionate reaction (such as stomping off the field and refusing to play).</p>
Freeze	<p>The freeze response is the brain pausing to gather additional information so that it can act in a protective way.</p> <p>The freeze response can be brief or extended, depending on how long it takes to assess the situation. It's like being stuck between two options and not deciding which way to go.</p>	<p>Panicked, overwhelmed, confused or indecisive. Might appear to be 'paralyzed' by the circumstance.</p> <p>Spacing out.</p> <p>Pale skin, loud pounding heart, decrease in heart rate, sense of dread, feeling stiff, heavy, cold, numb.</p>	<p>A young player who says "I can't" before trying any new activity or learning any new skill.</p> <p>A young player who gives up quickly, disengages as soon as the activity is new or challenging.</p>
Fight	<p>The fight response is the brain's attempt at protection by overpowering a threat.</p> <p>The fight response is the most severe among responses of hyper-aroused young people. Responses are reactive (not rational) and driven from the "survival" part of the brain.</p>	<p>Explosiveness/aggression; urge to stomp or kick, desire to punch someone or something.</p> <p>Tight jaw or grinding of teeth, crying, glaring at people.</p> <p>Upset stomach.</p>	<p>A young player reacts to a normal stressful event (such as a foul in football) with a disproportionate reaction (such as throwing a punch or screaming expletives).</p>

## Appendix 9. Preparation questions to get to know the players and context

Preparation questions before your sport session to get to know your players, context and fellow coaches	
<b>The players</b>	<p>Try to find available information about the following:</p> <ul style="list-style-type: none"><li>• What are the ages, genders, abilities and cultural backgrounds of the young players you will be coaching?</li><li>• Where are they from, and what available information do you have about what they may have experienced?</li><li>• Are there young players from both the displaced and host communities?</li><li>• Are there young players who may have differing cultural, religious or political beliefs?</li></ul>
<b>The context</b>	<ul style="list-style-type: none"><li>• What are the risks in your context? Are there any potential dangers for young players and coaches?</li><li>• What are the resources in your context? What services and supports are available and accessible to young players, if they need them? (for example, health and mental health care, social services, religious support)</li><li>• How do families and community members relate to the sporting activities?</li></ul>
<b>Fellow coaches</b>	<ul style="list-style-type: none"><li>• Are you coaching solo or with fellow coaches?</li><li>• Is there a gender balance among coaches?</li><li>• Do the coaches have the same language and cultural background of young players? If not, how are language and culture considered in sport activities?</li><li>• If coaching with others, what roles will you and your fellow coaches take in supporting young players' distress? How can you best communicate with and support each other?</li></ul>

## Appendix 10. Do's and don'ts of good communication



### Good Communication: Things to Say and Do

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>✓ Ask if you can help when a young player is in distress</li><li>✓ Find a safe or quiet place to talk or de-stress</li><li>✓ Let them know you're listening</li><li>✓ Ask their needs, concerns, priorities</li><li>✓ Be present, patient and calm</li><li>✓ Be aware of your beliefs and set aside your biases</li><li>✓ If they are very distressed, stay near, bearing in mind age, gender, culture and make sure they are not left alone</li><li>✓ Try to keep them safe</li><li>✓ Be encouraging</li></ul> | <ul style="list-style-type: none"><li>✓ Provide information if you have it, be honest about what you know and don't know</li><li>✓ Give information in a way the young person can understand – keep it simple, repeat messages</li><li>✓ Acknowledge how they are feeling and any losses or painful events they share</li><li>✓ Respect their privacy and confidentiality, as appropriate</li><li>✓ Acknowledge how they have helped themselves</li></ul> |
|---|---|



### Good Communication: Things NOT to Say and Do

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>x Don't pressure them to talk or tell details of their experiences</li><li>x Don't interrupt or rush them</li><li>x Don't give your opinions of the person's situation, just listen</li><li>x Don't touch the person</li><li>x Don't judge or shame them for what they have or haven't done, or how they are feeling.</li><li>x Don't say <i>"You shouldn't feel that way"</i> or <i>"You should feel lucky that you.... [survived]"</i></li></ul> | <ul style="list-style-type: none"><li>x Don't make up things you don't know</li><li>x Don't use technical terms</li><li>x Don't tell them someone else's story or talk about your own troubles</li><li>x Don't give false promises or false reassurances</li><li>x Don't feel you have to try to solve all the person's problems for them</li><li>x Don't take away their strength and sense of being able to care for themselves by being too directive or giving a lot of advice they didn't ask for</li></ul> |
|--|--|

## Appendix 11. Calming exercises

Here is a sample of activities that can be incorporated as part of a warm-up or cool-down to reduce stress, relieve tension and build inner resilience. Alternatively, young players could be taught these techniques and encouraged to do the activities in their own time or when they are feeling stressed or overwhelmed during a sporting activity. Be aware that not all activities are suitable for young players with a history of trauma. No one should be pressured to do the exercises if they do not feel comfortable.

### EXERCISE 1: SLOW LEAK

**Participants pretend they are balloons slowly leaking air.**

Ask young players to stand on the spot with their arms forming a big circle over their heads. Eyes can be open or closed as preferred. No one is talking in this exercise and participants should be instructed to focus on their own body and feelings. Begin the exercise by asking everyone to take a deep breath in. Slowly, as the balloon starts leaking air, the breath is gradually released and the muscles relaxed. Participants gently move down towards the floor like a balloon deflating. Once the balloon is completely empty the participants should be laying on the ground. Ask participants to remain on the floor for a while and focus on the relaxed feelings in their bodies.

Suggested themes for discussion: • Calmness • Imagination • Relaxed muscles • Self-awareness

### EXERCISE 2: TREE IN THE WIND

**Participants pretend to be trees firmly rooted in the ground with branches blowing in the wind.**

Everyone stands with both arms out, feet placed wide apart, and knees slightly bent. Eyes can be closed or open. No talking during this exercise. Start the exercise by asking the participants to take several deep breaths in and out and to focus on their own body, sensations and feelings throughout the exercise. The facilitator tells a short story to introduce the activity about a tree with deep roots holding it firmly in the ground and a wind blowing. Participants are instructed to stay still, and when the facilitator says, *“the wind is blowing”*, they wave their arms from side to side and forwards and backwards like the branches of a tree in the wind. Winds can blow with different strength and there can be imaginary sunshine, rain or stormy weather.

