



PREVENTING BULLYING IN AND THROUGH FOOTBALL

PINBALL

Research

1

Designed by the University of Modena and Reggio Emilia (UNIMORE: task leader)

with the support of all partners



UNIMORE
UNIVERSITÀ DEGLI STUDI DI
MODENA E REGGIO EMILIA

FORMODENA

Project supported
by





Summary

Introduction: Positioning of the document and aim of the research.....	4
Chapter 1. The bullying phenomenon: definitions and theories.....	6
1.1 Bullying: a definition	6
1.2 The actors of bullying	7
1.3 Prevalence of bullying.....	9
1.4 Consequences of bullying	9
Chapter 2. Interpersonal bullying	11
2.1 Personality factors involved in bullying.....	11
2.2 Cognitive models of bullying	12
2.3 Motivation theories: the circumflex interpersonal model	14
2.4 Social-moral development theories	15
2.5 An ecological perspective	17
2.6 Relevant constructs to develop anti-bullying interventions and existing programs...	20
Chapter 3. Group-based bullying	24
3.1 A general overview	24
3.2 Social Identity theories.....	26
3.3 Strategies to fight group-based bullying	36



Project supported
by





3.4 Our approach	39
Chapter 4. Prevalence of bullying in the PP Countries	41
4.1 Introduction and purpose of the survey	41
4.2 Methods	41
4.3 Findings	49
4.4 Conclusions	59
Chapter 5. Fighting bullying: a list of good practices collected via the PINBALL research	61
5.1 Aim of the good practice search and related guidelines.....	61
5.2 Good practices derived from UEFA.....	62
5.3 Good practices collected by the PINBALL PPs.....	63
5.4 Summary of the key characteristics of the PINBALL good practices collection	71
Final considerations	73
References	75
Appendices	87
Appendix 1 – PINBALL Questionnaire Part 2	87
Appendix 2 – Good practices collected by PPs.....	91





Introduction: Positioning of the document and aim of the research

PINBALL is a European project involving five National Football Associations (FAs: namely, the Football Association of Finland, the leader of the project, the Croatian Football Federation, the Hellenic Football Federation, the Portuguese Football Federation, and the Swiss Football Association), the UEFA Foundation for children, UNIMORE (a University with specific expertise in social inclusion and bullying), FRIENDS, a no-profit anti-bullying association, and FORMODENA, an association specialized in training. UEFA was involved as the supporting institution.

PINBALL aims to fight bullying within children's and adolescents' football teams aged 10 to 18 years. Specific aims are:

1. eliminating bullying episodes from youth football teams
2. providing coaches with skills to detect and fight bullying
3. promoting a culture based on sports values against bullying in the EU.

4

The present document is meant to offer a theoretical framework on the social issue of bullying and to provide a detailed overview of the current situation regarding bullying within PINBALL's project partner Football Associations (FAs). A state-of-the-art analysis of each FA social context has been conducted, as well as an analysis of the good practices aimed at favouring respect for diversity and at fighting bullying both directly and indirectly to which all Project partners (PPs) participated. To do so, an analysis grid was prepared by UNIMORE (with feedback from all PPs and approval of the PINBALL scientific committee) to identify the





psychological mechanisms relevant in cases of risky and problematic situations of bullying in different contexts, with a special emphasis on those characterizing sports activities.

In sum, in the following pages, the present document will:

- define bullying based on psychological scientific literature
- provide a theoretical rationale for the bullying phenomenon, including both interpersonal bullying and group-based bullying theories
- give an overview of the prevalence of the bullying phenomenon within the PP Countries through the FAs (namely, the Football Association of Finland, the Croatian Football Federation, the Hellenic Football Federation, the Portuguese Football Federation, and the Swiss Football Association), obtained by administering a scientifically grounded questionnaire to football coaches
- offer and discuss a list of good practices to fight both interpersonal and group-based bullying, also (but not only) within the football context.



Project supported
by





Chapter 1. The bullying phenomenon: definitions and theories

1.1 Bullying: a definition

Bullying is defined as “*persistent threatening and aggressive physical behaviour or verbal abuse directed toward other people, especially those who are younger, smaller, weaker, or in some other situation of relative disadvantage*” (APA Dictionary of Psychology, n.d.). The violent behaviour is repeated, or has the potential to be repeated, over time, and it is often carried out in front of other individuals (Smith & Sharp, 1994). This phenomenon mostly happens during late childhood and adolescence and tend to occur in schools or places of youth gathering, including sport environments (Olweus, 1986).

Some very peculiar characteristics contribute to defining bullying and distinguish it from other forms of violence among peers (Gini, 2005):

1. the aggressive behaviour, including both physical violence (pushing, beating, etc.) and psychological violence (humiliating, slandering, excluding, etc.)
2. the bully’s intentionality in harming the victim
3. the repetitiveness of the prevaricating behaviour over days, months or even years, with a high frequency
4. the (physical, psychological, or social) power asymmetry between the bully and the victim
5. the presence of bystanders, who can assume the role of supporters of the bully or mere spectators.



Project supported
by





Bullying can take many forms. The first distinction can be made between two ways in which aggressive behaviours can manifest. **Direct bullying** concerns violent behaviours that are carried out openly and visibly. In this case, the bully acts with the explicit intention of overshadowing the other person by beating, offending, taking around, and/or stealing from them. Physical forms of direct bullying consist of (a) direct physical acts (e.g., kicks, punches, pushes); (b) theft of objects; and/or (c) voluntary damages to other people's belongings. Direct verbal bullying consists of humiliating the victim, by insulting, for example, their dressing, physical appearance, gender, or family situation. On the other hand, **indirect bullying** is subtle, the aggressive actions are often hidden and hard to detect (Baldry, 2004). The violent behaviours translate into psychological oppression such as social exclusion, isolation, spread of gossip and slandering. Hidden bullying is mainly verbal: the bully can speak badly of the victim behind their back, spreading false malice to isolate and marginalize them (Baldry, 2004).

1.2 The actors of bullying

In bullying phenomena, there's always a bully and at least one victim. However, important actors are also those who watch the bullying episodes, even if not directly involved in them: these actors are called bystanders (Gini et al., 2008).

- The **bully** is often more physically fit than the victim and acts the aggressive behaviours to assert his power, taking advantage, often also material, from that situation. Both boys and girls can be bullies. However, while boys, in most cases, engage in direct, physical aggression behaviours, girls are more likely to use an indirect type of aggression, such as social exclusion and slandering (Silva et al., 2013). From a psychological perspective,



Project supported
by





the bully can show little empathy towards the victims, failing to understand their thoughts and feelings, not feeling a sense of guilt for what happened, and finding a justification that can absolve what they made (Van Noorden et al., 2015). Behind the bully's aggressive and violent behaviour there may be social and personal unease, such as an aggressive family environment (Dardas et al., 2022).

- **Victims** can either be passive, namely characterized by physical or mental weaknesses which result in the inability to defend themselves and low self-esteem, or provocative, needing to draw attention to themselves and thus looking for conflict situations. Also in the case of victims, the family context plays an important role: it can frequently be overprotective, making it more difficult for the children to structure their identity and, therefore, have healthy relationships with their peers (Dardas et al., 2022).
- Lastly, **bystanders** have a fundamental role since they can, through their behaviour, favour or limit the spread of bullying. Among bystanders, three main categories can be distinguished (Caravita et al., 2009): (a) the supporters of the bully encourage them in carrying out acts of prevarication, while not intervening in the first person; (b) the defenders of the victim, usually quite popular children with good prosocial skills and high empathy, actively intervene and condemn the violent acts committed by the bully; and (c) the “silent majority”, youngsters who do not react to bullying, partly because they are afraid of becoming the victims themselves, or they do not perceive themselves as friends of the victim, partly because they do not have the necessary skills to get in touch with others' feelings.



Project supported
by





1.3 Prevalence of bullying

Bullying is a quite widespread phenomenon all over the world: according to a recent UNESCO report (2019), one in three students (32%) has been bullied by their peers at school at least once a month. In Europe, psychological bullying is the most common type of bullying, even if more than 36% of students have once been involved in a physical fight with another student and 32% have been physically attacked at least once in the past year. A review of the literature by Modecki and coworkers (2014) identified 80 studies that reported prevalence rates for both bullying and cyberbullying (i.e., bullying that takes place over digital devices like mobile phones, computers, and tablets) among adolescents. Prevalence rates for cyberbullying were half of those for traditional bullying, and cyber and traditional bullying were highly correlated. Given the spread of the phenomenon, it appears increasingly important that society, especially schools and educational environments such as sports, commit to implementing interventions and strategies to prevent and combat it, enhancing those cognitive, emotional, and social skills that can be configured as protective elements both at the interpersonal (see Chapter 2) and the group-based (see Chapter 3) level – in the case of bullies as well as in the case of victims.

1.4 Consequences of bullying

Recent studies suggest that both kids who are bullied and who bully others may have serious, long-lasting problems, especially when bullying happens during adolescence (Hysing et al., 2021; Kaess, 2018). A recent meta-analysis by Schoeler and coworkers (2018) found that the adverse effects declined in the long-term, most markedly for internalizing symptoms rather than externalizing symptoms and academic difficulties, thus impacting children's well-being,



Project supported
by





especially in the short-term, and mainly their anxiety and depression levels. All the actors of bullying experience long-term effects related to it. Specifically, bullies, when adults, can manifest behavioural disorders, antisocial behaviours, substance abuse and psychiatric disorders that, in turn, lead to work failure, poor relationships, and physical illness (Espelage et al., 2018).

