

SAFE SPORT

Flashcard Deck



HOW TO USE SAFE SPORT FLASH CARDS:

Warm-up Activity:

*During warm up, read through and discuss a flashcard.
This should take 2-3 minutes!*

End-of-Session Review:

At the end of practice, while cooling down and stretching, read through a flashcard and discuss. This should take 2-3 minutes!

Interactive Discussion:

Incorporate SafeSport flashcards into interactive group discussions during breaks or downtime or traveling to competitions.

Integration into Drills:

Integrate SafeSport flashcards into specific drills related to teamwork, communication, and conflict resolution.

Challenges:

Organize challenges or competitions where athletes can test their knowledge of SafeSport principles using flashcards. Make it fun!



SAFE SPORT

01

Anyone involved in sport should be able to thrive and perform at their best without fear of abuse, neglect, or other maltreatment. Creating safe sport environments that provide those conditions is a collective effort – one that requires proper training so people can recognize maltreatment and prevent or address it.

Scenario A

Your coach is going over Safe Sport flashcards with you at practice. During this time, you and your team are learning new Safe Sport concepts. Is this an example of Safe Sport?

Scenario B

Who has a role to play in helping to create a safe sport environment?



Answer A

Yes! By opening the discussion with you, your teammates and coaches are collectively engaging in Safe Sport training.

Answer B

Everyone! Coaches, athletes, officials, volunteers, spectators, medical personnel, SOM staff, caregivers/family.



BULLYING

02 —

Is a form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort.

Scenario A

You are becoming frustrated at your teammate because they are not as skilled at passing as you. Because of your frustration, you begin to make comments to them at every practice about how bad they are at passing. Are you engaging in bullying?

Scenario B

At bowling, your teammate has been saying unkind and untrue comments about another athlete. They have been doing this for several weeks. Is this an example of bullying?



Answer A

Yes! Even though you are frustrated, these repeated comments can be hurtful to others.

Answer B

Yes! Spreading rumors is a common example of bullying. The person spreading the rumor is intentionally causing harm to the person they are spreading the rumor about.

RULE OF TWO

03 —

All interactions between an athlete and an individual who is in a position of trust must always be in an environment or space that is both “open” and “observable” to others.

Scenario A

Your coach wants to have a meeting after practice after everyone leaves. Should you have this meeting by yourself?

Scenario B

You are travelling with your team to Provincial Games. Coaches are coming to do room checks. When your coach comes to your door, you are the only athlete in the room. Should your coach enter your room?



Answer A

No! You should have one other person present at the meeting. It can be a coach, fellow athlete, family member, etc. They don't have to be right next to you in the meeting, but they should be able to see what is happening.

Answer B

No! The coach must wait until your roommate comes or an additional coach is present. The coach should also always leave the door open to create and “open” and “observable” environment.



POWER IMBALANCE

04 —

Once a coach-athlete relationship is established, a power imbalance is presumed to exist as the coach is in a position of authority. Power imbalance may be positive or negative depending on if the individual with authority or control uses their power to help or hinder the person's experience.

Scenario A

For Provincial Games, there is a limited quota for how many athletes get to attend. Your coach does a random draw for spots, and you do not get selected. Is this an example of power imbalance?

Scenario B

Your coach favors one athlete over the rest of the team. That athlete gets additional attention and opportunities that the rest of the team doesn't. Is this a positive or negative power imbalance?



Answer A

No! Because the random draw removes the chance of the coach favoring one athlete over others.

Answer B

Both! For the athlete being favored, they have a positive experience and outcome; however, the rest of the team have a negative experience as they are missing out on equal attention and opportunity.



DISCRIMINATION

05 —

An action or decision that treats a person or a group badly for reasons based on background or identity.

Scenario A

You are at registration day. You see your friend wanting to join basketball and you hear their young support worker say they can't join because they are too old to play basketball. Is this an example of discrimination?

Scenario B

You are an alpine ski racer. During qualifiers, you run your races and based off your results, you are put in the novice category. This makes you upset as you wanted to be in the advanced group. Is this a form of discrimination?



Answer A

Yes! The support worker is not allowing their athlete to join basketball based on their age. We do not have age limits in Special Olympics.

Answer B

No! Your placement was based on your performance, not on your personal background or identity.



