

SAFEGUARDING YOUNG SKATERS E-LEARNING MODULE

User guide



SAYES

PROJECT
SAfeguarding Young European Skaters



INTRODUCTION

As part of the collective project **Safeguarding Young European Skaters** (SAYES), co-funded by the Erasmus+ programme of the European Commission, the International Skating Union and its partners have developed a new e-learning module to help prevent sexual violence in sport.

Designed specifically for **young athletes aged 12 to 16** across all skating disciplines, this module is also a useful resource for coaches, volunteers and other staff members within Member Federations. It introduces best practices and guidance on how to respond appropriately.

This guide presents the e-learning tool and explains how to use it, to support its adoption by federations and clubs.

The module can be used in two ways:

- **Individually:** Athletes and coaches can explore the content independently and find answers to their questions.
- **In group settings:** Coaches or safeguarding officers can use this guide to lead awareness sessions in their clubs, encouraging regular discussion and reflection.

This e-learning tool is part of the ISU's broader safeguarding policy. Additional resources are available on the Federation's website.

We hope it will offer meaningful support in the shared responsibility of preventing sexual violence in sport.



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OBJECTIVES AND USER GUIDELINES

The e-learning module is designed as an intuitive, user-friendly tool accessible to all. It takes the form of a short interactive game, with characters placed in scenarios that young skaters may realistically encounter.



8 scenarios



designed for young athletes across all disciplines, aged 12 to 16



approximately 20 minutes total duration



contact details for 133 registered helplines worldwide



possibility to retry each scenario



one certificate issued upon completion of the module

Developed jointly by the SAYES project team, it is one of the project's key resources. Experts in child safeguarding, researchers, and representatives from ice sports federations collaborated to create a tool that is both tailored to young skaters and accessible to everyone, encouraging meaningful engagement.

SAYES Project: A Quick Introduction...

Co-funded by the
Erasmus+ Programme
of the European Union



The SAYES project, co-funded by the Erasmus+ programme, brought together seven partners from four countries. These included the ISU, ISU Members from France (FFSG), Hungary (Hunskate), and the Netherlands (KNSB), as well as the think tank Sport and Citizenship, Claude Bernard University Lyon 1, and the association Colosse Aux Pieds d'Argile.

Together, the consortium developed a range of impactful resources, such as:



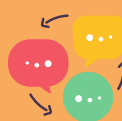
**communication
tools**



**e-learning
module**



**conferences
and webinars**



**awareness-
raising sessions**



**reviews and
guides**



**scientific
study**

More information on isu.org/safeguarding.

OBJECTIVES AND USER GUIDELINES

Open to all and freely available online, the e-learning module can be used individually by young athletes. Through a question-and-answer game, they will gain key insights and learn how to respond to inappropriate, ambiguous, or potentially violent behaviours, thereby strengthening their ability to act in such situations.

However, **using the module in group settings during sessions organised by skating clubs or leagues is recommended**, following these principles:

- It is advisable to **read this entire guide** before facilitating a session.
- The session facilitator should ideally **have received training on the subject** or possess relevant experience as a safeguarding officer, along with pedagogical skills and active listening abilities.
- If the facilitator cannot answer a question, they must clearly **acknowledge** this and **provide contact details for a relevant resource person**, especially when dealing with testimonies from victims or witnesses.
- We recommend selecting **4 scenarios per awareness session**; including more may reduce participants' concentration. Take the time to review and choose which scenarios to address.
- Groups should be kept **relatively small** (6 to 15 participants) and **age-homogeneous**.
- Sessions should last approximately **45 minutes to one hour**, with the e-learning module displayed on a shared screen. Run through the scenarios, then engage participants in discussion and debate before reviewing the correct answers and information provided in the module.



Also useful for coach training!

To ensure a thorough understanding of key issues, situations to avoid, and the types of support available, we recommend making this guide accessible to coaches and managers. It is also advisable to provide them with the contact details of safeguarding officers or integrity referents, to facilitate further discussion on the subject.

OVERVIEW OF THE SCENARIOS

SCENARIO 1



Safe coaching: Lili's discovery of the code of conduct

This scenario is divided into two parts:

In the first part, a skater explains to his friend that his club has introduced a new code of conduct specifying when and how coaches are allowed to touch athletes to assist with movement – always with their consent.

