



METRO PARKS SWIM TEAMS SAFE SPORT MANUAL



SAFE SPORT EDUCATION PLAN

The education of our athletes will be implemented to accomplish three goals:

1. Educate athletes with appropriate ways to act toward and respect the boundaries of others.
2. Educate athletes to respect their own boundaries and ensure others treat them with respect.
3. Empower athletes to speak up when the boundaries set by of oneself, others and/or the team are violated.

Our Safe Sport Educational Plan consist of three different sets of curricula—10&U, 11-14, and 15&O. The 10&U curriculum repeats itself every two years, while the 11-14 and 15&O curriculums repeat every three years. The lesson schedule for the 2017-2020 quad is below.

2020 Quadrennial Master Education Plan

	September	December	April	July
2019 Season	10&U Lesson A 15&O Lesson T	11-14 Lesson K 15&O Lesson U	10&U Lesson B 11-14 Lesson L	11-14 Lesson M 15&O Lesson V
2020 Season	10&U Lesson C 15&O Lesson N	11-14 Lesson E 15&O Lesson O	10&U Lesson D 11-14 Lesson F	11-14 Lesson G 15&O Lesson P
2021 Season	10&U Lesson A 15&O Lesson N	11-14 Lesson E 15&O Lesson O	10&U Lesson B 11-14 Lesson F	11-14 Lesson G 15&O Lesson P
2022 Season	10&U Lesson C 15&O Lesson Q	11-14 Lesson H 15&O Lesson R	10&U Lesson D 11-14 Lesson I	11-14 Lesson J 15&O Lesson S

In addition to the above schedule, all athletes 13 years or older must take the USA Swimming’s *Safe Sport Training for Athletes* within 36 months of participating in any overnight travel trip. Opportunities to take the course in a group setting will be provided at least once per year, ideally prior to the largest attended travel trip.



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10-YEAR-OLD AND YOUNGER ATHLETE CURRICULUM

- Emphases: Team rules, personal spaces, and treating others with respect.
- Frequency: Education sessions twice per year during normally scheduled practice time.
- Incentives: There is no requirement that 10 and under athletes attend or participate in safe sport educational sessions.
- Openness w/Parents: Prior to each session, parents will be notified of session dates and provided an outline of the material to be covered, along with any handouts. If any parents are uncomfortable with their children attending the session, they will be welcome to keep their kids home from practice that night.

Lesson A

A-1 Positive Boundaries (20 min)

Lesson C

Setting Friendship Boundaries (20 min)

Lesson B

B-1 Appropriate Boundaries at the Pool (10 min)

B-2 Treating Teammates with Respect (10 min)

Lesson D

D-1 Am I a Personal Space Invader? (10 min)

D-2 When Boundaries are Ignored (10 min)



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11- to 14-YEAR-OLD ATHLETE CURRICULUM

- Emphases:** Team Rules, Peer Pressure, Personal Spaces, Treating Others with Respect, Conflict Resolution, Peer-to-Peer and Coach-to-Swimmer relationships.
- Frequency:** Education sessions three times per year during normally scheduled practice time.
- Incentives:** Athletes must participate in two of the past three education sessions in order to participate on a team travel trip.
- Openness w/Parents:** Prior to each session, parents will be notified of session dates and provided an outline of the material to be covered, along with any handouts. If any parents are uncomfortable with their children attending the session, they will be welcome to keep their kids home from practice that night. Parents may appeal to the Head Coach for permission to allow an exception to the mandatory participation in safe sport education in order to participate in future team travel trips. It is unlikely that such an appeal will be approved.

Lesson E

- E-1 SARA Confrontation Protocol (30 min)
- E-2 Social Media Worksheet (20 min)

Lesson F

- F-1 Peer Pressure Imagine Exercise (15 min)
- F-2 Practice Setting Boundaries Exercise (20 min)
- F-3 Big Deal or No Big Deal Exercise (15 min)

Lesson G

- G-1 Guest Speaker Presentation (50-60 min)

This may be a speaker from law enforcement, safe sport, or related professional such as crisis counselor.