Victims can also carry long-term consequences of what they experienced during their childhood, which also depends on the duration and severity of the bullying condition. They can exhibit symptoms related to post-traumatic stress such as nightmares, distress, and somatic disturbances. They often show greater isolation than their peers, anxiety, and depression even later in development, with suicidal behaviour in the most extreme cases (Hysing et al., 2021).

Negative repercussions are also observed for academic achievement: victims of bullying tend to have a deterioration in school performance and can even end up abandoning their studies prematurely (Halliday et al., 2021).

While not personally involved, bystanders can also be affected by bullying. They can bring with them some traumatic psychological consequences related to the climate of fear they experience, and the sense of guilt felt in observing unjustified violence against some comrades.

A recent study involving Irish youngsters (Callaghan et al., 2019) showed that bystanders of bullying were significantly more likely to experience both somatic and psychological symptoms, as well as lower life satisfaction than youngsters who were not bystanders.

Moreover, acting as defender was significantly associated with the aforementioned negative outcomes.



Project supported
by





Chapter 2. Interpersonal bullying

We define “interpersonal bullying” (also known as “generalized bullying” or “nonbias-based bullying”) as a form of bullying in which aggressive behaviour is perpetrated due to the individual characteristics on the part of victims (such as being fat, or shy), instead of based on their social identity (Killen et al., 2013; Mulvey et al., 2018).

2.1 Personality factors involved in bullying

The research has studied many psychological aspects that could explain why youngsters become bullies, victims, or bystanders, especially personality traits. Studies that have tried to investigate the psychological characteristics of aggressive personalities have focused on a personality trait named “Machiavellianism” (Christie & Geis, 1970). Individuals high in this trait are opportunistic and manipulate others by leveraging their feelings and beliefs. They are characterized by emotional detachment, concreteness in the pursuit of their goals and disregard for moral norms. Bullies tend to be more Machiavellian than their comrades; in particular, they would be inclined to use their Theory of Mind (i.e., the ability to understand one and others’ thoughts and feelings) to manipulate others (Sutton & Keogh, 2000).

Self-esteem has also been studied in relation to bullying. Most of the studies agree that bullied children suffer from low self-esteem. A recent study showed how victims may fall into a vicious circle, where after being victimized, they perceive themselves as incompetent, and this decreased self-esteem is linked, in turn, to further victimization (Choi & Park, 2021). Research on bullies is less consistent. Some studies depict bullies as characterized by high self-esteem, which leads them to manage conflicts more easily and to involve followers in their bullying



Project supported
by





actions (Kaukiainen et al., 2002). Other studies found that, in general, children who bully have lower self-esteem than those who do not bully (e.g., Rigby & Cox, 1996). In a longitudinal study, Pollastri and coworkers (2010) examined the self-esteem of bullies, victims, bully/victims, and noninvolved children in a sample of 307 middle school students. Results supported the importance of distinguishing between pure bullies and bullies/victims. Specifically, the self-esteem scores of bullies/victims were significantly lower than those of pure bullies. Second, some interesting gender differences emerged: while, overall, boys reported higher self-esteem than girls, the girls in the pure bully group had a significantly greater increase in self-esteem over time than the girls in the bully/victim group.

2.2 Cognitive models of bullying

2.2.1 The Social Information Processing (SIP) model

The Social Information Processing (SIP) model, also known as the model of the socio-cognitive deficit, was developed by Dodge and Crick in the 1990s to explain the aggressive behaviours of children (Dodge, 1986). The authors compare social interactions to problems to be solved, in which the child must activate a six-step sequential process that goes from coding the social stimulus (i.e., activating one's cognitive resources to understand what is happening) to implementing an appropriate response.

In this sense, the child, after selecting some social stimuli in the environment, interprets them based on previous experiences, then defines the objectives they want to achieve in the social interaction and searches for an appropriate answer to be translated into action. According to the hostile attribution bias, an individual can attribute hostile intent to others, especially in



Project supported
by





ambiguous circumstances (Kenny et al., 2007). In reaction to ambiguous situations, aggressive children will respond with aggression, in contrast to nonaggressive peers. Although these children tend to erroneously attribute hostile intent to others, this evaluation may reflect reality if the child is constantly victimized (Kenny et al., 2007). This model has helped to distinguish between reactive aggressive children and proactive aggressive children (who are more often considered bullies). The firsts show difficulties interpreting social stimuli, often misreading them as possible threats; the seconds, on the other hand, would have no difficulty in interpreting social situations but would act for personal advantage rather than to maintain positive interpersonal relationships. Victims tend to interpret social stimuli similarly to reactive aggressive children; however, they also develop more passive responses, thus exposing themselves to the risk of being bullied (Perry et al., 2001).

The model was subsequently criticized by Sutton and coworkers (1999), who believed that attributing low social intelligence to the bully is fundamentally wrong. Coherently with personality theories, they found that -contrary to victims- bullies have strong interpersonal competences (e.g. Theory of Mind), which they use to manipulate others.

2.2.2 Social learning theory

According to social learning theory, children learn behaviours through repeated modeling of particular actions. If children repeatedly witness aggressive or antisocial acts by significant others such as their parents, peers, and siblings, they are likely to be influenced (Baldry & Farrington, 2005). A prototypical example in this sense is the Bobo doll experiment, a groundbreaking study on aggression led by Albert Bandura in 1961. In the experiment,





preschool-age children were divided into three groups, observing adults interacting with a human-size doll named Bobo doll. One group observed an aggressive behaviour model, another group observed a nonaggressive behaviour model, while the third group was not exposed to any behaviour model. After modeling, the children were left alone in a room with Bobo doll: children in the aggressive behaviour model group showed way more aggressive behaviours towards Bobo doll compared to those in both the nonaggressive behaviour model and control groups.

While social learning theory can explain how aggression is learnt, coercion theory (Patterson, 1986) aids the understanding of the family dynamics and interactions that may result in bullying behaviour. The theory describes how, during childhood, a child's problematic behaviours reinforce their parent's coercive parenting, which unintentionally reinforces the undesired behaviour. When the child reaches adolescence, this cycle of coercive behaviours is looked for and repeated with peers who further reinforce it, ending in multiple forms of deviant behaviour, such as bullying and delinquency. Coercion theory is the basis for parent management training, which has the most empirical support for reducing child conduct disorders (e.g., Eyberg et al., 2008).

2.3 Motivation theories: the circumflex interpersonal model

Motivation, in terms of social goals of bullies and victims, has been studied by Locke (2000), who, in his circumflex interpersonal model, describes the goals individuals set as stable motivational tendencies. The model proposes two dimensions that can influence the choice of objectives: the search for affiliation and the safeguarding of interpersonal relationships, or the





desire to influence the other, obtaining a position of superiority within a group. Bullies would be oriented towards perceived popularity and power. Victims, on the other hand, would have objectives opposite to bullies, namely of submission and distancing from companions.

Self-efficacy can mediate between the objectives and the behaviour implemented (Lemerise & Arsenio, 2000). The bully manifests a good sense of self-efficacy in the sphere of social relations and can fill leadership roles, however, exhibits difficulties concerning school and regulatory effectiveness. Victims would have a lower perception of social self-efficacy, confirming their difficulties in establishing satisfying social relationships with peers (Gini et al., 2008).

2.4 Social-moral development theories

A child's developmental stage affects social cognition and aggression (Mishna, 2012). Younger children typically engage because they are not able yet to use social cognition or executive skills (Monks et al., 2005). Indeed, during the early stages of development, moral conduct is externally regulated by social rules proposed by adults. Later, children begin to internalize moral standards that act as a guide to discriminate for themselves right from wrong. This kind of self-regulation process leads children to follow moral norms not to end up in self-condemnation and self-sanctions (Bandura, 1999). However, the acquisition of moral principles does not automatically lead to the implementation of equally ethical behaviours (Bandura et al., 1996), as self-regulation and self-sanction can be deactivated by some mechanisms that disrupt moral control, namely moral disengagement. There are eight mechanisms of moral disengagement:



Project supported
by





1. moral justification: the immoral behaviour is justified by appealing to socially approved values (e.g., “They provoked me!”)
2. euphemistic labeling: the immoral behaviour is redefined through a more positive language (e.g., “I didn’t hit him, I just pushed him a bit”)
3. advantageous comparison: the immoral behaviour is compared with a worse one, to look more acceptable (e.g., “I could have hit him, I just made fun of him!”)
4. displacement of responsibility: the immoral behaviour is attributed to external causes (e.g., “They told me to do it”)
5. diffusion of responsibility: the responsibility for the immoral behaviour is distributed among the bystanders (e.g., “It wasn’t just me, we all did it!”)
6. distortion of consequences: the effects of the immoral behaviour are minimized (e.g., “Nothing really bad happened!”)
7. dehumanization: the victim is deprived of human characteristics and rights (e.g., “He acts like an animal, he deserved it!”)
8. attribution of blame: the blame is redirected towards the victim (e.g., “He offended me!”).

Research showed a strong relationship between moral disengagement and bullying (Gini et al., 2014), revealing that children most frequently involved in bullying show higher levels of moral disengagement and tend to attribute guilt to the victim as a form of moral justification (Thornberg & Jungert, 2014).