In the second part, his friend says she thinks this is a good idea and wishes her own club had clearer guidelines. One of her coaches has been asking her to send nude photos of herself, and she doesn't know what to do.

Learning objectives

- **Identify the five private parts of the body.**
- **Understand the concepts of grooming, corruption of a minor, and sexual harassment.**

Suggested questions for discussion

- Why might it be difficult to say “no” to a coach or someone in a position of authority?
- If you were in Lili's situation, what steps could you take to protect yourself and report the behaviour?
- Who can you turn to in order to report inappropriate behaviour?



OVERVIEW OF THE SCENARIOS

SCENARIO 2



Private becomes public: Julia and the shared photo

In a changing room, two young girls are laughing at something on a mobile phone. A third girl – Julia – walks in and realises they are laughing at her.

Feeling upset, she asks them what's going on. One of the girls tells her to check their group chat. Julia then discovers that her ex-boyfriend has shared a nude photo of her without her consent.

Learning objectives

- **Understand that sharing photos without consent is strictly prohibited.**
- **Introduce the concept of revenge porn (see glossary), especially for learners aged 12–15.**
- **Define and understand the concept of consent.**
- **Recognise the consequences of harassment.**

Suggested questions for discussion

- Are the girls who mocked Julia complicit in what happened? How could they have responded more respectfully?
- Do you think social media contributes to harassment and the non-consensual sharing of content? Why or why not?
- What actions can you take to protect your personal information and images on social media?



OVERVIEW OF THE SCENARIOS

SCENARIO 3



The lie behind the profile: Anna's story

A skater named Anna receives a message from her boyfriend. Another skater, who is with her in the changing room, starts asking questions, and it becomes clear that Anna has never actually met him – they've only talked through social media.

Anna then receives a photo of her boyfriend after his shower and decides to send one back. She later gets a message threatening to share her photo with the entire club unless she stops skating.

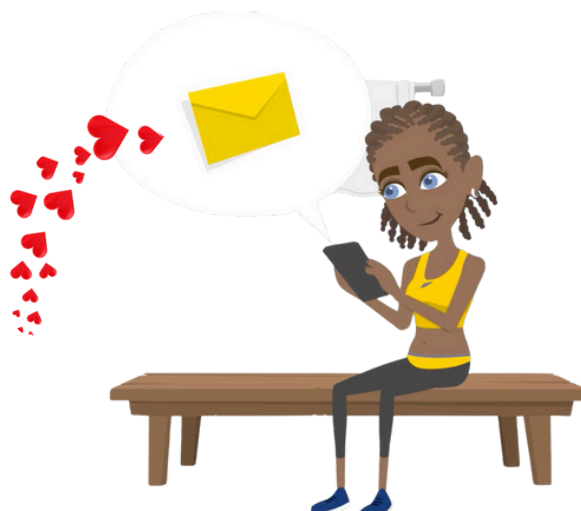
Later, outside the ice rink, Anna's friend joins a group of girls and we discover that Anna's so-called boyfriend never existed. The girls had pretended to be him in order to gain private information and blackmail her into quitting skating.

Learning objectives

- Understand that fake and harmful profiles exist online, and learn how to identify them.
- Learn how to protect yourself when using social media.

Suggested questions for discussion

- What risks are involved in developing a relationship solely through social media?
- How can you protect your personal information on social networks?
- What steps should you take if you become a victim of blackmail? Who can you contact for help?



OVERVIEW OF THE SCENARIOS

SCENARIO 4



Finding help: Alex confides in his coach

A skater named Alex doesn't seem himself during training sessions. After some time, he opens up to his coach and explains – without using the word – that he is being sexually abused by his uncle.

The coach promises to do everything he can to help him.

Learning objectives

- **Identify the appropriate people to talk to when witnessing or experiencing sexual violence.**
- **Understand the different types of sexual violence. Although these terms are not explicitly used in the module, we encourage you to introduce the concepts of sexual assault and rape (see glossary).**

Suggested questions for discussion

- What might prevent a victim of sexual violence from speaking out?
- How can sexual assault affect a young person's mental health and overall well-being?
- Who can you turn to for help in this kind of situation?