Lesson H

- H-1 Coach-Swimmer Scenario #1 (15 min)
- H-2 Team Values Conversation (25 min)
- H-3 Peer Pressure True or False Exercise (10 min)

Lesson I

- I-1 "Partner-to-Partner" Exercise (20 min)
- I-2 Body Boundaries (10 min)
- I-3 Hanging out with a Friend Scenario (20 min)

Lesson J

- J-1 Qualities in a Good Friend worksheet (30 min)
- J-2 Peer Pressure Risk Exercise (20 min)

Lesson K

- K-1 Bullying Safe Sport Monday (20 min)
- K-2 ICE De-escalation Protocol (30 min)

Lesson L

- L-1 Cellphones in Locker-room Scenario (20 min)
- L-2 Peer Pressure Act it Out Exercise (30 min)

Lesson M

- M-1 Coach-Swimmer Scenario #2 (15 min)
- M-2 Random Act of Kindness Week (30 min)



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15-YEAR-OLDS AND OLDER ATHELTE CURRICULUM

Emphases: Team Rules, Setting and Respecting Personal Boundaries, Peer Pressure, Conflict Resolution, and Safe Sport Mondays.

Frequency: Education sessions three times per year during normally scheduled practice time.

Incentives: Athletes must participate in one of the past four December or July education sessions in order to participate on a team travel trip.

Lesson N

N-1 Safe Sport Monday Scenario (20 min)

Lesson O

O-1 Setting Personal Boundaries (30 min)

Lesson P

P-1 Guest Speaker Presentation (50-60 min)

This may be a speaker from law enforcement, safe sport, or related professional such as crisis counselor.

Lesson Q

Q-1 Safe Sport Monday Scenario (20 min)

Lesson R

R-1 SARA Confrontation Protocol (30 min)

Lesson S

S-1 Understanding Boundaries (20 min)

S-2 Cellphones in Locker-room Scenario (20 min)

Lesson T

T-1 Safe Sport Monday Scenario (20 min)

Lesson U

U-2 Peer Pressure Act it Out Exercise (30 min)

Lesson V

V-1 Cellphones in Locker-room Scenario (20 min)

V-2 ICE De-escalation Protocol (20 min)



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LESSON PLANS

LESSON A-1: Positive Boundaries

Duration: 20 minutes

Resource: Arna Baartz, The I AM Program (www.theiamprogram.com)

Material: Bubble Worksheet (File: Lesson-A1.jpg)

Lesson: "Personal boundaries are like having an imaginary bubble around you. It means YOU decide who to let in and who to leave out. You can invite people into your bubble or you can choose to keep them out.

An effective way of understanding personal boundaries is by recognizing how the body registers feelings of YES and NO. Everyone registers YES and NO feelings differently.

A yes feeling may feel light and uplifting. A no feeling may feel heavy or uncomfortable. It isn't always felt physically, but it is always felt.

Learning to recognize the way YES and NO feels in the body is a powerful tool to help us say no when we need to, and yes when we choose.

Feelings have a purpose! The purpose of feelings is to guide you towards that which makes you happy and safe.

1. Discuss how when you have boundaries, you choose who comes in and who stays out, and how your body talks to you and what it might be saying?
2. Ask questions like, 'what would it feel like if you saw something frightening?' followed with 'where did you feel that in your body?'
3. Ask questions like, 'what would it feel like to have a party with all your friends? How does it feel when someone you love hugs you? What is something you like?' followed with 'where do you feel that in your body and what does it feel like?'
4. Talk about different scenarios and associated feelings.
 - How does it feel when you are pushed?
 - How does it feel when you patted the puppy and he wags his tail?
 - What do you feel when your mom hugs you?
 - How does it feel when you don't want to hug someone?
5. Have athletes complete the Bubble Worksheet.

LESSON B-1: Appropriate Boundaries at the Pool

Duration: 10 minutes

Resource: Metro Aquatics Team Policies

Lesson: Discuss with swimmers our policies, including "No Touching" rules, and when and where it is ok for swimmers to touch each other, and for coaches to touch swimmers.