Suggested themes for discussion: • Self-awareness • Calmness • Staying grounded, strong or flexible during stressful times



### **EXERCISE 3: TAKE 5**

Take 5 is a simple breathing exercise which is suitable for children and young people. It brings the body back into balance, slowing and deepening the breath and slowing down the heart rate, while harnessing the need to move with an action that requires focus and provides sensory feedback to our brains. Best of all, it is simple and you can use it anywhere, anytime.

- Stretch your hand out like a star.
- Get the pointer finger of your other hand ready to trace your fingers up and down.
- Slide up each finger slowly – slide down the other side.
- Breathe in through your nose and out through your mouth.
- Put it together and breathe in as your finger slides up and breathe out as your finger slides down.
- Keep going until you have finished tracing your hand.

### **EXERCISE 4: PROGRESSIVE MUSCLE RELAXATION**

Progressive muscle relaxation is a technique focusing on shifting between tensing muscles and relaxing muscles to improve body awareness and control. Silence and a certain degree of privacy are important for this activity. Participants should lie down on the floor or stand comfortably and breathe deeply before they start the exercise. The facilitator guides the exercises with a calm, soothing voice, asking young players to first tense their muscles for a few seconds and then release the tension and notice the feeling of relaxed muscles and calm in the body. Participants should tense and release muscle groups in turn under the guidance of the facilitator starting with the foot muscles, then leg, then stomach and back, and then arm and hand muscles.

Suggested themes for discussion: • Deep concentration • Body-awareness • Inner balance

### **EXERCISE 5: BREATHE IN A COLOUR YOU LIKE**

An easy way for young players to calm themselves if anxious or worried is to do a breathing exercise combined with a mental image. This exercise uses the image of breathing pleasantly coloured air in with the in-breath and unpleasantly coloured air out with the out-breath. Begin by taking a deep in-breath and out-breath and let the exhalation be long. Let the bottom of the lungs fill and empty with each in- and out-breath. Next imagine a favourite and pleasant colour being inhaled with the in-breath. Fill the lungs with a beautiful colour you like and find pleasant. Then exhale a least favourite colour with the out-breath. Expel the air imagining the least favourite colour leaving the body. Continue as long as desired.

### **EXERCISE 6: THOUGHTS IN A BOX**

Experiencing invading thoughts are common when feeling overwhelmed and stressed. Intrusive thoughts visit the mind as uninvited guests, even if one just wants to be left alone. It is important to learn how to place those unwanted thoughts aside. In your imagination create a beautiful and sturdy box. You have the freedom to visualize this box in a nice material with as many beautiful colours and decorations as you like. Supply the box with a solid lock. Place every intrusive thought into the box and lock the box securely. Visualizing the box can help release the uninvited thoughts from our head. It is a simple exercise for children and adults alike, as it helps keep the mind clear in chaotic times. Before going to bed, it is also an option to imagine placing the box outside of the bedroom and leaving the thoughts in the box until the next morning.

### **EXERCISE 7: THINK LIKE AN OPTIMIST**

Optimistic thinking can prevent high levels of distress and can boost inner resilience. When under pressure, it is easy to react with unhelpful feelings like frustration, annoyance, and irritation. Growing your internal resilience by practising optimism will prepare you to react to and handle everyday stressors effectively. Notice the difference if thinking about a task that you 'have to do' and then change the wording and think about a task in this way: 'I get to do this task' and notice if and how it changes your approach and attitude to the task. One way to learn optimistic thinking is to identify a set of sentences that will mobilise your resilience and gear you for optimistic thinking. The next step is to use them generously and often. Examples could be:

- |  |                            |
|--|----------------------------|
| • This is possible and manageable.....         | • I get to do it.....      |
| • I know my strengths and inner resources..... | • I can manage.....        |
| • I know how to calm myself.....               | • I will ask for help..... |

### **EXERCISE 8: PATTERNED, REPETITIVE AND RHYTHMIC ACTIVITIES**

Patterned, repetitive and rhythmic activities (PRRA) are, as the name suggests, activities that are done multiples times in a pattern or to a rhythm. Such activities can be calming to the nervous system and body and can easily be built into sporting activities. Examples include:

- Dribbling or bouncing a ball on the ground
- Kicking a ball against a wall
- Hitting a ball or shuttlecock up and down on the racket as many times as possible
- Open and close your hands as quickly as possible ten times. While opening the hands, try to stretch your fingers as much as you can, and when you close, make the fists tight.