Project supported
by





Within the studies on moral disengagement, moral emotions were also analyzed, which would help children anticipate the negative outcomes of transgressions, thus acting as mediators between moral principles and behaviour (Cadamuro et al., 2021). Among these, empathy (i.e., the ability to identify with others, and feel the same emotions) has a key role. Studies show how bullies are less able to feel empathy than their peers and how this can increase the likelihood of engaging in aggressive behaviour (Van Noorden et al., 2015). Children with good empathic ability, when presented with others' suffering, especially if they are the cause, will tend to stop the negative behaviour. Studies that have tried to investigate the relationship between empathy and bullying have overall demonstrated a negative relationship between empathy and acted bullying and a positive relationship between empathy and reaction to bullying, in particular with attitudes of help and defence towards the victim (e.g., Van Noorden et al., 2015).

2.5 An ecological perspective

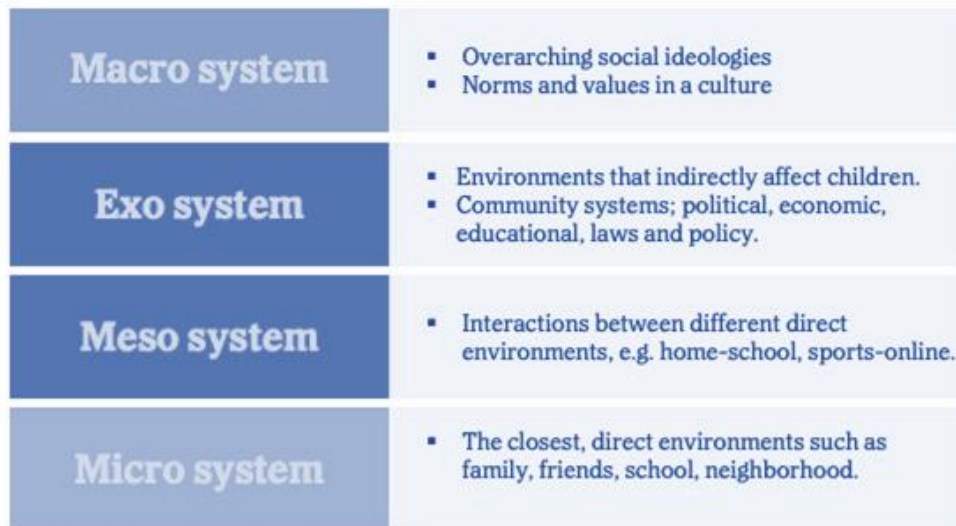


Figure 1. Bronfenbrenner's social-ecological system theory.





Bullying is a complex concept, with many causative factors and consequences. The social-ecological system theory was developed by Urie Bronfenbrenner (see Figure 1) and describes the biopsychosocial development of children and young people in relation to a number of integrated system levels (Bronfenbrenner, 1977; Bronfenbrenner & Morris, 2007), each contained within the next. Bronfenbrenner organized them in order of how much of an impact they have on a child (Figure 2).

1. **The Microsystem**, namely the things that are in direct contact with the child, such as parents, siblings, teachers and school peers.
2. **The Mesosystem**, which encompasses the interactions between the child's microsystems, such as the interactions between the child's parents and teachers.
3. **The Exosystem** is the component that incorporates other formal and informal social structures, which do not contain the child, but indirectly influence them by affecting one of the microsystems (e.g., parent's workplaces, parent's friends or the mass media).
4. **The Macrosystem** is made of all those cultural elements that can affect a child's development, such as socioeconomic status, wealth, poverty, and ethnicity.

The model has had great impact in bullying research both internationally and in Sweden (Espelage, 2014; Thornberg, 2015; Thornberg et al., 2022). FRIENDS, one of the PINBALL's PPs, use the social-ecological framework to review the documented risk and protective factors associated with involvement in bullying. Microsystems such as peers, family, community, and schools contribute to the rates of bullying perpetrated or experienced by youth (Espelage, 2014). The interaction between components of the microsystem is referred to as the mesosystem, and



Project supported
by





offers insight into how contexts can exacerbate or buffer experiences for youth who are involved in bullying (e.g., family support can buffer impact of peer victimization) (Espelage, 2014).



1

Figure 2. Graphical representation of Bronfenbrenner's systems.

The model also helps in categorizing and assessing the risk and protective factors related to the bullying phenomenon. Risk factors make it more likely that people will experience or perpetrate violence, while protective factors protect people from violence and decrease the likelihood of it occurring. The social-ecological model shows the interaction between these factors at all different levels, thus allowing to see what puts people at risk and what protects them from experiencing or engaging in bullying. A synthetic description of the risk and protective factors as conceptualized within the social-ecological system theory is presented in Figure 3.





Risk factors

Harmful gender norms, poverty, hate and threats in media or online, child protection

School climate, low school results, neighborhood violence

Low support at home, social isolation, problematic teacher-student relationships

Violence in intimate relationships, gender, socioeconomic status, migration, sexuality



Protective factors

Prosocial, and caring, equal societies

School climate, leadership, organization of the school, safe local environments

Positive and trusting relationships in the family, friends, teacher-students

Empathy, morals, prosocial and emotional relational competence

Figure 3. Risk and protective factors as conceptualized within Bronfenbrenner's system.

2.6 Relevant constructs to develop anti-bullying interventions and existing programs

From the aforementioned theories, a series of psychological constructs relevant to fight bullying can be derived, such as:

- **self-esteem.** Empowering the victims could have a double benefit: on the one hand, it would “reinforce” their prosocial abilities; on the other hand, it would lead them not to adopt a “passive” position and reduce their probability of getting targeted by bullies.
- **theory of mind and empathy:** the ability to “walk in someone else’s shoes” and be able to understand one’s and others’ thoughts and feelings has been consistently found as a determining protective factor for both bullies and victims. Moreover, it can also be





one of the key factors that could lead bystanders to intervene in favour of the victim as defenders. In this sense, designing programs that stimulate this individual characteristic could be an effective way to work with all actors involved in the bullying phenomenon.

- **positive modelling.** Based on social learning theories, we know that, especially during development, it is important to provide youngsters with positive models of conflict resolution. This is specifically relevant to the context of sports, in which coaches, parents and managers could find themselves in the position of negotiating arguments (e.g., with the referee) that can potentially escalate to violence. Demonstrating a positive and coherent conflict resolution style could help reduce aggressive manifestations (including bullying) among the members of the sports team.

During the last years, many prevention programs were implemented to fight bullying within educational environments by focusing on the aforementioned variables. A recent meta-analysis (Gaffney et al., 2019) reviewed the effectiveness of four school-based anti-bullying programs among the most popular worldwide (i.e., KiVa, NoTrap!, OBPP, and ViSC).

- **KiVa** is an antibullying program developed by the University of Turku, Finland, with funding from the Ministry of Education and Culture. The program is built on two lines of research: (a) studies on the social standing of aggressive children and bullies, and (b) research on participant roles in bullying. The social-cognitive theory (Bandura et al., 1989) is used as a framework for understanding the processes of social behaviour (Kärnä et al., 2011). Different types of actions are promoted within the program. Among these, universal actions are proposed with different modalities to all schools and include



Project supported
by





lessons aimed at raising awareness on the role that the group plays in bullying, increasing empathy toward victims, and promoting children's strategies of supporting the victim and thus their self-efficacy to do so.

- **NoTrap!** (Noncadiamointrappola!) is an Italian school-based intervention, using a peer-led approach to prevent and combat both traditional bullying and cyberbullying in high school (Palladino et al., 2016). The peer educator-led activities of the program involve cooperative work with classmates focusing on empathy and problem-solving, with a specific focus on victims and bystanders.
- **OBPP** (the Olweus Bullying Prevention Program) is one of the most popular anti-bullying programs for all orders and grades of school. OBPP was first developed by Dan Olweus in Norway in the mid-1980s and it is designed to improve peer relations and make schools safer. To achieve these goals, the school environment is redesigned to reduce opportunities and rewards for bullying and on building a sense of community (Olweus et al., 2019). The OBPP is built upon four key principles for adults, who should (a) show warmth towards students, (b) set limits to aggressive behaviour, (c) use positive and negative reinforcement, and (d) act as role models for appropriate behaviour (Olweus, 2007). These principles are translated into interventions.
- **ViSC** (Vienna Social Competence program) has been implemented in Austrian schools from grades 5 to 8. The program consists of universal and specific actions that are implemented through in-school teacher training and a class project for students (Strohmeier et al., 2011). Moving from the idea that bullying is promoted in



Project supported
by





environments in which it is overlooked, ViSC focuses on informing and training teachers on how to recognize bullying, tackle it, and prevent it. The class project, on the other hand, is not strictly meant to fight bullying but aims to empower students to take responsibility for what happens in class (e.g., finding ways to prevent aggressive behaviour).

The results of the meta-analysis by Gaffney and coworkers (2019) showed that, while the Olweus Bullying Prevention Program produced the largest effect sizes for bullying perpetration outcomes, the “NoTrap!” program was the most effective in reducing bullying victimization.





Chapter 3. Group-based bullying

3.1 A general overview

Group-based bullying is a form of bullying that is addressed to targets, not because of their perceived weaknesses at the individual level, but in light of their belonging to (generally stigmatized) social groups. For instance, individuals may be bullied because they belong to groups defined in terms of ethnicity, sexual orientation, disability, or religion. While psychological research has largely considered interpersonal bullying, that is bullying because of individual weaknesses, the phenomenon of group-based bullying has been overlooked, at least until some years ago.