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LESSON PLANS (cont...)

LESSON B-2: Treating Teammates with Respect

Duration: 10 minutes

Resource: Metro Aquatics Team Policies

Lesson: Discuss with swimmers our team expectations of how swimmers treat each other in and outside of the pool.

LESSON C-1: Setting Friendship Boundaries

Duration: 20 minutes

Resource: "My Friendship Rules: Setting Boundaries" by Mental Fills Counseling Tools

Material: Worksheets: Lesson-C1.pdf

Lesson: Work pages 1-9 from the *Lesson-C1* file.

LESSON D-1: Am I a Personal Space Invader?

Duration: 10 minutes

Resource: School Counseling is Magical

Material: Handout: Lesson-D1.pdf

Lesson: Go over *Lesson-D1* handout with athletes

LESSON D-2: When Boundaries are Ignored

Duration: 10 minutes

Resource: "My Friendship Rules: Setting Boundaries" by Mental Fills Counseling Tools

Material: Worksheets: Lesson-D2.pdf

Lesson: Work pages 1-3 from the pdf file.

LESSON E-1: SARA Confrontation Protocol

Duration: 30 minutes

Resource: USA Swimming's Diversity Program

Lesson: Go over and then role-play scenarios where S-A-R-A may be used.

S – Setting. State the time and place something happened.

A – Action. State the action without any judgement.

R – Response. State "I" response, like "I don't like that...," or "I felt..."

A – Alternative. Provide a preferred alternative action or response.

LESSON E-2: Social Media Worksheet

Duration: 20 minutes

Resource: USA Swimming Safe Sport

Material: Lesson E-2: Social Media Worksheet

Lesson: Have swimmers complete, and discuss the *Lesson E-2* worksheet.





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LESSON PLANS (cont...)

LESSON F-1: Peer Pressure Imagine Exercise

Duration: 15 minutes

Resource: Wholehearted School Counseling

Material: Peer Pressure Tips (File: PressureTips.pdf)

Peer Pressure Imagine Cards (File: Lesson-F1a)

Peer Pressure Imagine Worksheets (File: Lesson-F1b)

Lesson: Review the concept of peer pressure and how healthy boundaries and refusal skills can help us deal with it. For example, you could say something like, "Without using names, who can share an example of something a friend might ask or dare you to do that you would feel uncomfortable about because it went against your values, beliefs, or general sense of right and wrong?" Allow time for 2-3 responses. Continue, "Yes! Those are all examples of being faced with peer pressure. **Peer pressure happens when your friends or people your age (or peers) try to influence you to act, think or do something in a certain way.** Peer pressure can be positive or negative. Examples of positive (or good) peer pressure could be your classmate encouraging you to try out for the swim team, even though you are not sure you will make it. Or your friend trying to convince you to talk to a trusted adult about something you are worried about. **Positive peer pressure can help you stay out of trouble and challenges you to be brave and true to yourself.** On the other hand, **negative peer pressure happens when a friend or peer tries to influence you to do something that will likely have bad results. Perhaps someone gets hurt or you get in trouble. Or it is something that goes against your values and sense of right or wrong, and it is something you know you shouldn't do. People often give into negative peer pressure in attempt to fit in."**

Pass out and review **Stand Up to Peer Pressure TIPS** handout with athletes.

Have athletes in groups choose one "Imagine Task Card" and complete the corresponding worksheet. Then go around by group asking each what they would do.

Some questions to ask are:

- Ask, "What did you learn about yourself?"
- Ask, "What did you learn about others?"
- Ask, "What surprised you the most?"
- Ask, "How can you apply these ideas and/or tools in the classroom, at swim practice, at home, with your friends, etc."

Point out positives regarding how teams worked together, problem solved, showed bravery during role plays, demonstrated they were working their creativity muscles, and were having fun while learning and showing off their smarts!



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LESSON PLANS (cont...)