### **EXERCISE 9: RESET ACTIVITIES**

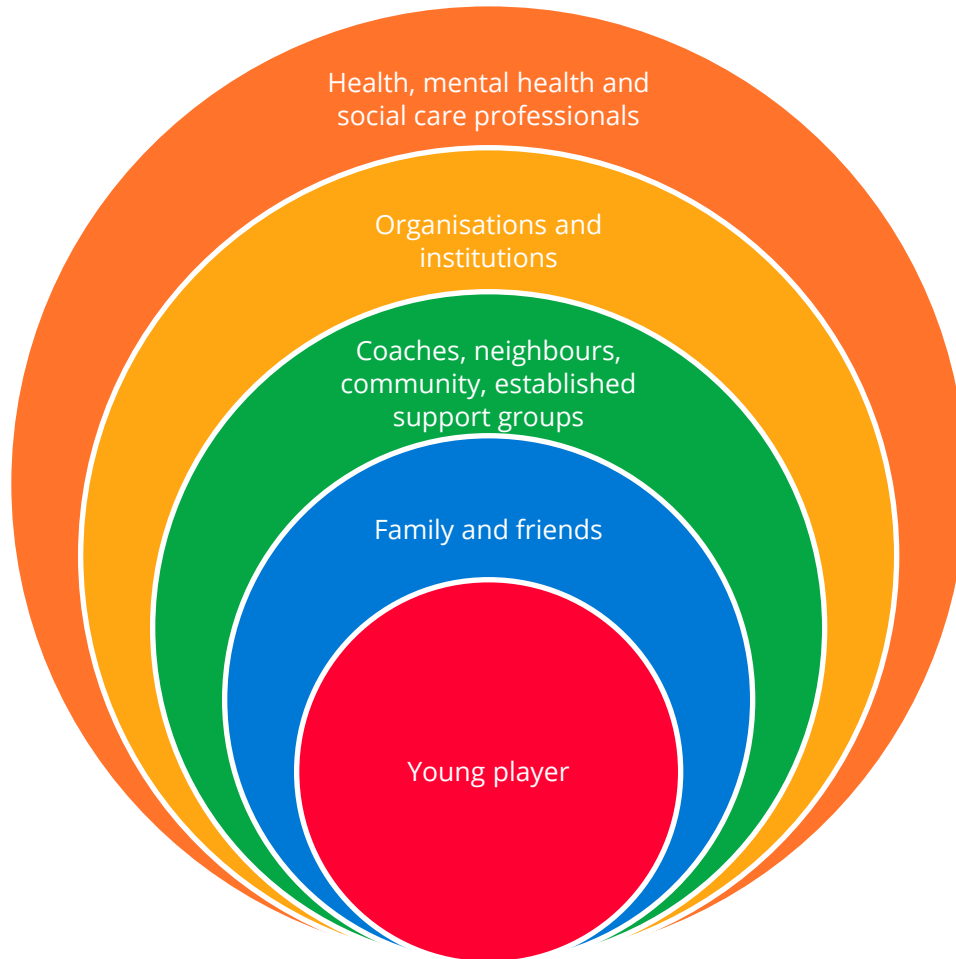
Reset activities allow young players who are struggling with their emotions to take a break from the assigned task to regulate themselves through helpful movement. Appropriate reset activities will depend upon the sport as well as the cultural context. Examples include:

- Young players can do something skill building and repetitive, such as kicking a ball against the wall or working on a specific ball-handling skill
- Taking a few minutes to do something else active, like jumping rope, tossing a ball, or some kind of circuit training.
- Having the whole team take a reset with a simple movement activity. For example, the coach can say: *"Everyone, take a minute to jog over and touch the foul line (or some other designated place), reset and come back with new energy."*

### **EXERCISE 10: CALMING BY AWAKENING THE SENSES**

In this exercise you need a thin, smooth wooden stick or a pencil. The type of touch used in the exercise releases oxytocin, which is a feel-good brain chemical and hormone that helps us stay calm and collected. A release of oxytocin also makes us feel connected to others. It stimulates the skin with its myriads of sensorial nerves. To begin this exercise, take a pencil or a stick in one hand. Very slowly and thoroughly, touch and physically trace the outline of the other hand. Let the pencil or stick glide over fingers, palm, back of the hand, all the way around and in and out of the hand and around the wrist. Notice if there are areas of the hand and wrist that needs more attention and gently touch and slowly stroke the area. After a few minutes, put the pencil or stick down. Notice how your hand feels now. How does it feel in comparison to the other hand? Now swap hands and hold the pencil or stick in the other hand. Touch and trace the outline of the other hand very slowly as before. Give it the same amount of attention and time as you did the first hand. Bring the exercise to an end and notice the effect it has on you. You may feel a tingling sensation in the hand, note how the shoulders are lowering and breath slowing down. If you like the effect of the exercise, you can use it on your arms, face, throat, neck, lower legs, or feet. For example, gently move the stick over the skin of half of the face and throat, next compare it with the other part of the face and throat for a moment. Change sides and repeat the same procedure on the other half of the face.

## Appendix 12. The social ecological model



## Appendix 13. Sample contact sheet for referrals

This is a sample contact sheet for referrals that you can adapt to your context and available resources.

Consider these points when adapting this contact sheet:

- **Type of Service:** Some examples of types of services are given, but these may be different in your context or have different names. Adjust the suggestions in the sample contact sheet to the resources available in your area. Note also that you can put in community resources, such as youth clubs, as well as other specialised services that may benefit young players affected by displacement.
- **Individual or Organisation:** Many organisations or individuals may provide services. Be sure to give each one its own row, so you can fill in specific contact details and notes for each.
- **Contact Details:** Be sure to include contact names, if you have them, as well as address, phone, email address and website, if available. Getting to know the individuals and organisations – and having a personal contact – is helpful when making referrals.
- **Notes for Referral:** Consider what the referral may require, such as filling in a specific form, gaining consent from parents, and whether or not young players can access the service for free.

<b>Type of Service</b>	<b>Individual or Organisation</b>	<b>Contact Details</b>	<b>Notes for Referral</b>
Child Protection / Child and Family Services			
Mental Health and Psychosocial Support			
- Specialised mental health care			
- Counselling services (individual or group)			
- Counselling for survivors of violence			
Social Services			
- Shelter / safe housing			
- Food			
- Basic needs			
Health Services			
- Reproductive health care			
Legal Services			
- Asylum and refugee services			
Literacy and Education			
Employment and Training			
Community Support			
- Women's groups			
- Youth groups or clubs			
- Religious support			

## **Appendix 14. Scenarios for role plays**

### **1. Aggression/Competition**

You are coaching a group of young people, girls and boys, of different backgrounds and abilities in sports activities. They are between the ages of 10 and 13 and some are refugees who were displaced from their home country. One of the young people is very competitive and energetic, and becomes aggressive during the game, knocking into other players. You notice some of the other players withdrawing and trying to avoid the aggressive person. Others are getting angry and upset with the aggressive player and you fear they may also start to become aggressive.

What did you LOOK for?

LISTEN: How will you approach and support the aggressive player?

What solutions will you LINK with (including immediate solutions, longer-term solutions)?

How will you maintain SAFETY and a good atmosphere in the group?

→ Option 1: you are coaching solo.