On one side, group-based bullying resembles more traditional forms of bullying, being characterized by aggressive acts repeated over time, leading the victim to experience a sense of victimization. On the other side, it also incorporates aspects related to prejudice and discrimination generally reserved to groups discriminated in the society. Indeed, victims are repeatedly attacked independently of their individual characteristics, but because they belong to disadvantaged social groups. There is a large literature showing the pervasive consequences of discrimination on health and well-being (Major et al., 2017).

Given its close association with prejudice and discrimination, it is not a surprise that group-based bullying is generally perpetrated by members of high-status groups, who are less likely to suffer of stigmatization. Also, it is unsurprising that its consequences are greater compared with interpersonal bullying, since the “classic” consequences of bullying add to those created by prejudice and discrimination, resulting in poorer mental health, social exclusion, poorer



Project supported
by





academic results, use of substances (Killen et al., 2013). It is also worth noting that group-based bullying may be especially harmful to health when experienced during childhood and adolescence, also because it can interfere with basic needs that have special relevance in some developmental stages, like social acceptance and inclusion (Gee et al., 2012).

The greater attention to group-based bullying in recent years also coincides with higher relevance attributed to the larger social context where bullying occurs. In particular, the social group became an important factor that scholars consider to explain group dynamics (Jones et al., 2009). Key elements considered by recent research are the group and peers, who are the main actors in bullying episodes and indirectly responsible for their occurrence. Indeed, generally bullying episodes occur in presence of bystanders who do not act, often because they are not against aggressions perpetrated (Hong & Espelage, 2012). Indeed, in many cases peers may have a pro-bullying norm, facilitating their intervention in fostering rather than contrasting bullying (Duffy & Nesdale, 2009). Bullying, therefore, represents the expression of a group norm, rather than merely an individual act of repeated aggression. However, the opposite is also true: in contexts where the norm is against bullying, bystanders are more likely to intervene to actively stop it (Lucas-Molina et al., 2018).

Emerging research supports the key role that group norms also have in group-based bullying. For instance, when the group norm is favourable to the outgroup, the likelihood of bullying is lower (Nesdale et al., 2008). The influence of the group is especially relevant when the bully belongs to the same group as the bystanders, an occurrence which increases the chances for group-based bullying to be effective (Palmer et al., 2015).





In sum, group-based bullying represents a specific and dangerous form of bullying, that need to be understood also in terms of its underlying psychological processes and the strategies that allow to contrast it. Before considering some potentially effective strategies, we now provide some theoretical frames that can allow the designing of successful interventions.

3.2 Social Identity theories

3.2.1 Social identity theory

Psychologists attribute great importance to one's definition of the individual self and obtaining positive self-esteem to improve one's well-being. Between the end of the '70s and the beginning of the '80s of the last century, social psychology started to give full relevance to the concept of "group," according a key role to the social identity that individuals possess. According to Tajfel and Turner (1979) and their social identity theory (SIT), individuals strive to obtain a positive social identity to increase their well-being. To this end, they aim to belong to positive groups, which can provide positive value to the self. However, a positive value is not granted, since individuals may belong to negative groups, that is groups stigmatized at the societal level. In this case, individuals have at least two options to derive a social identity:

1. They can leave their group and join a positively valued group
2. They can act at the collective level to improve the value of their stigmatized groups.

SIT moves from key studies conducted by Tajfel and his colleagues in the '70s of the last century, known as the minimal group studies (Tajfel et al., 1971). The main idea of the studies was to identify the necessary conditions that lead to the formation of the psychological group and the factors that are most relevant to predict discrimination. The authors planned a series of



Project supported
by





studies, where they would consider different “candidates” indicated by previous research as potentially relevant to group formation, like individual attractiveness, cohesion, and interdependence among individuals. First, they however needed a study with a “minimal” condition, that is a condition with none of these factors, a baseline against which to compare the findings of the subsequent studies. In these studies, participants were randomly assigned to groups without using meaningful criteria (for instance, they were assigned to group A or group B by a coin); groups did not meet face-to-face and there was no way to enter into contact with the other group members, in absence of cooperation or interdependence. Group formation and discrimination were operationalized through matrices, with which participants assigned points to other (unknown) ingroup or outgroup group members. The results however were not in line with expectations. Rather than being a baseline, where no discrimination occurred, participants’ responses indicated that the simple categorization in the group was sufficient to activate ingroup favouritism. In particular, individuals did not simply try to favour their group by attributing more “absolute” resources to it. Rather, they tried to differentiate the ingroup from the outgroup by trying to achieve a high resource differential between the two groups, independently from the absolute value attributed to them. In other words, they sacrificed the absolute level of resources for the ingroup by preferring that the ingroup gained more than the outgroup, irrespective of the absolute value of these resources. For instance, they could prefer the option of assigning 20 to the ingroup and 10 to the outgroup, rather than an option assigning 30 to the ingroup and 28 to the outgroup. These studies therefore demonstrate the power of



Project supported
by





categorization, and that the process of social categorization (that is, the assignment of individuals to groups) is the necessary factor leading to group formation.

One important aspect that contributes to defining SIT as a truly psychological theory is its definition of social identity, which includes three dimensions: cognitive, affective, and evaluative. In particular, an individual's social identity is defined by the awareness of being a member of a group, the emotions attached to it and its evaluation as positive or negative. This definition does not include any specific group dimensions, that is there is not a minimum or a maximum number of members that identify a group: identification is psychological, a person is a group member to the extent that he or she knows to be a member of a group, evaluates the group and attach emotions to it.

The so-defined social identity is relevant to understand group behaviour. According to SIT, individuals shift their temporary identity along a continuum. On one end, individuals define in terms of their identity and their behaviour is driven by individual traits. At the other end of the continuum, individuals define in terms of their social identity, and their actions and behaviours are determined by this social identity. This continuum helps explain group behaviour: when individuals are at the social identity end of the continuum, their behaviour is determined by the characteristics attributed to the group rather than by individual characteristics.

SIT also proposes another important continuum, defined by the ends of social mobility and individual mobility. Specifically, individuals who are not satisfied with their social identity, and need to improve it to increase their self-esteem, can decide to act individually or join a high-status group. Even when leaving one's original group is materially impossible, individuals



Project supported
by





can leave it psychologically, identifying with the new group. However, when leaving the original identity is not possible, and/or individuals do not wish it, they can act collectively, working for improving the status position of their disadvantaged ingroup: this represents the social change end of the continuum. Some factors increase the likelihood that individuals will choose social mobility or the social change path. First, individuals may perceive that group boundaries are permeable, or instead that they are not permeable, and changing group is not possible. Second, status relations can be perceived as stable, that is they are unlikely to change, or unstable, that is they can eventually change. Third, the status relation may be perceived as legitimate or illegitimate. Social change is more likely when individuals perceive that group boundaries are not permeable and that status relations are unstable and illegitimate.

There are some key factors driving social identity processes identified by Tajfel and Turner. The first is social categorization: as shown by minimal group studies, mere categorization is sufficient to activate group processes. The second key factor is social identity: individuals act based on a salient social identity when they are at the social identity end of the continuum defined by SIT. Third, social value is not absolute but depends on relevant social comparisons. As such, the comparison group plays a determinant role: upward comparisons can be harmful to self-esteem, while self-esteem can be boosted with downward comparisons. Finally, groups want to be distinctively differentiated from other groups. Having a positive group value is not sufficient, the group must also be distinct from other relevant social groups in a given context. Importantly, ingroup bias can have at least two functions (Scheepers et al., 2006). The first is instrumental: groups can discriminate because they want to gain something, like higher social



Project supported
by





status or material goods. The second is symbolic: discrimination can serve to celebrate the superior status of a group: this function is typical of a high-status group. But there also is another symbolic form of bias, serving the purpose to create the group: to the extent that one group discriminates against another group, it “creates” a distinct social identity, affirming the uniqueness of one’s group.

Social identity theory by Tajfel and Turner (1979) represents the starting point for the social identity development theory by Nesdale (2004), which applies social identity principles to children and adolescents. Social identity development theory also recognizes a key role in the social group, which when threatened (especially during adolescence) can lead to greater prejudice and discrimination toward outgroups.

3.2.2 Self-categorization theory

John Turner and his colleagues elaborated self-categorization theory (Turner et al., 1987), as a cognitive development of social identity theory. While social identity theory has a motivational focus (individuals strive to improve their self-esteem by belonging to positively valued groups), the self-categorization theory has a cognitive focus. The theory considers the self as composed of a high number of self-representations at the cognitive level, which is not necessarily consistent with one another. In other words, according to the theory, our self is formed by heterogeneous representations of the self, which is in contrast with conceptualizations that consider the self as a unitary construct. According to self-categorization theory, if a unit exists, it is because all these self-representations are included within the cognitive system of the



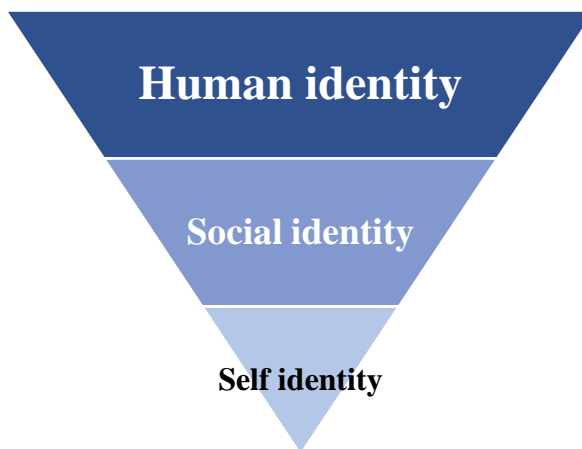
Project supported
by





individual, rather than for their consistency. The self-representation activated in each moment depends on the context so the resulting behaviour can be inconsistent across contexts and times. A main contribution of the theory rests on its conceptualization of self-representations, defined as self-categorizations, which are intended as levels of categorization of the self at different levels of inclusiveness. In this system, categorizations at more abstract levels of categorization fully include all categorizations at lower levels of abstraction. As an example, individuals living in Italy and individuals living in Europe and categorizations at different levels of abstraction, with individuals living in Europe at a higher level of abstraction (or inclusiveness) fully including the category of individuals living in Italy.