LESSON F-2: Practicing Setting Boundaries Exercise

- Duration: 20 minutes
Resource: Nan Stein and New York Department of Education
Material: Setting Boundaries Worksheet (File: Lesson-F2.pdf)
Lesson: Use the lesson plan and worksheets in the *Lesson-F2* file with the athletes.

LESSON F-3: Big Deal or No Big Deal Exercise

- Duration: 15 minutes
Resource: Nan Stein and New York Department of Education
Material: Big Deal or No Big Deal Worksheet (File: Lesson-F3.pdf)
Lesson: Use the lesson plan and worksheets in the *Lesson-F3* file with the athletes.

LESSON G-1: Guest Speaker Presentation

- Duration: 50-60 minutes
Resource: This may be a speaker from law enforcement, safe sport, or related professional such as crisis counselor.
Material: Presenter may provide.
Lesson: The speaker may choose their topic and methods. We will coordinate to make sure they have everything they need for the lesson.

LESSON H-1: Coach-Swimmer Scenario #1

- Duration: 15 minutes
Resource: Kellen Gibson, USA Swimming's Safe Sport Athlete Liaison
Lesson: "Your sister is in a different practice group than you. When your practice is over, you usually sit in the stands on deck and wait for her. Sometimes your coach comes and sits with you while you wait. You talk about swimming, school, and generally what is going on in your life."

1. Is this okay or this not okay? Why?
2. What if your coach starts asking you intimate details? What would you do?
3. What kind of physical interaction is okay? (Ex: high-five)



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LESSON PLANS (cont...)

LESSON H-2: Team Values Conversation

Duration: 25 minutes

Resource: Kellen Gibson, USA Swimming Safe Sport Liaison

Material: We do this in a lot of different ways, but I want to ask you a question and have you write it down on a puzzle piece that is being passed around. What do you think of when you think of BCST?

- Now go and read at least 5 other people's puzzle pieces.
- What words did you see? What were some unique ones?
- Does anybody want to share?

LESSON H-3: Peer Pressure True or False Exercise

Duration: 10 minutes

Resource: Wholehearted School Counseling

Material: Peer Pressure True or False Cards (File: Lesson-H3)

Lesson: Print out TRUE or FALSE Task Cards (found on Task Cards pdf file.) Play "Move to This Side of the Room or That Side If..." The rules are they have to be silent. The way they answer will be through quiet body language. Read each TRUE or FALSE Task Card and invite students to answer by silently moving (slowly walking) to the right side of the room if their answer is "true" or silently moving (slowly walking) to the left side of the room if their answer is "false."

Afterward, ask "What did you learn about yourself during this exercise?"

LESSON I-1: "Partner-to-Partner" Exercise

Duration: 20 minutes

Resource: Kellen Gibson, USA Swimming Safe Sport Athlete Liaison

Lesson: Everyone stand up and find a partner. I'm going to say an action and you're going to do it and then when I say partner to partner you'll have 5 seconds to find another partner.

1. Finger to Finger
2. Ankle to Ankle
3. Back to back
4. Elbow to elbow
5. Nose to nose

Debrief / Discussion:

1. What happened on the last one?
2. How many of you did it? Why?
3. If you did not, why not?
4. What is a physical boundary?
5. Describe three types of boundaries



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LESSON PLANS (cont...)

LESSON I-2: Body Boundaries

Duration: 10 minutes
Resource: EmpoweredbyTHEM
Material: Body Boundaries Worksheet (File: Lesson-I2.pdf)
Lesson: Go over and complete *Lesson-I1* handout with athletes

LESSON I-3: Hanging out with a Friend Scenario

Duration: 20 minutes
Resource: Boston Area Rape Crisis Center
Lesson: Scenario: *Jorge and Tina are watching a movie together. Tina likes Jorge and wants to be more than just friends. Jorge likes Tina as a friend, but that's it.*

1. Ask for volunteer to read it aloud
2. Ask group if this feels real. If not, ask how they can change it to make it real.
3. Ask group about how the two people might be feeling. Write ideas down on board
4. Ask for two volunteers to role play
 - Facilitator is now director and can stop role playing whenever
 - If another member of the group sees a way the situation could play out they can raise hand to jump in
 - Director can stop and ask actors to do things differently
5. Discussion
6. Ask group to split off into smaller groups and come up with own scenarios and then act them out if comfortable
7. Ask how talking about boundaries has