→ Option 2: you are coaching together with another coach

### **2. Withdrawal/Non-participation**

You are coaching a group of young people in sports, but you notice one player is quiet, withdrawn and tends to hang back from the group and the game. On this particular day, the player is especially withdrawn and seems sad or fearful.

What did you LOOK for?

How, when and where will you approach the young person to LISTEN and offer support?

How will you LINK them with solutions, their own resources and the team?

How will you LINK them with further support, if needed?

### **3. Exclusion/Differing Abilities**

You have a group of young people from different backgrounds participating in group physical activities. Some of the players are experienced and proficient, while a few have less ability for the game. One young person in particular is having difficulty keeping up and the other players are beginning to exclude them and to make unkind comments about the player causing them to 'lose' the game.

What did you LOOK for?

LISTEN: How will you offer support and encouragement to the player with less ability?

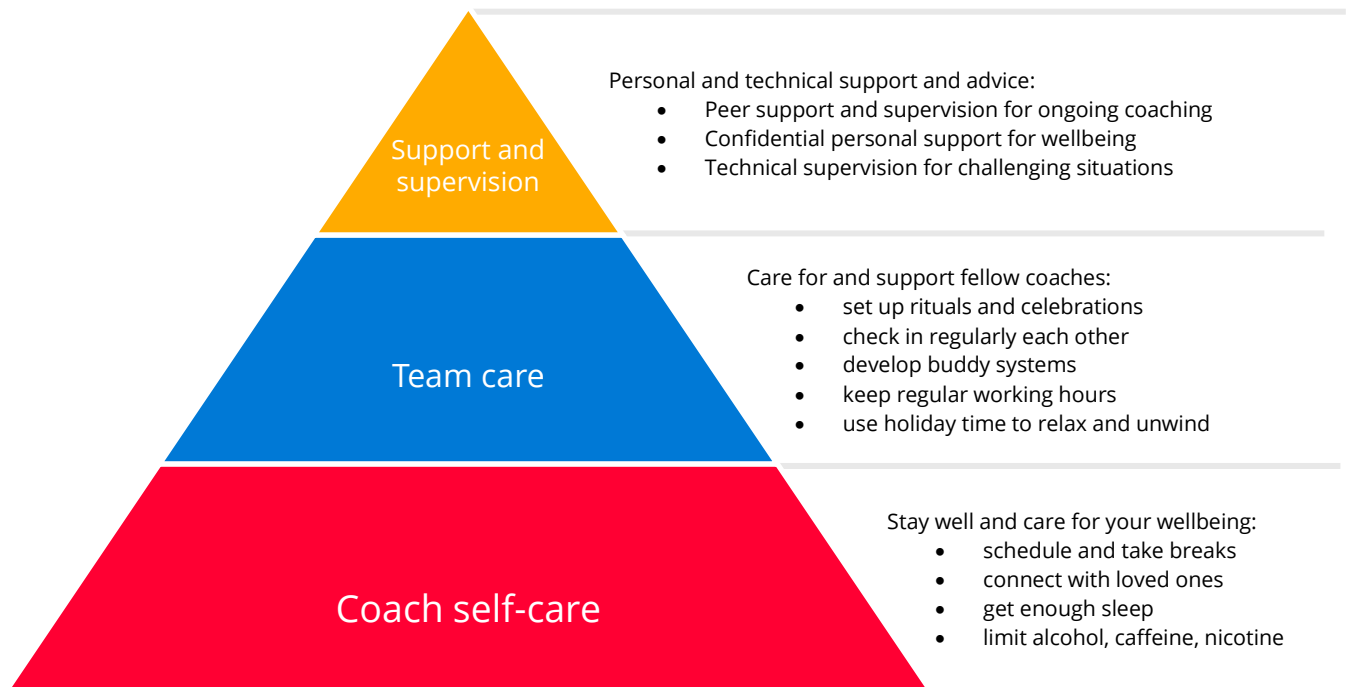
What solutions will you LINK with – simple, immediate solutions and longer-term?

How will you work with the group to better ensure INCLUSION and that everyone is treated with DIGNITY and RESPECT?

### **4. A Challenging Situation from Your Own Experience**

Bring a challenge from your own experience to role play with the group.

## Appendix 15. Coach and team self-care





## Appendix 16. Unhelpful coaching vs. safe and supportive coaching

Unhelpful coaching	Safe and supportive coaching
When a player first arrives, the coach stands to the side with other adults with their arms folded and does not acknowledge the young person.	When a player first arrives, the coach enthusiastically greets them and welcomes them to the space.
When a player is late to a practice, they have to do laps or something else to show they are at fault. The coach doesn't ask why they are late, but may give an ultimatum about being late again.	When a player is late, the coach says, <i>"I'm glad you made it, get warmed up and I'll catch up with you then."</i> The coach circles back later to make sure everything is ok and troubleshoot ways to help the player come on time, if possible.
A player shoots and misses a basket or a goal and the coach criticizes them verbally or through their body language, e.g., looks away, acts disappointed or angry.	A player shoots and misses, but the coach encourages their efforts and helps them move forward.
When a player shows challenging behaviour, the coach sends them to time out or kicks them out. This is known as 'isolate and contain.'	When a player shows challenging behaviour, the coach takes them for a walk or plays catch with them. This is known as 'connect and move.'
Coaches do not admit when they are wrong or take responsibility for mistakes.	Coaches admit when they are wrong and apologise when necessary and take responsibility for mistakes.
Coaches provide positive feedback only when a player accomplishes something specific, such as scoring a point or winning a race.	Coaches provide positive feedback when a player progresses in some way, for example, when they try something for the first time.
Coaches encourage players to push through even when they are too far out of their comfort zone.	Coaches allow players to opt in and opt out of play when they go too far out of their comfort zone.