NEGLECT

06 —

A pattern or serious incident that results in someone lacking in their responsibility to provide a duty of care in which they are assigned.

Scenario A

You are playing in a tournament and have expressed to your coach you are feeling ill. Your coach ignores your concerns and symptoms, and pushes you to keep playing. Is this a form of neglect?

Scenario B

During practice, you are assigned a partner. You and your partner are to spot each other during powerlifting. As your partner goes to the lift, you walk away to talk to your friends. Is this a form of neglect?



Answer A

Yes! Your coach has a duty of care to ensure you remain healthy and safe. By ignoring your concerns and symptoms, they are engaging in a form of neglect.

Answer B

Yes! You were assigned to care for your partner by spotting their lift. By walking away, you neglected your duties which could have resulted in harm to your partner.

Examples of Neglect

- *Ignoring athletes needs, nurturing, or well-being.*
- *Not ensuring athletes receive treatment for a sport injury, including enough recovery time.*
- *Lack of awareness and consideration of athletes physical or intellectual abilities.*
- *Not supervising an athlete during travel, training, or competition.*
- *Using broken or damaged equipment.*
- *Not addressing athletes disregard for the rules, regulations, or standards of the sport.*

GROOMING

07 —

Deliberate conduct by any individual to sexualize a relationship with another individual that involves the gradual blurring of boundaries and normalization of inappropriate and sexually abusive behaviour.

Scenario A

Your coach who normally sends emails about practice has started to call you on FaceTime late at night. When they FaceTime you, they start asking you questions about your personal life. Could this be an example of grooming?

Scenario B

Your teammate has been bringing you small gifts each practice. One day that teammate asks you out to a movie and you say no. They bring up that they have been bringing you gifts, and you "owe" them a date. Could this be an example of grooming?



Answer A

Yes! It is inappropriate for any coach to contact athletes outside of regular day time/program hours. Should a coach need to contact you, it should only be for Special Olympics program related conversations.

Answer B

It depends. The gifts could have been innocent; however, gift giving is a common way for someone to groom another individual. The gifts often make a person feel they “owe” someone something in return.



CONSENT

08 —

The communicated, voluntary agreement to engage in the activity in question.

Scenario A

You are attending a Special Olympics Dance and you want to dance with someone. You go up and ask them to dance. They don't say no, but they cross their arms and lower their head. Do you have consent to dance with them?

Scenario B

Your new teammate you never met before gets a strike in bowling. You immediately give them a hug to congratulate them. Was this a good demonstration of consent?



Answer A

No! You did not receive a clear communicated response that they gave consent.

Answer B

No! Since your teammate was new, you did not receive consent to hug them. In this instance, you needed to ask if they wanted a hug and needed to receive a clearly communicated “yes” before you hugged them.



ACCOUNTABILITY

09

Understanding and accepting your responsibility and actions in creating a safe environment to practice and participate.

Scenario A

You got frustrated during a floor hockey game and you made an unkind comment to the referee. After the game, you approached the referee and apologized for your comments and promised to do better in the future. Is this an example of accountability?

Scenario B

You are on Team Manitoba! You have a training plan you need to follow, but you haven't been following it for 2 months and show up to training camp unprepared. Is this a good example of being accountable?



Answer A

Yes! By apologizing to the referee and promising to do better, you recognized that your comment was not appropriate, and you accepted responsibility for your actions.

Answer B

No! You are part of a team and have a responsibility to follow your training plan.



SEE IT, SAY IT!

Every member of Special Olympics has a responsibility to ensure a safe environment for all. If you see something that you feel is, or has the potential to be harmful or unsafe, you have a duty to say something.

If you saw something, who are some people(s) you could tell?

If I see something, who can I tell?

There are several options! If you feel comfortable:

- Tell a trusted family member or friend.
- Tell a coach.
- Call the Safe Sport hotline (1-833-656-SAFE).
- Contact the Special Olympics Manitoba office.



SEEKING SUPPORT

If you are ever in a position of feeling unsafe during a Special Olympics program or event, you are encouraged to reach out for support.

What possible resources could you contact?

Where can I get support?

There are several options! If you feel comfortable:

- Tell a trusted family member or friend.
- Tell a coach.
- Call the Safe Sport hotline (1-833-656-SAFE).
- Contact the Special Olympics Manitoba office.