LESSON J-1: Qualities in a Good Friend worksheet

Duration: 30 minutes
Resource: Boston Area Rape Crisis Center
Material: Respecting Boundaries Curriculum (File: Lesson-J1.pdf)
Lesson: Complete the "What makes a good friend?" worksheet

Discussion:

- Look first at grades for a close friend, which traits get a good grade? Why?
- Ask for elaborations
- Why is that characteristic important to you in a relationship?
- Give an example
- Point out inconsistencies
- What other qualities did you add to the list?
- What items did you give an F to? Why?



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LESSON PLANS (cont...)

LESSON J-2: Peer Pressure Risk Exercise

Duration: 20 minutes

Resource: Wholehearted School Counseling

Material: Peer Pressure Tips (File: PressureTips.pdf) and Risk Task Cards (File: Lesson-J2)

Lesson: Review the concept of peer pressure and how healthy boundaries and refusal skills can help us deal with it. For example, you could say something like, "Without using names, who can share an example of something a friend might ask or dare you to do that you would feel uncomfortable about because it went against your values, beliefs, or general sense of right and wrong?" Allow time for 2-3 responses. Continue, "Yes! Those are all examples of being faced with peer pressure. **Peer pressure happens when your friends or people your age (or peers) try to influence you to act, think or do something in a certain way.** Peer pressure can be positive or negative. Examples of positive (or good) peer pressure could be your classmate encouraging you to try out for the swim team, even though you are not sure you will make it. Or your friend trying to convince you to talk to a trusted adult about something you are worried about. **Positive peer pressure** can help you stay out of trouble and challenges you to be brave and true to yourself. On the other hand, **negative peer pressure** happens when a friend or peer tries to influence you to do something that will likely have bad results. Perhaps someone gets hurt or you get in trouble. Or it is something that goes against your values and sense of right or wrong, and it is something you know you shouldn't do. People often give into negative peer pressure in attempt to fit in."

Pass out and review **Stand Up to Peer Pressure TIPS** handout with athletes.

Divide athletes into 2-3 groups. One group at a time, have a group draw a Risk Task Card. Give them groups 2-3 minutes to prepare and then act out their challenge. Invite student reflection.

After each team goes, point out positives regarding how teams worked together, problem solved, showed bravery during role plays, demonstrated they were working their creativity muscles, and were having fun while learning and showing off their smarts!

LESSON K-1: Bullying

Duration: 20 minutes

Resource: USA Swimming's Safe Sport Monday

Material: Bullying Worksheet (File: Lesson-K1.pdf)

Lesson: Go through the scenario curriculum from the Bullying Worksheet.



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LESSON PLANS (cont...)

LESSON K-2: ICE De-escalation Protocol

Duration: 30 minutes

Resource: USA Swimming Diversity Program

Lesson: Go over and then role-play scenarios where I-C-E may be used.

I – Interrupt.

C – Compliment.

E – Escape.

LESSON L-1: Cellphones in Locker-room Scenario

Duration: 20 minutes

Resource: Kellen Gibson, USA Swimming's Safe Sport Athlete Liaison

Lesson: You walk into the locker room to change, and you see two swimmers taking selfies and posting on Snapchat.

1. What do you do if these are your teammates?
2. What do you do if this happens at a meet and you don't know the swimmers?
3. What can you say to the swimmers that won't sound too angry or accusatory?
4. What if it's an adult in the locker room taking selfies?



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LESSON PLANS (cont...)