The theory proposes three main levels of categorization: as human beings, as members of social groups, and as single individuals. These are represented in the Figure below:



Individuals, therefore, categorize at different levels of the social hierarchy, depending on the specific situation. Importantly, the three main levels of categorization are not the only, they only serve a symbolic purpose. As the previous example shows, there can be several levels





included one in the other: understanding at which level one person categorizes (e.g., as a single individual or as a member of the national group) can provide important indications on the behaviour shown.

One important contribution to the literature provided by self-categorization theory is represented by the construct of meta-contrast, that is an empirical measure of the likelihood that a given set of stimuli will be perceived as a category. According to the meta-contrast principle, a set of stimuli is more likely to be perceived as a category if the differences between this set of stimuli and other stimuli in the relevant social context are greater than the differences within the elements of the set of stimuli. In other words, the principle refuses the notion of abstract similarity or dissimilarity, which only exist in relative term: similarity among elements is determined by the closeness between these elements in comparison with differences from other elements. As an example, a set of yellow stimuli may be perceived as different from a set of a different tonality of yellow if these are the only two sets of stimuli in the context; in case there also are blue stimuli, it is more likely that the elements with different tonalities of yellow will be perceived as a single category.

The likelihood that a set of stimuli is greater when intracategorical differences are lower than intercategory differences. The meta-contrast is expressed as a ratio, with the extent of intercategory differences divided by the extent of intracategorical differences: the higher the score, the higher the likelihood that a set of stimuli will be perceived as a category.

The main process identified by the theory, to which the meta-contrast principle contributes, is depersonalization, that is when individuals do not see themselves in terms of their personal





identity, but in terms of a social identity (which resembles the continuum of interpersonal-social identity by social identity theory). When social identity is salient, individuals self-stereotype as group members, and perceive group members (including the self) as interchangeable elements. In this case, their behaviour is determined by the characteristics attributed to the group (and therefore to its members) rather than to personal characteristics.

Depersonalizing as a group member is at the basis of all group phenomena, like ingroup favouritism and ethnocentrism, cooperation. Indeed, to the extent that individuals have a natural tendency to improve their self-esteem as posited by social identity theory, they will favour themselves as a group when they categorize in terms of this membership.

3.2.2.1 Social influence in self-categorization theory

One of the contributions of the theory most relevant to the purposes of PINBALL relates to the explanation of social influence processes. According to the theory, it is the shared identity that brings individuals to agree and to expect that others will agree with them. Importantly, it is precisely this expected agreement that leads individuals to consider the group position as the truth. In other words, individuals do not conform to the group position because it is something “external” that they trust; rather, the group position appears to them as objectively true because they belong to the same group. The group, therefore, provides a lens for what is the subjective reality of people, and here stays its influence. In this sense, the group norm, defined as the shared perception about how to think and act in a given situation toward a determined attitude object, becomes a key driver for individuals. Individuals in fact will conform to the norm because they think it effectively represents what is right to think, feel, and behave.



Project supported
by





Given the role played by group norms, it is of primary importance to understand how they form, and the degree of conformity to them. A relevant construct related to it is that of the prototypicality of group members, defined as the degree to which individuals express the group identity. Specifically, everyone may or not be perceived as expressing the group ideal, and the extent to which he/she incorporates them depends on his or her similarity to the ingroup as well as his or her differences from the outgroup. This idea, which is at the basis of the construct of leadership, is based on the meta-contrast principle defined above: the more an individual is perceived as different from outgroup members and at the same time is perceived as similar to ingroup members, the more that individual represents the ideal of the ingroup.

The fact that the process of depersonalization leads individuals to self-categorize as group members and perceive themselves and other group members as interchangeable elements does not imply that all members are the same and have the same degree of influence. The attractiveness of ingroup members, and therefore their potential influence on others, is determined by their degree of prototypicality to the group ideal: the more they incorporate this ideal (by helping the group to be cohesive because of intragroup similarities and intergroup differences), the more they are liked by others and their idea is perceived as reflecting the objective reality. In other words, the more they are prototypical, the more they are influential and the other group members will follow their lead. Said differently, prototypical group members express the group norm that ingroup members follow, which is co-constructed to the extent that the prototypical position is defined based on the similarity and differences of all group members.



Project supported
by





3.2.3 The developmental intergroup approach

Palmer and Abbott (2018; see also Jones et al., 2017) proposed the developmental intergroup approach to better understand the dynamics implied in group-based bullying. Group-based bullying is indeed largely an intergroup process and, as such, it is also moved by processes specified by social identity theories, like social identity and self-categorization theories.

The developmental intergroup approach considers intergroup processes an essential part of individuals' development, which also takes into account the development of cognitive abilities.

With age, children develop a set of cognitive skills that allow them to engage in intergroup processes. For instance, children from middle childhood develop abilities of abstract reasoning about social categories (Aboud & Spears Brown, 2013). They also develop perspective-taking and empathy, which are key to bullying contrast, and multiple classification skills (Abrams et al., 2008). Multiple classification skills consist of the ability to take into consideration multiple social categorizations at the same time. For instance, younger children understand that they are male or female, or that they are White or Black, but are unable to take both aspects into account at the same time. That is, they are unable to understand that they may be White males or Black females. When they develop this ability, they can consider wider group differences at the societal level, developing a more mature view of their social reality.

Such skills also allow the development of individual ideological orientations like social dominance orientation, that is the tendency to prefer hierarchical relations between groups. In other words, individuals high in social dominance orientation like the idea that some groups have more power over and dominate other groups, a tendency that is typically strongly



Project supported
by





associated with prejudice (Sidanius & Pratto, 1999). There is evidence that social dominance orientation develops in children from middle childhood, contributing to determining their approach to outgroups and their discrimination tendencies (Cadamuro et al., 2022). At this age children also develop greater reliance on group norms, which grows and peaks in adolescence (Abrams & Rutland, 2008). Group norms are therefore extremely relevant for bullying since children and adolescents (from middle childhood on) are very sensitive to them.

A similar approach is represented by the developmental intergroup perspective, which posits a main role of group processes in explaining the prejudice displayed by children and adolescents (Rutland et al., 2010). This theory also points to the main role of group norms in explaining prejudice patterns, since prejudice displayed will largely reflect not merely an individual tendency, but what individuals think is the norm and therefore the “appropriate” way to consider the outgroup.

In conclusion, approaches that combine an interest in group processes and developmental approaches converge into considering group processes as the main route to understanding and changing children’s and adolescents’ attitudes and behaviour toward discrimination and bullying -whether interpersonal or group-based- and are therefore at the centre of the present project.

3.3 Strategies to fight group-based bullying

Although there is a wide literature addressing the issue of how to fight interpersonal, “traditional” bullying, much less research has investigated how to target group-based bullying as a specific form of discrimination. Earnshaw and colleagues (2018) conducted a review by





collecting interventions that had the specific aim of contrasting group-based bullying. Their review includes interventions that can be classified into three broad types:

- universal preventive interventions, generally aimed at individuals regardless of specific risks or situations
- selective preventive interventions, aimed at individuals who for some reason can be at risk of being broadly engaged in bullying episodes
- indicated preventive interventions, generally targeting individuals already involved in bullying episodes.

Given the scarcity of research, Earnshaw and colleagues were able to find only 21 interventions. They addressed mostly group-based bullying based on sexual orientation, followed by bullying based on disability, gender, race or ethnicity. Most of these studies had been conducted in the United States and the United Kingdom. Only 12 interventions were explicitly theory-driven, increasing the chances of low effectiveness for interventions with no clear theoretical frames. In terms of the typology of bullying, 15 studies referred to universal preventive interventions, while only a smaller part related to the other typologies of bullying (three interventions each). Most studies (19) targeted a population of individuals aged 11 or older, and 2/3 consisted of multiple-session interventions.

The theoretical components of the interventions reviewed by Earnshaw et al. concerned providing education/skills, with a smaller number using social interaction as the key to addressing bullying, followed by interventions based on policy development or with unspecified components. Importantly, only 10 studies assessed whether the intervention



Project supported
by





changed bullying behaviour, while others focused on more general constructs of attitudes or awareness, which did not allow to provide definite conclusions on the effectiveness of the action.

In general, the interventions seemed effective to lower group-based bullying, However, this conclusion is dampened by the low quality of the experimental methodology adopted and the difficulty to isolate specific components of interventions to understand the most effective.