## **Appendix 17. Facilitation tips**

### **Prepare: Yourself**

- Learn about the context and kinds of crises
- Learn about your participants (culture, profession, helping role, experience in coaching)

### **Prepare: Materials**

- Review the materials
- Translate handouts or slides, adapt case examples relevant to participants and the helping context
- Gather flip charts, markers, basic training equipment

### **Prepare: The space**

- Ensure the space is sufficiently large
- Create a space for role play, practice and energizers
- Ensure sufficient air and light or curtains to block light that is too strong
- Remove or cover non-calming elements from the room

### **Model foundational skills**

- Model the helping qualities you would like participants to show
- Be friendly, welcoming, relaxed and calm
- Demonstrate good verbal and non-verbal communication skills
- Demonstrate interest and enthusiasm with your words and body language
- Show positive regard, respect and non-judgment
- If working with a co-facilitator, model mutual support and good team care

### **Create a safe and supportive atmosphere**

- Begin with introductions, use name tags
- Acknowledge the potential for the training to touch on distressing experiences (past or present)
- Ask what participants expect
- Encourage participation in ways that feel comfortable
- Let participants know you are available for questions or concerns
- Co-create ground rules
- Moderate or stop discussions that seem too distressing

- If a participant appears distressed: listen without judgment, give options for them to participate comfortably (for example, observing without taking part in the activities), give support privately, or refer for additional support

### **Utilise participatory learning**

- Practice, practice, practice!
- Role playing helps participants feel the helpful and unhelpful things to say and do. If participants seem to be shy, acknowledge it takes courage to try, and everyone will make mistakes and that's OK
- Encourage participants to acknowledge and use their experience
- Feedback: what went well, what could be better?
- Invite questions and allow time to clarify
- Be open to feedback and make adjustments as needed

### **Manage time well**

- Keep to time to start and end and for breaks and lunch
- Allow time for arrival (registration) and closing (evaluation)
- Don't spend too much time on PowerPoint slides, allow more time for practice and discussion
- Don't let role plays go on too long
- If using a translator, training will take longer
- Allow time for final questions, clarification and evaluation each day and at the end

### **Co-training tips**

- Co-training shares the workload and provides a richer experience
- Establish roles and responsibilities (divide tasks)
- Agree on the training schedule and activities and who leads which module
- If not leading, help the main facilitator to keep to time, moderate discussions, supervise group work, support participants
- Get to know each other's working style and how best to support one another
- Say if co-facilitator can jump in to say something
- Use your unique personalities and expertise as resources
- Check in regularly and decide together on any adjustments
- Model good teamwork, respect and mutual support
- Take time to review the session together
- Appreciate each other

## Appendix 18. Template for creating a case

Case scenario title (indicate the key challenge or learning):.....

Created by: \_\_\_\_\_

Briefly describe the coaching situation, cultural context and explain what happens in the case (e.g., distressing event):

---

---

Give the characters (coaches, young players) names and describe other information relevant to the case such as age, gender, background. (Note: If drawing from actual life experience, do not use real names to protect the identity of coaches and young players.):

---

Briefly describe the setting: cultural context, coaching solo or with another coach, physical setting for sport, who is around:

---

---

Make a list of the characters' feelings, responses and reactions:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Provide coaches with some question prompts from Sport Coach+ principles to consider in approaching the role play (e.g., "How will you approach the young player and help them feel calm?" How will you ensure dignity? How can you co-create a simple, immediate solution with the young player?")

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List one to three key learning points from the case:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Appendix 19. Managing challenging or difficult situations – case examples

### Challenging or difficult situations – case examples

1. You are training a group of Safe and Supportive Sport coaches and one participant keeps commenting how everything you suggest is 'fine in theory, but that will never work here.' Their overly negative and sceptical attitude is impacting the rest of the group and you notice people starting to disengage from the training after this participant has voiced their opinions.

2. You are training a group of young and inexperienced group coaches in Safe and Supportive Sport. They seem to be very reserved and shy to participate in training. It is difficult to engage them in role plays and to elicit answers when a question is asked to the group.

3. You feel like the training is going very well. However one participant keeps monopolising the time, giving long winded answers and providing excessive amounts of information beyond a one-day training. While some participants seem interested to hear this additional information, others seem frustrated as the time to cover the basics is being used by this person speaking excessively.

4. During the afternoon of the Safe and Supportive Sport training, you notice that the participants are texting on their phones and some tell you they have to urgently take a phone call. Several participants suddenly tell you they have to leave early before the end of the training. The lack of commitment is also starting to exhibit itself in the general enthusiasm of the group.

## Appendix 20. Feedback for facilitation practice

Feedback form for facilitation practice		
Please give your colleague/s the benefit of hearing honest and fair feedback		
	What worked well?	Suggestions for the future
A fun, safe and inclusive learning environment is created.		
Contents are clear and well presented.		
The training is participatory, giving participants the chance to practise skills.		
The learning objectives are clear and match the methods.		

## **Appendix 21. Sport Coach+ Basic Training follow-up support for sport coaches**

Coaches who complete the Sport Coach+ Basic Training will be engaged in follow-up and mentoring opportunities by the trainers. Follow-up support is key for all Sport Coach+ Basic Training coaches. Evidence shows that individuals delivering safe and supportive sport do not improve their skills based on short-term training or experience alone, but also need reflection, focused feedback, and the application of the feedback into practice. Follow-up support also allows trainers to better understand the coaches' needs and practices and determine gaps in the programme or the skills acquired.

The purpose of follow-up support is to create a safe and structured space for Sport Coach+ Basic Training graduates to:

- Think about and discuss the emotional impacts of their work
- Develop competencies in caring for people facing a range of adversities
- Offer space for collaborative planning and problem-solving around areas of difficulty
- Discuss challenges and brainstorm solutions
- Support wellbeing and resilience in the workforce
- Reflect and receive constructive feedback and emotional support
- Receive technical support around when/how to refer for additional support.

The three components of follow-up support offered those trained in Sport Coach+ Basic Training are:

- Building the safe and supportive skills of trained coaches
- Providing emotional support to trained coaches
- Monitoring/ensuring the quality of safe and supportive sport delivered by trained coaches.

The follow-up support can take any of the following forms (more details are provided below):

- Group sessions
- Individual one-on-one sessions
- Group messaging apps with peer-to-peer structure
- Live, in-person visits or meetings
- Phone calls or online meetings
- Small events or informal gatherings
- The option to suggest other forms of follow-up support.