LESSON L-2: Peer Pressure “Act it Out” Exercise

Duration: 30 minutes

Resource: Wholehearted School Counseling

Material: Peer Pressure Tips (File: PressureTips.pdf) and Act it Out Task Cards (File: Lesson-L2)

Lesson: Review the concept of peer pressure and how healthy boundaries and refusal skills can help us deal with it. For example, you could say something like, "*Without using names, who can share an example of something a friend might ask or dare you to do that you would feel uncomfortable about because it went against your values, beliefs, or general sense of right and wrong?*" Allow time for 2-3 responses. Continue, "*Yes! Those are all examples of being faced with peer pressure. **Peer pressure happens when your friends or people your age (or peers) try to influence you to act, think or do something in a certain way.** Peer pressure can be positive or negative. Examples of positive (or good) peer pressure could be your classmate encouraging you to try out for the swim team, even though you are not sure you will make it. Or your friend trying to convince you to talk to a trusted adult about something you are worried about. **Positive peer pressure** can help you stay out of trouble and challenges you to be brave and true to yourself. On the other hand, **negative peer pressure** happens when a friend or peer tries to influence you to do something that will likely have bad results. Perhaps someone gets hurt or you get in trouble. Or it is something that goes against your values and sense of right or wrong, and it is something you know you shouldn't do. People often give into negative peer pressure in attempt to fit in.*"

Pass out and review **Stand Up to Peer Pressure TIPS** handout with athletes.

Divide athletes into 2-3 groups. One group at a time, have a group draw a Act It Out Task Card. Give them groups 2-3 minutes to prepare and then act out their challenge. Invite student reflection.

After each team goes, point out positives regarding how teams worked together, problem solved, showed bravery during role plays, demonstrated they were working their creativity muscles, and were having fun while learning and showing off their smarts!



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LESSON PLANS (cont...)

LESSON M-1: Coach-Swimmer Scenario #2

Duration: 15 minutes

Resource: USA Swimming Safe Sport

Lesson: "You and your teammate are roommates at a travel meet. When you get back from finals, they say they're going to another teammate's room to watch a movie. You're planning on doing a wake-up swim, so you decide to go to bed early. You don't hear them come back to the room, and when you wake up, their bed is still made. You figure that they just fell asleep in the other teammate's room. You get ready to go to the pool and head out to the elevator. Down the hall, you see your roommate come out of a room, see you, and dart back in to the room. A minute later the door opens again, and your coach comes out of the same room."

1. Under what circumstances would it be acceptable to go to your coach in the middle of the night?
2. What would you do if you were the athlete seeing this?
3. Who would you talk to?

LESSON M-2: Random Act of Kindness Week

Duration: 30 minutes

Resource: Random Acts of Kindness week from USA Swimming Safe Sport

Material: LessonM2 Random Act of Kindness Week Worksheet

Lesson:

1. "No act of kindness, no matter how small, is ever wasted." –Aesop
2. Go through worksheet about kindness and what it does
3. Perform buddy week
 - Draw names from hat at start of week
 - Whatever name you draw, perform random acts of kindness for that person

LESSON N-1: Safe Sport Monday Scenario

Duration: 20 minutes

Resource: USA Swimming Safe Sport

Material: "Safe Sport Monday" scenario for the month of September

Lesson: Follow the curriculum provided by the "Safe Sport Monday" for the current month

LESSON O-1: Setting Personal Boundaries

Duration: 30 minutes

Resource: Patty Ann

Material: Setting Personal Boundaries (file: Lesson-O1)

Lesson: Follow the curriculum provided by the "Setting Personal Boundaries" file.



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LESSON PLANS (cont...)

LESSON P-1: Guest Speaker Presentation

Duration: 50-60 minutes

Resource: This may be a speaker from law enforcement, safe sport, or related professional such as crisis counselor.

Material: Presenter may provide.

Lesson: The speaker may choose their topic and methods. We will coordinate to make sure they have everything they need for the lesson.

LESSON Q-1: Safe Sport Monday Scenario

Duration: 20 minutes

Resource: USA Swimming Safe Sport

Material: "Safe Sport Monday" scenario for the month of September

Lesson: Follow the curriculum provided by the "Safe Sport Monday" for the current month

LESSON R-1: SARA Confrontation Protocol

Duration: 30 minutes

Resource: USA Swimming's Diversity Program

Lesson: Go over and then role-play scenarios where S-A-R-A may be used.
S – Setting. State the time and place something happened.
A – Action. State the action without any judgement.
R – Response. State "I" response, like "I don't like that...", or "I felt..."
A – Alternative. Provide a preferred alternative action or response.