Talk to the abuser and ask him to stop

Keep the situation secret to protect the Skater

Make a report to the police

Find support for the Skater

OVERVIEW OF THE SCENARIOS

SCENARIO 5



Locker room safety: respect and privacy first

Two boys are talking. One of them suggests they film the girls while they're in the shower. The other seems unsure.

They then go to the shower area and record a girl without her consent, laughing as they do so.

Learning objectives

- **Understand that filming someone without their consent – regardless of the situation – is illegal. When done in a sexual context, it is considered an aggravating circumstance.**
- **Become familiar with the concepts of invasion of privacy, voyeurism, and exhibitionism.**

Suggested questions for discussion

- Have you ever used your phone in a changing room without considering the consequences? What might those consequences be?
- What rule would you like to see introduced to regulate phone use in changing rooms to ensure everyone's safety and respect?
- How can you be sure that someone has given their consent freely and knowingly?



OVERVIEW OF THE SCENARIOS

SCENARIO 6



When peer pressure leads to harm

This scenario has two parts:

In a car, a group of skaters are talking. We learn that one of the boys' older brother is driving them to a competition and that they plan to spend the evening together.

Later, they are in a hotel room where the older brother shows them a pornographic video. One of the skaters, Paul, steps back and expresses his discomfort.

Learning objectives

- Understand the definition of corruption of minors.
- Learn that pornography does not reflect reality and should not be considered a form of education.
- Explore the concept of peer pressure, both among friends and within families, and reflect on phrases that can help young people resist this pressure.

Suggested questions for discussion



- Why might the older brother have particular influence over the group in this situation?
- What are the risks of exposing others to pornographic content without their consent, especially when they are underage?
- Why is it sometimes difficult to say no to friends, even when you know what they are doing is wrong?

OVERVIEW OF THE SCENARIOS

SCENARIO 7



Clara's challenge: speaking out against harassment

This scenario consists of several short scenes that the user can click through.

In each scene, the coach makes an inappropriate comment amounting to sexual harassment toward Clara, a young skater.

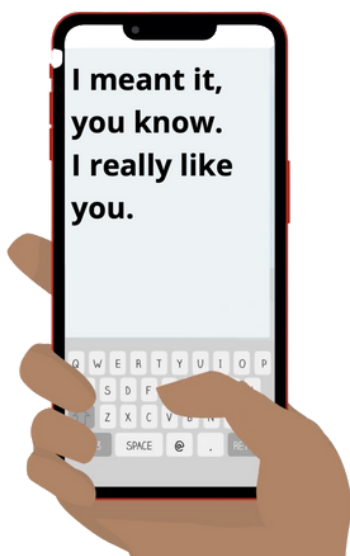
Under this pressure, she falls during a competition and tells her parents she wants to quit skating.

Learning objectives

- **Recognise the mechanisms of grooming by identifying the different stages and escalation in the coach's messages.**
- **Understand the concept of control and the influence a coach holds over a skater, due to their age and position of authority.**

Suggested questions for discussion

- At what point could a coach's message be considered inappropriate?
- How can clear policies within a club or federation help prevent this kind of situation?
- What might be the long-term effects of moral or sexual harassment on an athlete's career and personal well-being?



Are you OK? Resting?

I really like you

I saw you were embarrassed when I complimented you earlier

See you on Thursday

Have a nice evening

Hugs and kisses

OVERVIEW OF THE SCENARIOS

SCENARIO 7

Clara's challenge: speaking out against harassment (*continued*)

This scenario is a bit longer to illustrate the sexual harassment experienced by the skater, as well as the gradual development of grooming. The exercise involves identifying inappropriate messages: while some are clearly recognisable, others are more subtle and may seem harmless but take on a concerning meaning within the overall context of the exchanges.

Why this Behaviour is unacceptable?

- The coach crosses professional boundaries by sexualizing the relationship and attempting to establish inappropriate intimacy.
- He exerts emotional pressure and uses psychological manipulation techniques to control the skater.
- These behaviours are clear signs of grooming, aimed at isolating the victim and fostering dependence.
- They create a dangerous environment, compromising the athlete's safety and well-being.

➡ It is essential that such behaviour is taken seriously, with disciplinary measures up to and including dismissal of the coach.