### **Individual follow-up support**

Individual follow-up support is a one-to-one meeting between a trainer and the trained coach. Follow-up support sessions will usually last approximately 30 to 60 minutes or can be shorter if needed.

### **Group follow-up support**

Group follow-up support is between a trainer and two or more trained coaches. It can include various activities depending on the group composition, such as role plays, case presentations, skill development activities, reflection and self-care, or more informal discussions facilitated by a trainer. Group follow-up support sessions will usually last approximately 60 minutes or more if needed.

### **Peer follow-up support**

Peer supportive follow-up support is two or more trained coaches that come together to support one another in mutual training or learning. Peer follow-up support is not directed or facilitated by a trainer. Peer group members discuss cases, tools, techniques or other related areas of interest. This approach allows collaboration and mutual learning. Examples of this approach include group conversations and peer learning through group messaging apps or informal events.

### **Live follow-up support**

Live, follow-up support is sometimes also referred to as 'direct', 'on-the-job' or 'in vivo' follow-up support. It is the process of a trainer directly observing a trained coach while they are coaching. This allows trainers to provide specific real-time feedback to the coaches based on what they see in the interactions, including reinforcing best practice and identifying areas that require development. This modality is not applicable in all contexts and is in general chosen only if requested by the coach.

Deciding which type or types of follow-up support to use with trained coaches will depend on a range of issues including: the level of skills and experience, the number of coaches, the level of engagement and participation, the location, cultural norms and individual preferences.

**A Sport Coach+ website** will also be operational in 2024, which is an open-source resource for anyone implementing safe and supportive sport. It provides content that reflects actual practice and provides helpful videos and other content.



## Appendix 22. Training topics and learning outcomes

### Introduction/welcome/co-create ground rules

<b>Aims</b>	<ul style="list-style-type: none"><li>• To introduce Sport Coach+ aims.</li><li>• For participants and facilitators to know each other.</li><li>• To create a safe, friendly and comfortable training environment for everyone.</li><li>• To gather pre-training data.</li></ul>
<b>Key Learning Points</b>	<ul style="list-style-type: none"><li>• Coaches play a unique role as mentors in young players' lives.</li><li>• Coaches have techniques that help build both sport and life skills.</li><li>• Displacement and adversity influence how young players behave and their development, and safe, supportive and healing coaching can help.</li><li>• This is a safe and inclusive place for learning and practicing new skills.</li><li>• Co-creating ground rules recognises young players' priorities, promotes autonomy and choice, and emphasizes everyone's shared responsibility in maintaining a positive environment.</li></ul>
<b>Methods</b>	Introduction game, plenary discussions, large group work
<b>Materials</b>	Ball, sticky notes, pens, flip chart QR code or link for pre-test Sport Coach+ basic training schedule and aims (see Training manual, Day 1)

### Displacement, adversity, impacts of stress on the brain and body

#### (facilitation practice 1)

<b>Aims</b>	<ul style="list-style-type: none"><li>• To recognise stressors associated with displacement before, during and after displacement journeys.</li><li>• To understand the concepts of positive, tolerable and toxic stress, and longer-term impacts of childhood adversity on health and well-being.</li><li>• To understand how sport can both help and harm young players affected by displacement and adversity.</li></ul>
<b>Key Learning Points</b>	<ul style="list-style-type: none"><li>• Displacement is a transformational experience in the lives of young people and their families, with potential for danger and opportunity before, during and after the journey.</li><li>• A safe and supportive environment and connection with supportive people mediates impacts of stress for young people.</li></ul>

	<ul style="list-style-type: none"> <li>Everyone encounters stress and learns and grows through manageable challenges and supportive relationships.</li> <li>Toxic stress – serious stress that is prolonged and not buffered by supportive relationships – is harmful to young people’s developing brain and body and has long-lasting impacts on health, wellbeing and learning.</li> <li>Sport has the potential to cause harm when: <ul style="list-style-type: none"> <li>Care is not taken to understand the context, culture, situation and needs of young players affected by displacement.</li> <li>Sport is over-focused on competition and performance.</li> <li>Coaches are not able to recognise and promptly respond to safety issues in the sport environment.</li> </ul> </li> <li>Safe and supportive sport provides protective experiences for young players that offset stressors experienced in displacement.</li> </ul>
<b>Methods</b>	Group storytelling, plenary discussion
<b>Materials</b>	Appendix 1 Potential benefits and risks of sport Appendix 2 Displacement stressors before, during and after Appendix 3 Types of stress Appendix 5 Experiences often associated with displacement vs. safe and supportive sport

### **Regulating stress (for players and coaches)**

#### **(facilitation practice 2)**

<b>Aims</b>	<ul style="list-style-type: none"> <li>To understand and apply the concept of ‘calm, connect, coach’ through different techniques.</li> <li>To appreciate how sport can help in stress regulation through movement, connection and manageable stress.</li> </ul>
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>Sport is full of opportunities to provide safety and support through movement, connection and manageable stress.</li> <li>Patterned, rhythmic, repetitive activity (PRRA), such as bouncing a ball, is an effective stress regulation strategy in sport.</li> <li>Young players build skills in sport and life through ‘manageable’ challenges, dosed to their abilities and providing a chance for success, learning and mastery.</li> <li>Incorporating reset activities and spaces in a regular way into sport activities allows young people appropriate ways to regulate their emotions or behaviour.</li> </ul>

	<ul style="list-style-type: none"> <li>· A dysregulated coach can't help a dysregulated young player to regulate.</li> <li>· Self and team care for coaches is essential</li> </ul>
<b>Methods</b>	Dome game, dosing stress activity, reset activity
<b>Materials</b>	Medium-sized, soft bouncing balls Appendix 11 Calming exercises