LESSON S-1: Understanding Boundaries

Duration: 20 minutes

Resource: The Relationship Foundation

Material: Understanding Boundaries (file: Lesson-S1)

Lesson: Follow the curriculum provided by the "Understanding Boundaries" file.

LESSON S-2: Cellphones in Locker-room Scenario

Duration: 20 minutes

Resource: Kellen Gibson, USA Swimming's Safe Sport Athlete Liaison

Lesson: You walk into the locker room to change, and you see two swimmers taking selfies and posting on Snapchat.

1. What do you do if these are your teammates?
2. What do you do if this happens at a meet and you don't know the swimmers?
3. What can you say to the swimmers that won't sound too angry or accusatory?
4. What if it's an adult in the locker room taking selfies?



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LESSON PLANS (cont...)

LESSON T-1: Safe Sport Monday Scenario

- Duration: 20 minutes
Resource: USA Swimming Safe Sport
Material: "Safe Sport Monday" scenario for the month of September
Lesson: Follow the curriculum provided by the "Safe Sport Monday" for the current month

LESSON U-1: Peer Pressure "Act it Out" Exercise

- Duration: 30 minutes
Resource: Wholehearted School Counseling
Material: Peer Pressure Tips (File: PressureTips.pdf) and Task Cards (File: Lesson-U1)
Lesson: Review the concept of peer pressure and how healthy boundaries and refusal skills can help us deal with it. For example, you could say something like, "Without using names, who can share an example of something a friend might ask or dare you to do that you would feel uncomfortable about because it went against your values, beliefs, or general sense of right and wrong?" Allow time for 2-3 responses. Continue, "Yes! Those are all examples of being faced with peer pressure. **Peer pressure happens when your friends or people your age (or peers) try to influence you to act, think or do something in a certain way.** Peer pressure can be positive or negative. Examples of positive (or good) peer pressure could be your classmate encouraging you to try out for the swim team, even though you are not sure you will make it. Or your friend trying to convince you to talk to a trusted adult about something you are worried about. **Positive peer pressure can help you stay out of trouble and challenges you to be brave and true to yourself. On the other hand, negative peer pressure happens when a friend or peer tries to influence you to do something that will likely have bad results. Perhaps someone gets hurt or you get in trouble. Or it is something that goes against your values and sense of right or wrong, and it is something you know you shouldn't do. People often give into negative peer pressure in attempt to fit in."**

Pass out and review **Stand Up to Peer Pressure TIPS** handout with athletes.

Divide athletes into 2-3 groups. One group at a time, have a group draw a Task Card. Give them groups 2-3 minutes to prepare and then act out their challenge. Invite student reflection.

After each team goes, point out positives regarding how teams worked together, problem solved, showed bravery during role plays, demonstrated they were working their creativity muscles, and were having fun while learning and showing off their smarts!



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LESSON PLANS (cont...)

LESSON V-1: Coach-Swimmer Scenario

Duration: 15 minutes

Resource: USA Swimming Safe Sport

Lesson: "You and your teammate are roommates at a travel meet. When you get back from finals, they say they're going to another teammate's room to watch a movie. You're planning on doing a wake-up swim, so you decide to go to bed early. You don't hear them come back to the room, and when you wake up, their bed is still made. You figure that they just fell asleep in the other teammate's room. You get ready to go to the pool and head out to the elevator. Down the hall, you see your roommate come out of a room, see you, and dart back in to the room. A minute later the door opens again, and your coach comes out of the same room."

1. Under what circumstances would it be acceptable to go to your coach in the middle of the night?
2. What would you do if you were the athlete seeing this?
3. Who would you talk to?

LESSON V-2: ICE De-escalation Protocol

Duration: 20 minutes

Resource: USA Swimming Diversity Program

Lesson: Go over and then role-play scenarios where I-C-E may be used.

I – Interrupt.

C – Compliment.

E – Escape.