➡ Young athletes should be encouraged to trust their instincts and report any discomfort to a trusted adult without delay.

Contextual red flags in communication...



Here are two messages that may not be considered inappropriate on their own in the e-learning module but become problematic in context. You can discuss them with the athletes:

- **“That new t-shirt suits you”** can be seen as inappropriate, as a coach commenting on a skater's outfit may cross a boundary.
- **“Hi! I saw you coming out of school with a boy.”** This might not seem problematic in isolation, but within the context of other messages and the overall communication pattern, it becomes concerning. It reflects intrusive behaviour and an inappropriate level of monitoring of the athlete's private life.

OVERVIEW OF THE SCENARIOS

SCENARIO 8



Acknowledging unease: Thomas's experience

A short-track skater named Thomas speaks directly to the user and explains his situation.

His coach recently gave him a lift home after training, but during the journey, Thomas felt uncomfortable because the coach made comments about his appearance.

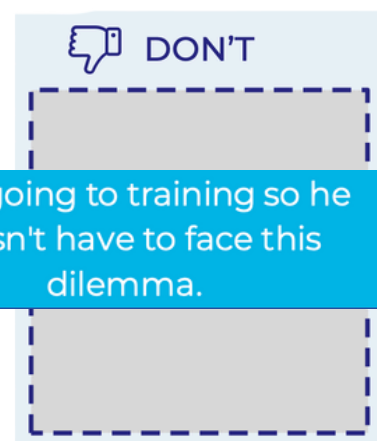
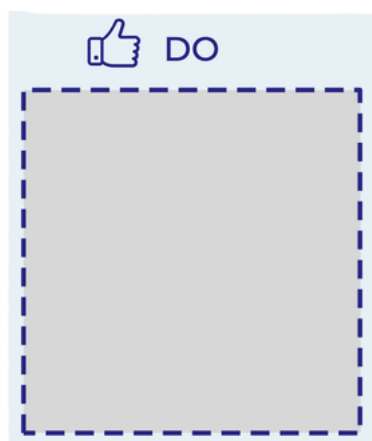
Since then, the coach has offered to give him lifts again, but Thomas doesn't feel at ease and isn't sure what to do.

Learning objectives

- **Raise awareness of ethical responsibilities by emphasising the importance of respectful behaviour to ensure a safe environment**
- **Encourage participants to recognise the importance of listening to their feelings and instincts when faced with uncomfortable or unclear situations**

Suggested questions for discussion

- Why is it important for Thomas to trust his feelings about this situation?
- If a friend of Thomas witnessed this, what could they do to help or support him?
- How could a clear code of conduct for coaches prevent situations like this?



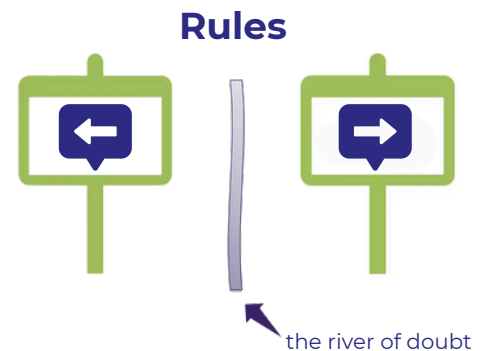
Stop going to training so he doesn't have to face this dilemma.

SUGGESTIONS FOR EDUCATIONAL USE

FACILITATING A MOVING DEBATE

A moving debate is an **interactive facilitation method where participants are invited to physically position themselves** in the space **according to their opinion** (for example, “agree” on one side, “disagree” on the other). For each statement, everyone chooses their side, can change their mind as the discussion progresses, and is encouraged to explain their position.

This format is **dynamic, lively, and inclusive**. It encourages the emergence of ideas, fosters mutual listening, and helps challenge certain prejudices, all while engaging young people physically. Integrated into our e-learning module, it makes the session more interactive and encourages participants to **think critically, express themselves, and better understand others’ points of view**.



Recommendations

If you wish to organise a moving debate, we recommend showing the scenarios to the athletes and pausing the activity once the video ends, without continuing with the questions provided in the e-learning module.

Instead, use the suggested **debate questions** below, **which are more dynamic and better suited for oral group discussions**.

To do this, once the scenario ends (when the “Replay” button appears at the bottom of the screen), simply leave the screen as it is throughout the debate.