### **How sport can help (safety, dignity, inclusion)**

#### **(facilitation practice 3)**

<b>Aims</b>	<ul style="list-style-type: none"> <li>· For coaches to be able to practically apply the principles of safety, dignity and inclusion in their sport environments.</li> </ul>
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>· Practical ways coaches can promote safety: <ul style="list-style-type: none"> <li>o Be predictable with routines</li> <li>o Be kind and consistent in responding to players</li> <li>o Address safety issues in a timely way</li> </ul> </li> <li>· Practical ways coaches can promote dignity: <ul style="list-style-type: none"> <li>o Co-create ground rules</li> <li>o Build stress resilience through manageable challenges</li> <li>o Acknowledge and praise effort, without judgment for mistakes and avoiding use of sport as punishment</li> </ul> </li> <li>· Practical ways coaches can promote inclusion: <ul style="list-style-type: none"> <li>o Set a welcoming team culture for everyone regardless of ability, gender or other characteristics</li> <li>o Build trusting relationships by fostering teamwork and helping dysregulated young players to calm, connect and master challenges</li> <li>o Foster autonomy by offering young players choice, roles and responsibilities</li> </ul> </li> </ul>
<b>Methods</b>	Small group work and café round, optional case studies
<b>Materials</b>	Flip chart, markers  Appendix 6 Practical ways to promote safety, dignity and inclusion Appendix 16 Unhelpful coaching vs. safe and supportive coaching

**Supporting young players in distress – look, listen, link  
(facilitation practice 4)**

<b>Aims</b>	<ul style="list-style-type: none"> <li>· To be able to recognise a young player in distress (look), connect with and help them calm (listen) and help them draw upon resources within and around them to address problems (link)</li> <li>· To role play supporting a young person in distress using the various techniques learned in Sport Coach+.</li> </ul>
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>· Coaches need to observe group dynamics and individual players in distress to ensure a safe and supportive environment</li> <li>· Flock, flee, freeze and fight are signs of dysregulation in young players</li> <li>· Active listening includes giving attention, clarifying and summarizing.</li> <li>· Supportive communication includes accepting and validating the young players' feelings without judgment, understanding their needs and concerns and helping them to feel calm.</li> <li>· Coaches can help young players by co-creating a simple, immediate solution for them to be calm and potentially rejoin sport activities.</li> <li>· Coaches can help young players utilise their own strengths and coping resources within themselves, their family and friends, and community</li> <li>· Coaches know how and when to refer a young player to specialized services.</li> </ul>
<b>Methods</b>	Large group activity to recognise distress, paired communication role plays, facilitator-led role plays, group development of social ecological model, small group role plays
<b>Materials</b>	<p>A4 paper, game materials (e.g., balls), flip chart and markers</p> <p>Appendix 7 Supporting young players in distress  Appendix 8 Flock, flee, freeze, flight  Appendix 10 Do's and don'ts of good communication  Appendix 12 The social ecological model  Appendix 13 Sample contact sheet for referral  Appendix 14 Scenarios for role plays</p>

## Wrap-up, evaluation and Closing

<b>Aims</b>	<ul style="list-style-type: none"><li>· To provide opportunity to clarify questions about Sport Coach+, review post-test results and evaluate the training.</li></ul>
<b>Key Learning Points</b>	<ul style="list-style-type: none"><li>· Various take-home learning points from pre-post test answers review.</li><li>· Feedback from coaches is welcome and informs future development and roll-out of Sport Coach+.</li><li>· Coaches are welcome to join the Sport Coach+ community of practice joining sport and mental health workforces.</li></ul>
<b>Methods</b>	Plenary, large group discussion, evaluation round
<b>Materials</b>	QR code for post-test Appendix 23 Pre- and post-test answers and explanations

## Appendix 23. Pre- and post-test answers and explanations

Questions	Response
<p>1. A crucial factor in mitigating the harms of serious stress, such as displacement, for young players is social support.</p> <p><i>Explanation: Many factors influence how exposure to serious stress, such as displacement, impact young people's health and well-being. A crucial factor that mediates impacts of stress for young people is being in a safe and supportive environment and being supported by someone in their lives, be that friends, family, community, mentors, coaches and sometimes specialized support for healing and recovery.</i></p>	<b>True</b>
<p>2. Most young people who experience repeated, prolonged and serious stress become 'stress resilient' i.e. they can easily regulate their stress response in distressing situations.</p> <p><i>Explanation: Repeated, prolonged and serious stress is termed 'toxic stress' and has impacts to how the brain and body develops. Exposure to toxic stress early in life harms people's physical and mental health in the long-term. When stresses are repeated, prolonged and serious, the brain develops in such a way that 'the danger centre' remains on high alert, and the body's stress response stays activated. This is called 'a dysregulated stress response'.</i></p> <p><i>However, stress resilience can be built through regular practice of brain and body well-being exercises that rewire the brain and calm the stress response, and through repeated experiences of feeling safe and supported in the sporting environment. Sport is full of opportunities to provide safety and support through: 1) movement, 2) connection and 3) manageable stress. In these ways, coaches can create an environment that provides better protective experiences that offset the stressors associated with displacement and builds stress resilience.</i></p>	<b>False</b>
<p>3. Ground rules in sports settings are effective only if they clearly state what young players should <u>not</u> do.</p> <p><i>Explanation: Note that when creating ground rules together with young players, it is important to consider not only what should not be done (for example, no name calling), but also what should be done to have a welcoming and safe environment for everyone (for example, everyone is respected for who they are). Framing ground rules in the positive is inspiring for young players (and also training participants) to live up to the ideals of a safe and supportive environment.</i></p>	<b>False</b>