3.3.1 Social contact

To the extent that an important component of group-based bullying rests on its dependency on group-based prejudice, it is important to consider interventions generally used to tackle prejudice and discrimination as potential strategies to be integrated and adapted to address group-based bullying. One of the most effective ways to improve intergroup relations is based on intergroup contact, under the assumption that positive contact between members of different groups will reduce prejudice (Pettigrew & Tropp, 2006). There is also initial evidence that intergroup contact can reduce group-based bullying, fostering bystanders' intentions to react to bullying episodes (Abbott & Cameron, 2014).

An important development of contact research is the finding that direct, face-to-face contact is not necessary to reduce prejudice, but contact can also be “indirect,” which is not face-to-face. For instance, contact can be “vicarious” such that simply observing that ingroup and outgroup members engage in positive relations can reduce prejudice (Vezzali et al., 2014; White et al., 2021). Using for instance ad-hoc created stories to stimulate psychological processes known to influence group-based bullying can be a cheap and easy way to conduct an intervention. Cocco



Project supported
by





et al. (2022) moved from this idea, using vicarious contact in the form of stories to make primary schoolchildren aware of bullying dynamics and create class-level social norms against group-based bullying. In other words, starting from stories provided (where characters from a foreign country were first bullied, then accepted by locals), participants engaged in activities leading them to create their norms against bullying and promoting the need to stand by victims to defend them. This way, relevant components of prejudice-reduction interventions (vicarious contact) were integrated with elements key to bullying reduction (social norms), resulting in an effective intervention such that participants displayed greater intentions to counteract group-based bullying episodes actively.

3.4 Our approach

In the previous sections, we highlighted some key elements that should be considered in creating an effective methodology that can be effective against different forms of bullying in a football context, like:

- focus not only on the bully and/or victim but also on bystanders
- importance of group distinctiveness for improving self-esteem and related individual needs satisfied by obtaining a positive and valued social identity
- relevance of anti-bullying social norms and social norms explicitly promoting prosocial behaviour

the key role of the leader, that is the prototypical member of the group, who can influence others because he or she provides the social norm.



Project supported
by





The sport and more specifically the football context is ideal for the development of an intervention that considers the aspects mentioned above. The football team can represent a distinctive identity, imbued with social value and potentially the positive values of sport, like respect and equality, which however are often not made explicit to athletes. Our methodology will largely focus on these key elements, making explicit football values and being aimed at creating positive social norms also by relying on the relevant role of the captain as the leader of the team, in addition to the role of the coach as the person that provides institutional support and acts as a real educator.



Project supported
by





Chapter 4. Prevalence of bullying in the PP Countries

4.1 Introduction and purpose of the survey

As a part of the PINBALL research, a survey was developed by the University of Modena and Reggio Emilia (UNIMORE) and distributed among the coaches of the PP FAs (namely, the Football Association of Finland, the Croatian Football Federation, the Hellenic Football Federation, the Portuguese Football Federation, and the Swiss Football Association) to collect data on the prevalence of the bullying phenomenon within the different Countries. Football coaches were asked about their knowledge of bullying phenomena on and off the football field and how their athletes were involved in them (as bullies, victims, and/or bystanders). All the details of the data collection, as well as the findings derived from it are reported below.

4.2 Methods

41

4.2.1 Participants

A total of 1039 youth football coaches took part in the research, with an average of 42,10 (\pm 10,30) years of age and 10,39 (\pm 8,54) years of experience as football coaches.

The coaches were prevalently male (see Figure 4), while, as can be noticed in Figure 5, most of the respondents were from Finland ($N = 366$) and Switzerland ($N = 376$), followed by Portugal ($N = 144$), Greece ($N = 99$) and Croatia ($N = 54$).



Project supported
by



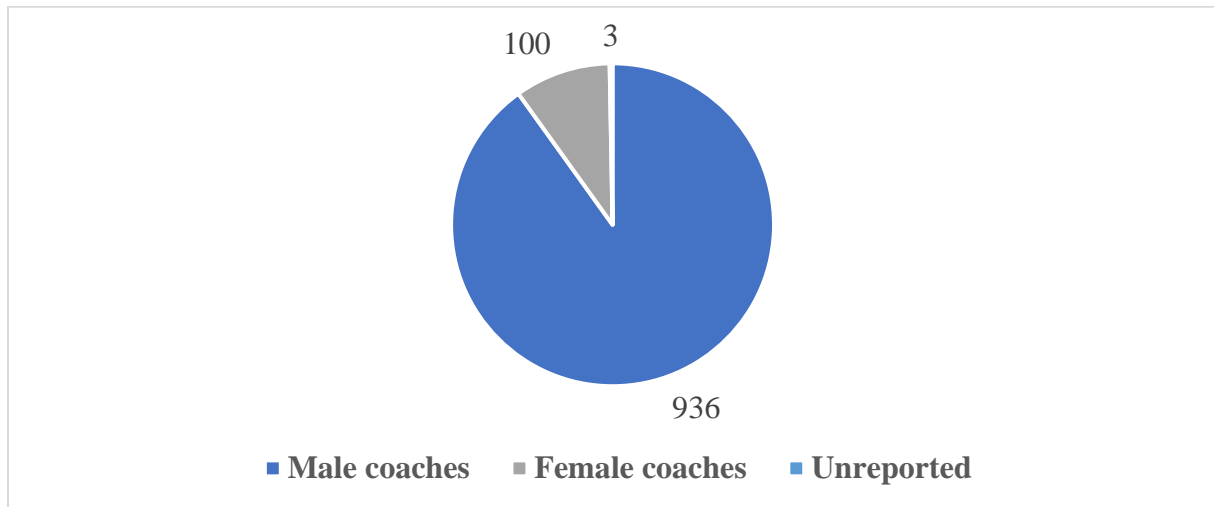


Figure 4. Gender distribution of the coaches who participated in the PINBALL survey.

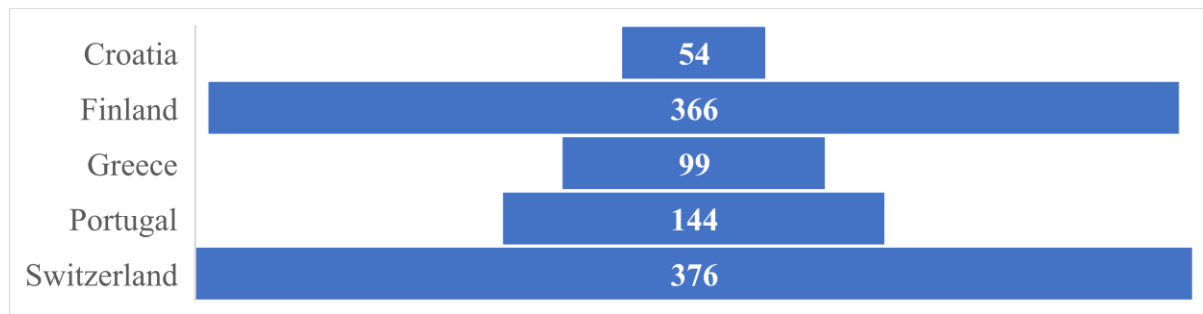


Figure 5. Number of respondents per PP Country.

Looking at the type of training reported by the participants, most coaches had a “UEFA C Diploma” ($N = 308$) or another kind of UEFA Diploma ($N = 266$). Many of them ($N = 269$) participated in nationally endorsed coaching courses (typically Level 1 and 2 introductory courses), while a smaller number ($N = 74$) had other relevant qualifications, such as specialist courses in youth development, goalkeeping and/or futsal). Lastly, 122 respondents reported no training experience.



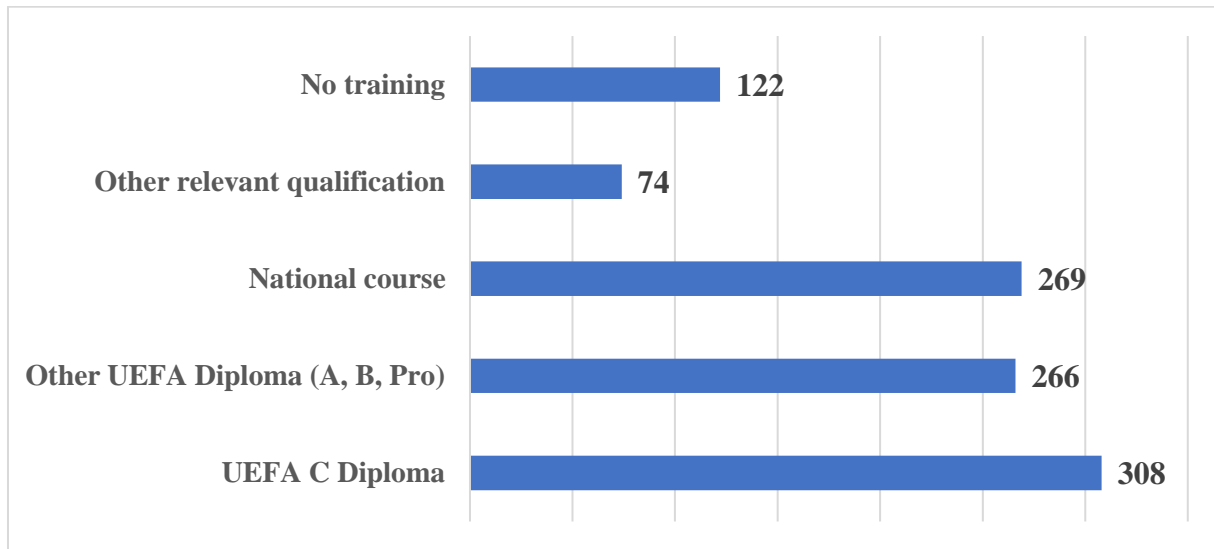


Figure 6. Qualification of the coaches who participated in the PINBALL survey.