Once all questions have been discussed, you can click on the “Home” icon to return to the main menu and proceed directly to another scenario, without having to manually go through the questions one by one.

⚠ Please note that this method will prevent access to the final video summary, but facilitators can instead provide an oral recap using the key takeaways included in the module below.

👉 We recommend covering a maximum of 4 to 5 scenarios during a moving debate session. If the atmosphere is good and the group is highly engaged, you may ask them whether they wish to discuss a fifth scenario — but no more, as going beyond this tends to reduce concentration and participation.

⚠ **Scenario 7 is not recommended for moving debate sessions.** It involves analysing the messages exchanged between Clara and her coach, which requires a different format and more structured facilitation. For this reason, it has been excluded from the suggested moving debate format.

SUGGESTIONS FOR EDUCATIONAL USE

FACILITATING A MOVING DEBATE

Questions for each scenario

SCENARIO 1: LILI

Question 1:

- How many private parts does a person have?
 - “5” — move to the right
 - “3” — move to the left

➡ The correct answer is 5. Ask participants to name them: the genitals, bottom, chest, mouth, and the inside of the thighs.

Question 2:

- Does an adult have the right to ask a minor for intimate pictures of themselves?
 - “Yes” — move to the right
 - “No” — move to the left

➡ The correct answer is No. This is an offence known as “corruption of minors” (see glossary).



SCENARIO 2: JULIA

Question 1:

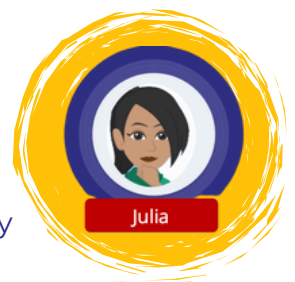
- Does Julia’s ex-boyfriend have the right to share photos she sent only to him?
 - “Yes” — move to the right
 - “No” — move to the left

➡ The correct answer is No, as this constitutes an offence known as “revenge porn”. You may want to check the specific legal provisions in your country before running an awareness session.

Question 2:

- Why isn’t her boyfriend allowed to share the photos she sent only to him?
 - “She didn’t consent to him sharing them” — move to the right
 - “She is under the age of 15” — move to the left

➡ Both answers are valid, but the key point here is the notion of consent.



SUGGESTIONS FOR EDUCATIONAL USE

FACILITATING A MOVING DEBATE

Question 3:

- Is Julia responsible for the photos of her being shared?
 - “Yes, there is always a risk” — move to the right
 - “No, the images were circulated without her consent” — move to the left

➡ While there is always a risk, sharing such images without consent is prohibited, so the correct answer is No.

Question 4:

- Was the other girls’ reaction to the photo appropriate?
 - “Yes” — move to the right
 - “No” — move to the left

➡ The answer is No. You can take this opportunity to discuss the concept of harassment.

SCENARIO 3: ANNA

Question 1:

- Could Anna have verified her boyfriend’s identity online?
 - “Yes” — move to the right
 - “No” — move to the left



➡ The answer is Yes. Encourage discussion on how to spot a fake profile – for example, by checking for mutual friends and asking them if they personally know the person behind the profile, looking at the number of followers, and examining profile details.

Question 2:

- Can the last message Anna received be considered blackmail?
 - “Yes” — move to the right
 - “No” — move to the left

➡ The correct answer is Yes, as the message threatens to share private photos if Anna continues skating.

SUGGESTIONS FOR EDUCATIONAL USE

FACILITATING A MOVING DEBATE

SCENARIO 4: ALEX

Question 1:

- Do you think Alex's uncle is committing a crime?
 - "Yes" — move to the right
 - "No" — move to the left



➡ The answer is Yes. Although the details are vague and we don't know if Alex refers to sexual assault or rape, both fall under "sexual abuse," which is a serious crime severely punished by the justice system.

Question 2:

- What should the coach do if Alex asks him to keep his secret?
 - "Keep the situation secret to protect the skater" — move to the right
 - "Explain that he cannot promise secrecy but will share the information with the right professionals to help" — move to the left

➡ The correct answer is the latter. The coach must explain that he cannot guarantee total confidentiality but will share the information only with the appropriate professionals to ensure Alex gets help, while maintaining discretion and limiting the circle of people informed.