<p>4. Once a young person has been exposed to serious stressors, their brain and bodies are wired for stress in ways that are forever irreversible throughout their life.</p> <p><i>Explanation: The brain has an incredible ability to rewire itself in more adaptive ways. Just as prolonged stress can sensitize someone's stress response, engagement in the right kinds of environments and routines can create new brain pathways for stress resilience, well-being and overall health. So, helping young players to develop stress resilience and well-being protects and promotes their mental and physical health, and can reverse the impacts of previous stressful experiences.</i></p>	<p><b>False</b></p>
<p>5. Sport is a universal language, so coaches don't have to adapt the environment to players' culture, age or gender.</p> <p><i>Explanation: Although sport has many benefits, it can also cause harm, particularly when, for example, care is not taken to understand the particular context, culture, situation and needs of young players, including those affected by displacement, and so the coach is unable to ensure a safe and supportive environment.</i></p>	<p><b>False</b></p>
<p>6. Patterned, rhythmic, repetitive activities (such as jogging, bouncing a ball, skipping with a jump rope) can help young players to manage or cope with (i.e. regulate) their stress.</p> <p><i>Explanation: One of the many benefits of physical activity is that it helps our brains manage stress. Engaging in patterned, repetitive, rhythmic activity (PRRA) - like bouncing a ball - can be useful to calm the lower parts of the brain that alert us to stress.</i></p>	<p><b>True</b></p>
<p>7. Which of the following strategies is helpful for young players who are dysregulated or in distress?</p> <ul style="list-style-type: none"> <li>a) Stop the game immediately so everyone can calm down.</li> <li>b) Punish dysregulated players quickly for breaking the ground rules of the sport environment.</li> <li><b>c) Use 'reset' activities as a routine part of the sport environment so young players can regulate their emotions whenever they need to.</b></li> <li>d) Ensure dysregulated players are kept separate and given more rules and direction than other players.</li> </ul> <p><i>Explanation:</i></p>	<p><b>Answer: c</b></p>

<p>(a) <i>If there are no urgent safety issues, try not to stop the game so as not to single out or shame one player.</i></p> <p>(b) <i>Dysregulated young players “lack the skill, not the will” to regulate their emotions and keep to ground rules. Help them to calm, connect with them and then coach them to improve their stress resilience and behaviour.</i></p> <p>(c) <b><i>Incorporating reset activities in a regular way into the sport activities allows young people the chance to calm and regulate their emotions or behaviour. If the need to reset sometimes is normalised for young players (i.e. incorporated regularly into sport practice for all young people), and they know appropriate ways to do the reset activities, they are more likely to incorporate those as useful coping strategies whenever they need them.</i></b></p> <p>(d) <i>Dysregulated players may need support to regulate their stress response and behaviour to adhere to ground rules, but it is fundamental that they also feel safe, have their dignity respected and are included. Ground rules apply to everyone equally, and a coach who responds predictably and consistently with all young players builds trust.</i></p>	
<p>8. Which of the following is true of young players who have experienced serious stressors?</p> <p>a) They disrupt the coach or games just because they are seeking attention, and this behaviour is best ignored by coaches.</p> <p>b) They lack the will to try to improve themselves so should be pushed beyond their comfort zone to make progress.</p> <p>c) They require more directive and controlling coaching, rather than autonomy and choice.</p> <p>d) All of the above.</p> <p><b>e) None of the above.</b></p>	<p><b>Answer: e</b></p>
<p><i>Explanation:</i></p> <p>(a) <i>Young players who have experienced serious stressors may have difficulty regulating their behaviour. In these moments, it is important for the coach to understand they are “seeking connection, not attention” and to use calm, connect, coach strategies.</i></p> <p>(b) <i>Young players with dysregulation “lack the skill, not the will” to regulate their stress response and behaviour. Manageable challenges dosed to their abilities help them build both sport and life skills.</i></p> <p>(c) <i>Having autonomy over our experience helps us feel less anxious. If displacement is characterised by a lack of control, a coach giving back any</i></p>	



<p><i>measure of control can help a young person to feel safer, more regulated, and ready to engage.</i></p>	
<p>9. Which strategy can benefit young players affected by displacement and other adversity?</p> <ul style="list-style-type: none"> <li>a) <b>Manageable challenges matched to capacities, so young players can succeed and build competence.</b></li> <li>b) Eliminating all forms of stress in sport activities (no losing teams, no physical challenges).</li> <li>c) Sport-related activities as punishment for breaking ground rules so young players can blow off steam.</li> <li>d) Hugging all young players when they are distressed so they experience healing touch.</li> </ul> <p><i>Explanation:</i></p> <p><b>(a) Sport is full of opportunities to provide safety and support through: 1) movement, 2) connection and 3) manageable stress. Setting up a task or challenge so that stress levels are controlled, moderate and predictable helps young people to turn down their stress response, access the thinking parts of their brains, participate in the sporting activity, learn and build resilience.</b></p> <p><i>(b) it is normal for everyone to experience stress; that this is how we encounter challenges, learn new things and grow. For young people affected by displacement and adversity, dosed stress – rather than no stress – helps them to build stress resilience.</i></p> <p><i>(c) Avoid using sport as punishment so that young players continue to have a positive relationship with sport and physical activity.</i></p> <p><i>(d) It's important to think about if all group members can participate in activities with regard to physical abilities, sensitivity around personal touch, personal boundaries, and trauma history. When supporting a young player in distress, a coach should always ask before touching a young player. For further information, see Safeguarding resources in Sport Coach+ Handbook.</i></p>	<p><b>Answer: a</b></p>
<p>10. When supporting young players in distress, it is important that coaches:</p> <ul style="list-style-type: none"> <li>a) Clearly point out the wrong things the young players have done, felt or said, so that they don't make the same mistakes next time.</li> <li>b) Get to the root of the problem by probing young players to share details about their previous distressing experiences.</li> <li>c) <b>Listen to the young player's needs and concerns attentively and co-create solutions.</b></li> </ul>	<p><b>Answer: c</b></p>

- d) Direct the conversation by asking specific questions and giving clear advice to solve the problem.

*Explanation:*

- (a) *To ensure safety, dignity and inclusion in the sport environment, always give feedback in this way: "what went well, what could have been better".*
- (b) *In supporting a young player who is distressed, be present, patient and calm and acknowledge and validate how the young player is feeling. But don't pressure them to talk or tell details of their experiences.*
- (c) ***Ask if you can help when a young player is in distress, let them know you're listening and ask their needs, concerns and priorities so you can help to co-create solutions relevant to their situation.***
- (d) *Listen actively and give the young player space to share their needs, concerns and priorities. Don't take away their strength and sense of being able to care for themselves by being too directive or giving a lot of advice they didn't ask for.*