Many of the coaches who took part in the survey coached more than one youth football category. From Figure 7 we can derive that, of a total of $N = 1311$ categories coached by the survey participants, U12 teams were the most represented.

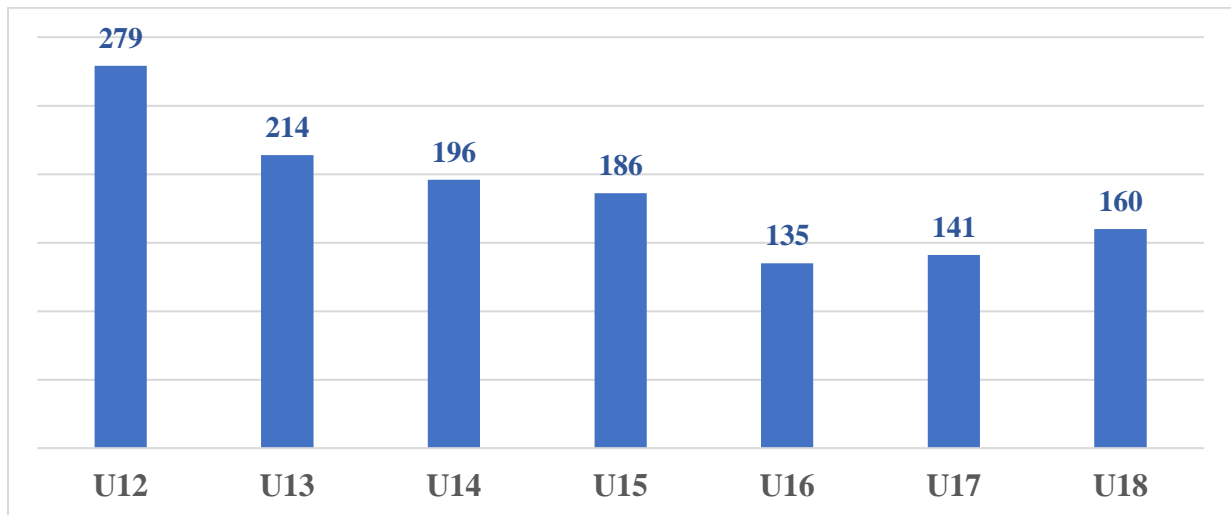


Figure 7. Number of teams coached by the coaches who participated in the PINBALL survey divided by category.





Lastly, we asked coaches if they were coaching male teams, female teams or mixed (boys and girls playing together) teams. Again, many of the coaches who took part in the survey coached more than one team (Figure 8). Of a total of $N = 1357$ teams coached by the survey participants, the all-boys teams were the most represented.

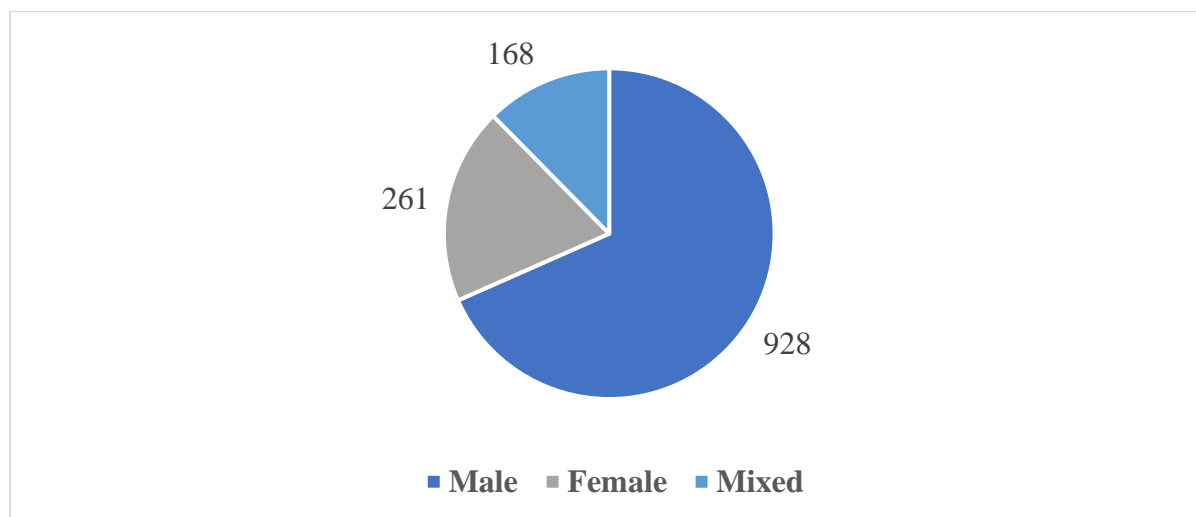


Figure 8. Gender distribution of the teams coached by the coaches who participated in the PINBALL survey.

4.2.2 The survey

The PINBALL survey was designed by UNIMORE in English (with feedback from all PPs), translated by each partner into PP language and distributed online via Google Forms by each FA among its youth football coaches. The survey consisted of two parts: Part 1 was aimed at the present research, while Part 2 was aimed at collecting data for a scientific study on the topic of motivational climate and bullying. Part 2 data will not be analyzed in this document and will be the object of a scientific publication. The items of the Part 1 survey are reported below, while Part 2 is enclosed as Appendix 1 of the present document.





The first section of the survey was meant to gather participants' general data (see below).

1. General data

Before starting, we would like to gather some general information about you.

Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other _____ <input type="checkbox"/> Prefer not to answer
Age (Please, insert a number)	_____
Years of experience as a coach (Please, insert a number)	_____
What is your level of coaching qualification in football? Tick the highest level you have completed	<input type="checkbox"/> No education <input type="checkbox"/> National endorsed coaching course (typically Level 1 and 2 introductory courses) <input type="checkbox"/> UEFA C Diploma <input type="checkbox"/> Other UEFA Diploma (A, B, Pro) <input type="checkbox"/> Other relevant coaching qualification (e.g., socialist courses such as youth development, goalkeeping and futsal, lease specify: _____)

Please, answer these questions by thinking to your **CURRENT** team(s).

Category of trained players <i>You can select more than one option.</i>	<input type="checkbox"/> U11 <input type="checkbox"/> U12 <input type="checkbox"/> U13 <input type="checkbox"/> U14 <input type="checkbox"/> U15 <input type="checkbox"/> U16 <input type="checkbox"/> U17
---	--



Project supported by





	<input type="checkbox"/> U18
<p>Gender of players <i>You can select more than one option. Please, select BOTH male and female if you coach or had coached two (or more) different teams, male and female ones. Select "Mixed" if you coach one or more teams where males and females train together.</i></p>	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Mixed

2. Questionnaire – part 1

Please, answer these questions by thinking at the last 2 years in your career as a coach.

You are now going to answer several questions on bullying. By bullying we mean that someone made another person feel sad, hurt and less worthy repetitively over time; it is therefore not a single act, but a behaviour repeated over time. The person who are exposed to bullying can feel as if they are at a disadvantage or that they have difficulty defending themselves.

1. Can you recall at least one occasion in which one (or more) of your players were VICTIMS of bullying WITHIN THE FOOTBALL CONTEXT during the past 2 years? YES NO

i. If yes, can you estimate the % of players that had such experience?

■ _____

2. Can you recall at least one occasion in which one (or more) of your players were VICTIMS of bullying OUTSIDE THE FOOTBALL CONTEXT during the past 2 years? YES NO



Project supported by





- i. Can you estimate the % of players that had such experience?
- _____
3. Can you recall at least one occasion in which one (or more) of your players were BULLYING OTHERS WITHIN THE FOOTBALL CONTEXT during the past 2 years? YES NO
- i. Can you estimate the % of players that had such experience?
- _____
4. Can you recall at least one occasion in which one (or more) of your players were BULLYING OTHERS OUTSIDE THE FOOTBALL CONTEXT during the past 2 years? YES NO
- _____
5. Can you recall at least one occasion in which one (or more) of your players were BYSTANDERS of episodes of bullying WITHIN THE FOOTBALL CONTEXT during the past 2 years? YES NO
- _____
6. Can you recall at least one occasion in which one (or more) of your players were BYSTANDERS of episodes of bullying OUTSIDE THE FOOTBALL CONTEXT during the past 2 years? YES NO
- _____
7. Which kind of bullying have you witnessed/are you aware of with respect to your career as a coach (you can pick more than one answer)?
- Physical bullying (such as kicks, pushes, pinches)



Project supported
by





- Verbal bullying (such as mean comments, ugly words, rumors, threats)
- Social bullying (such as exclusion, mean faces, looks, sighs)

8. In your opinion, which were the reasons of these episodes?

- Individual traits of the victim (e.g., body size, clothes, sports or school achievements)
- The victim's belonging to a specific social group (e.g. ,bullying based on ethnicity, disability, sexual orientation, gender)

9. How often do you talk about and/or do activities to promote a positive social climate and team spirit within your team?