SCENARIO 5 : VLAD AND PAUL

Question 1 :

- Do the boys have the right to do this?
 - "Yes" — move to the right
 - "No" — move to the left



➡ The answer is No. This is an offence known as voyeurism, and it is illegal.

Question 2 :

- Would the boy have the right to walk completely naked into the girls' changing rooms?
 - "Yes" — move to the right
 - "No" — move to the left

➡ The answer is No. This is an offence called exhibitionism, which is also illegal.

SUGGESTIONS FOR EDUCATIONAL USE

FACILITATING A MOVING DEBATE

SCENARIO 6: PAUL

Question 1 :

- Is an adult like Kenzo's brother allowed to show pornography to anyone under the age of 18?
 - "Yes" — move to the right
 - "No" — move to the left

➡ The answer is No, even if the skaters agree. It's a crime called corruption of minors.

Question 2 :

- Can pornography teach you about sex and sexuality?
 - "Yes" — move to the right
 - "No" — move to the left

➡ Pornography is not allowed for minors because it is not real and can give wrong ideas about sex. Watching it can be harmful to young people's feelings and relationships.



SCENARIO 8: THOMAS

Question 1 :

- Is a coach allowed to transport an athlete in his car?
 - "Yes, but there are some rules" — move to the right
 - "No, it should not happen" — move to the left

➡ The answer is Yes.

Before giving them the rules, ask them to imagine what these rules could be. Then you can add the following explanations:

1. Ideally, check whether the club has any specific regulations or policies about coaches transporting athletes.
2. Parents must always be informed in advance. For longer journeys or regular transport, they should sign a written consent form.
3. It is recommended that the athlete sits in the back seat, not the front, to reduce risks and ensure better protection in case of an accident.
4. The vehicle must be properly insured for transporting third parties, including non-family members.
5. The coach should avoid being alone in a vehicle with a single minor, especially on long trips. If possible, travel in groups or with another adult present.



SUGESTIONS FOR EDUCATIONAL USE

UTILISING TECHNOLOGY FOR INTERACTIVE LEARNING

When organising events with teenagers, it can sometimes be helpful to use their mobile phones as a learning tool.

For this module, we suggest **creating an interactive quiz using a variety of question formats** to keep things engaging:

- True/False questions, to get a sense of the general opinions among young participants;
- Multiple-choice questions, to encourage deeper thinking and reflection;
- Word clouds, to allow young people to express their ideas by entering the words that come to mind after watching the scenario.

We recommend using the **questions from the e-learning module and referring to the answer key and guide for inspiration.**

You can use several free online platforms to create this type of quiz, such as:

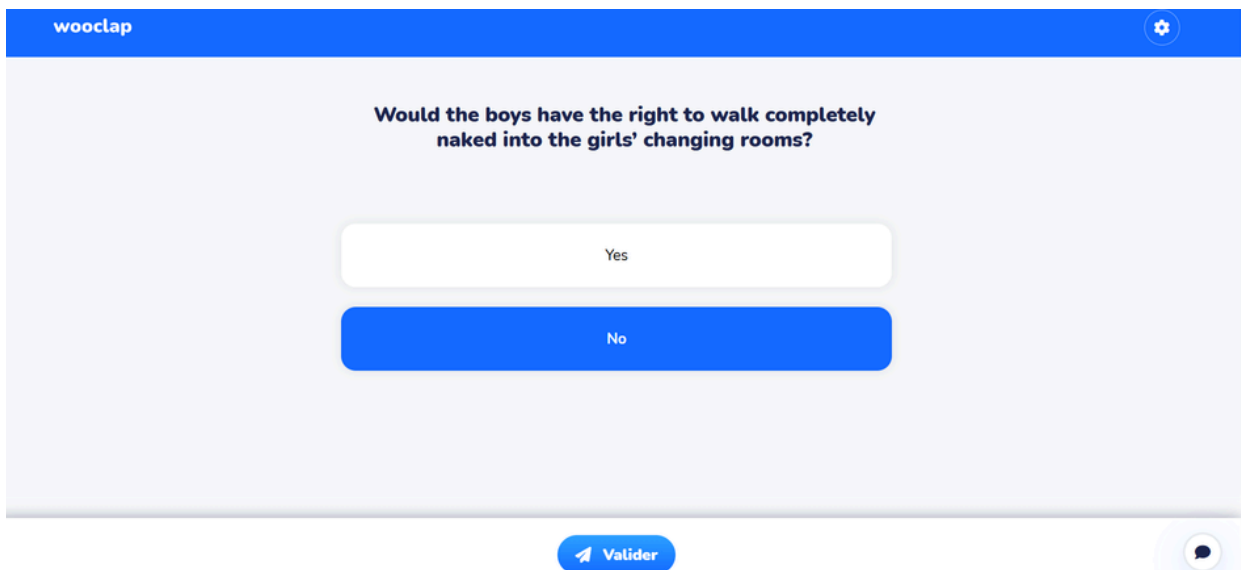
- Wooclap
- Kahoot
- Slido
- Quizizz



Here is an example of responses to a word cloud based on Anna's scenario.

SUGGESTIONS FOR EDUCATIONAL USE

UTILISING TECHNOLOGY FOR INTERACTIVE LEARNING



wooclap

Would the boys have the right to walk completely naked into the girls' changing rooms?

Yes

No

Valider

Here is an example of responses to a yes/no question based on Vlad and Paul's scenario.

How to proceed?

- Go to one of the websites listed above.
- Create a profile and set up a presentation for your awareness-raising session.
- Add questions based on the content of the module and the guide.
- Make sure to use a variety of question formats.
- Once your presentation is ready, ensure you can share a link or QR code to allow participants to access it.
- During the awareness-raising session, display the QR code or share the link so that participants can respond to the questions in real time.
- Reveal each question progressively as the session unfolds, and take time to discuss both the questions and answers with the participants – exploring why they chose certain options and encouraging reflection.



GLOSSARY

The following glossary presents, in alphabetical order, key terms referenced in the scenarios or considered essential for group awareness-raising sessions.

Blackmail *

Threatening to reveal personal or private information about someone unless they do what you want. It's illegal and a form of abuse.

Bullying

When someone intentionally hurts, threatens, or excludes another person repeatedly. It can be physical, verbal, or online, and it makes the victim feel scared or sad.

Child protection agency

An official organisation, present in most countries, that works to protect children from abuse, neglect, and harm.

Code of conduct

A set of guidelines and principles that define acceptable behaviours and ethical standards for individuals within an organisation or group. It establishes clear expectations regarding professional conduct, respect, integrity, and responsibility to ensure a safe, inclusive, and productive environment for all members.

Code of ethics

A set of rules or principles that guide how people should behave, especially to act fairly, honestly, and respectfully within a particular group or job.

Compliment

A kind comment given to someone to make them feel good. Compliments can be positive, but sometimes they might be inappropriate or make someone feel uncomfortable. It's important to respect how others feel and to speak up if a compliment feels wrong or unwanted.

Consent

A clear and freely given agreement to do something without pressure, fear, or confusion. If there's no clear "yes," then it's a no.

Corruption of minors

When an adult influences a child or teenager to do or see things that are harmful or sexual. It is illegal and a serious offence.

GLOSSARY

Exhibitionism

Showing private parts or sexual behaviour to others without their consent, often to shock or disturb them. It is illegal and harmful.

Fake profile

A false online account that pretends to be someone else. You can often spot it when the number of people they follow doesn't match their number of followers. Fake profiles are used to trick or harm others and are not trustworthy.

Grooming

When an adult builds trust with a child or teen — online or in real life — to trick them into sexual contact later. It often starts with compliments, gifts, or secrets. It's a form of abuse and it's illegal.

Harassment

Repeated unwanted behaviour that bothers or scares someone, such as teasing, threats, or insults. It can be about anything, including race, gender, or appearance.

Helpline

A phone number or service you can contact to get help, advice, or support for problems like abuse, bullying, or violence. It is usually free and confidential.

Invasion of privacy

Intruding into someone's personal space or private life without permission, such as reading their messages or entering their locker room. This breaks trust and is wrong.

Nudes

Photos or videos that show someone's private parts or body in a sexual way. Sending or sharing nudes without the person's clear consent is harmful and illegal. Always respect others' boundaries and privacy.

Pornography

Images, videos, or stories that show sexual acts or naked bodies. Pornography is not allowed for minors because it is unrealistic and can give false ideas about sex. Watching it can harm young people's feelings and relationships.

Private parts

The parts of the body that should not be touched by others without clear consent. This includes the genitals, bottom, chest, mouth, and the inside of the thighs.

Rape *

A serious sexual assault where someone forces another person to have sex without their consent. It is illegal and a very serious crime.

GLOSSARY

Revenge porn *

Sharing someone's private sexual photos or videos without their consent, often to embarrass or hurt them. It's a serious violation of privacy, and it's illegal.

Safe sport organisation

An association dedicated to creating a safe environment where everyone can play and train without fear of abuse, harassment, or discrimination. They have rules and staff in place to protect athletes and members.

Safeguarding officer

A person responsible for ensuring everyone is safe from harm, abuse, or bullying within a sport or organisation. They help protect and support people, especially children and vulnerable individuals.

Sexual abuse

Any sexual activity forced or done without a person's clear agreement. It includes touching, kissing, or other sexual acts that are unwanted or involve someone who cannot give consent.

Sexual assault *

When someone physically attacks or touches another person sexually without their consent. This can include grabbing, forced kissing, or worse. It is a crime.

Sexual harassment

Unwanted sexual behaviour or attention, such as comments, touching, jokes, or messages, that makes someone feel uncomfortable, scared, or disrespected. It can happen anywhere, such as at school, work, or in sport.

Voyeurism

Watching or spying on someone without their consent, especially when they are undressing or in private moments. It violates privacy and is illegal.

* The words marked with an asterisk do not appear directly in the e-learning but are related to the situation described



Rape and sexual assault can describe what Alex is experiencing



Revenge porn refers to Julia's situation



Blackmail corresponds to Anna's story

COLLECTING A TESTIMONY

Listening to a young athlete who speaks about possible abuse is essential. It **validates their voice, ensures their safety, and marks the first step towards protection and healing.**

There are three key phases to prepare for when receiving a testimony: before, during, and after the conversation.

Before listening

- Prepare yourself to **listen without judgment**, clearing your mind of any expectations or assumptions.
- **Remember that speaking out can be difficult** and painful for the person about to confide in you.
- **Create a safe environment** by ensuring the conversation takes place in a quiet, confidential, and reassuring setting.

While listening

- Adopt a **caring and respectful attitude**
- ➔ Sit at the same level as the person, pay close attention, and let them speak at their own pace. Do not interrupt or try to rephrase what they are saying.
- Show that **you are there to support them**. You can use reassuring phrases such as:
 - “Can you tell me what happened?”
 - “I’m here to help you.”
 - “It’s not your fault.”
 - **Avoid intrusive or leading questions.** Questions like “Are you sure that’s what happened?” can be discouraging or make the person feel guilty. Stay neutral and supportive.
 - **Accept their emotions**
- ➔ The person may cry, become angry, or remain silent. Don’t try to stop their reactions – allow them to express themselves in whatever way they can.

COLLECTING A TESTIMONY

After listening

- **Never make promises** you cannot keep
- ➡ Avoid saying things like “I promise I won’t tell anyone” — especially if reporting might be necessary.
- ➡ Instead, say: “I’m here to help you, and I will do what’s necessary to keep you safe.”
- Clearly explain what may happen next. This could include contacting a professional, referring the person to a trained safeguarding officer, or involving a relevant support service.
- Keep a **written record of what was said in a factual way**
- ➡ Take notes using the person’s own words, without interpreting or rephrasing. This ensures an accurate account if a report needs to be made.
- Inform your supervisor or the appropriate safeguarding contact

Key points to keep in mind

- Adapt your language to the person’s age : the vocabulary and tone should be appropriate for whether you are speaking to a child, a pre-teen, or a teenager.
- Never minimise or interpret what is being shared.
- You are not there to investigate. Your role is to listen, reassure, and guide the person to the right support.
- Remember that everyone reacts differently. Some may be able to speak up straight away, others may need more time before they feel ready to talk.
- Every experience is different. It is essential to respect each person’s pace and never rush or pressure them.



Thank you for taking part in this major international project aiming to protect ice sports enthusiasts.

more information: safeguarding@isu.org



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