- On a weekly basis
- On a monthly basis
- 1-4 times a year
- Never

48

10. How often do you do planned activities to detect or be aware of bullying within your team?

- On a weekly basis
- On a monthly basis
- 1-4 times a year
- Never

11. How often do you do activities to prevent and reduce risks of bullying issues within your team?

- On a weekly basis
- On a monthly basis



Project supported
by





- 1-4 times a year
- Never

12. Do you know whether there is a specific protocol on bullying in your club, or in the club you have worked for?

- Yes there is
- No there isn't
- I don't know

13. Have you other comments that you would like to share with us?

4.3 Findings

4.3.1 Victims

As can be noticed by looking at the survey, items 1 and 2 were aimed at understanding the prevalence of victimization among the players coached by the respondents of the survey. When asked about recalling at least one occasion in which one (or more) of players were VICTIMS of bullying **WITHIN THE FOOTBALL CONTEXT**, half of the coaches answered positively ($N = 523$; 50,34%) (see Figure 9). Of these coaches, most of them reported that the estimated percentage of players that had such experience was lower than 25% ($N = 442$; 84,51%). 7,46% of coaches estimated that 25 to 50% of their players experienced victimization within the football context, and 1,53% of coaches estimated that more than half of their players were victims.



Project supported
by



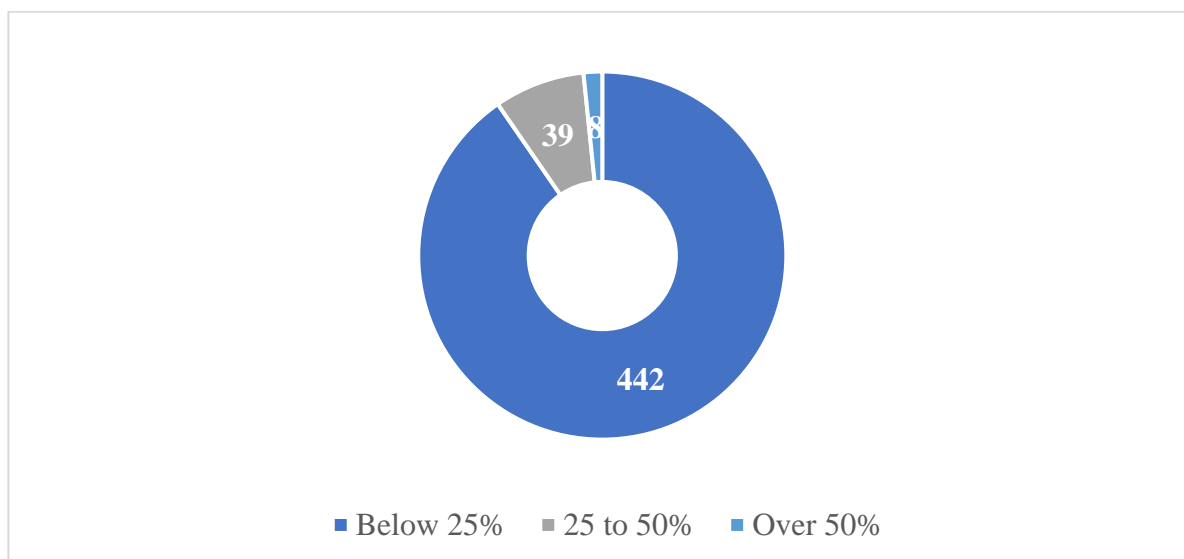


Figure 9. Percentages of victimization within the football context estimated by the coaches who participated in the PINBALL survey.

When asked about recalling at least one occasion in which one (or more) of players were VICTIMS of bullying **OUTSIDE THE FOOTBALL CONTEXT**, 39,27% answered positively ($N = 408$) (Figure 10). Again, most of the coaches reported that the estimated percentage of players that had such experience was lower than 25% ($N = 328$; 80,39%). 11,03% of coaches estimated that 25 to 50% of their players experienced victimization outside the football context, and 1,96% of coaches estimated that more than half of their players were victims.

In general, data show very high percentages of perceived victimization within and outside the football context.



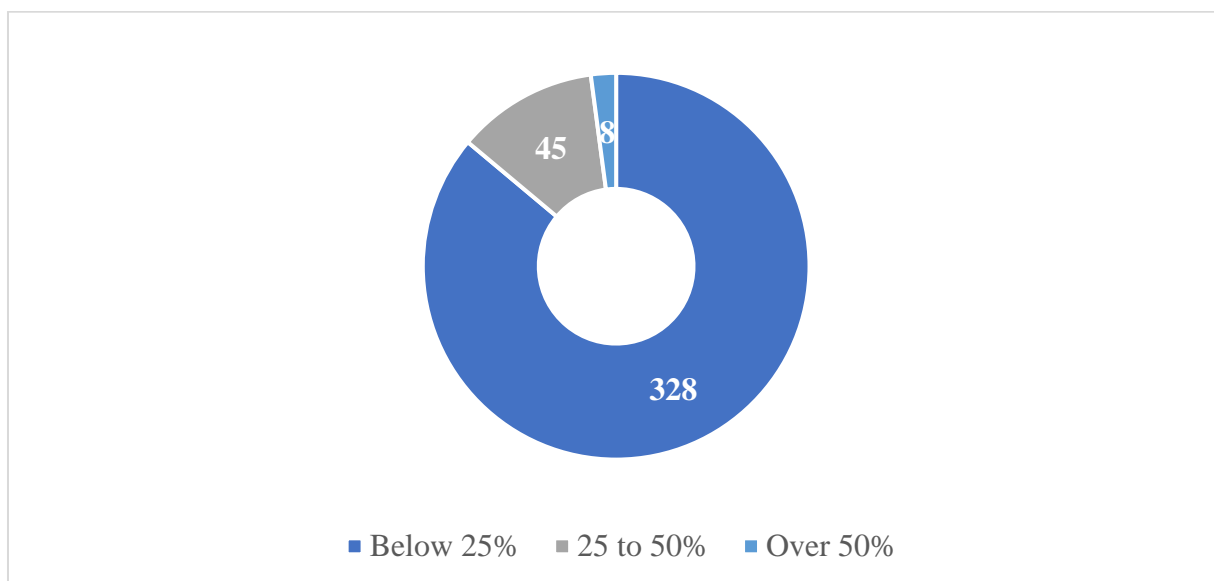


Figure 10. Percentages of victimization outside the football context estimated by the coaches who participated in the PINBALL survey.

4.3.2 Bullies

Items 3 and 4 of the survey were aimed at understanding the prevalence of bullies among the players coached by the respondents of the survey. When asked about recalling at least one occasion in which one (or more) of players were **BULLIES WITHIN THE FOOTBALL CONTEXT**, 46,29% of coaches answered positively ($N = 481$) (Figure 11). Of these coaches, most of them reported that the estimated percentage of bullies was lower than 25% ($N = 399$; 82,95%). 7,07% of coaches estimated that 25 to 50% of their players were bullies within the football context, and 1,87% of coaches estimated that more than half of their players were bullies.



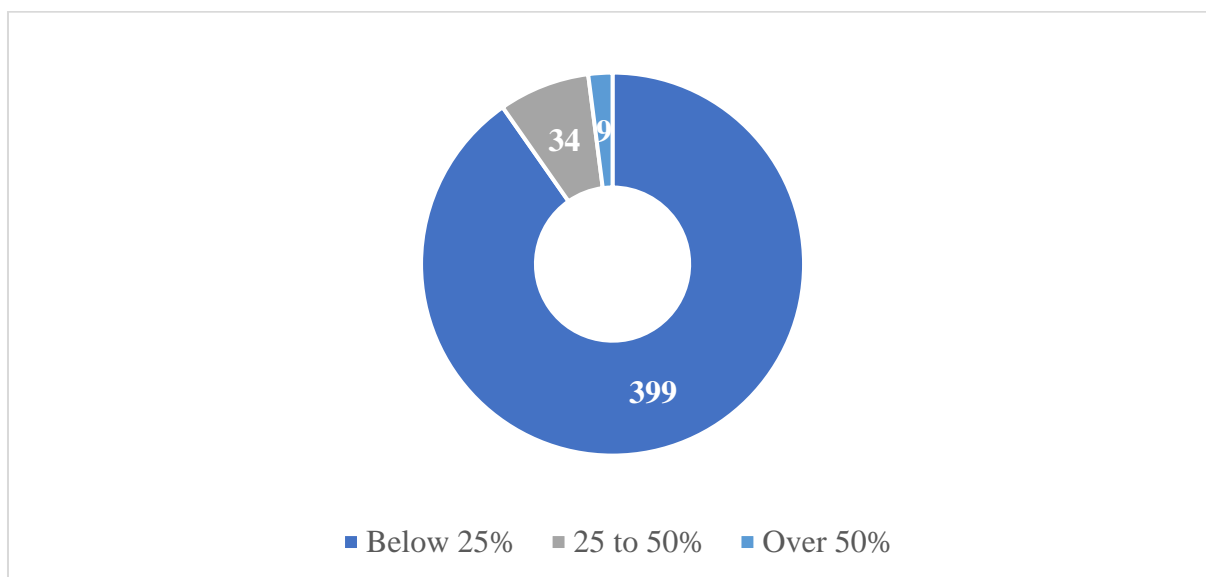


Figure 11. Percentages of bullies within the football context estimated by the coaches who participated in the PINBALL survey.

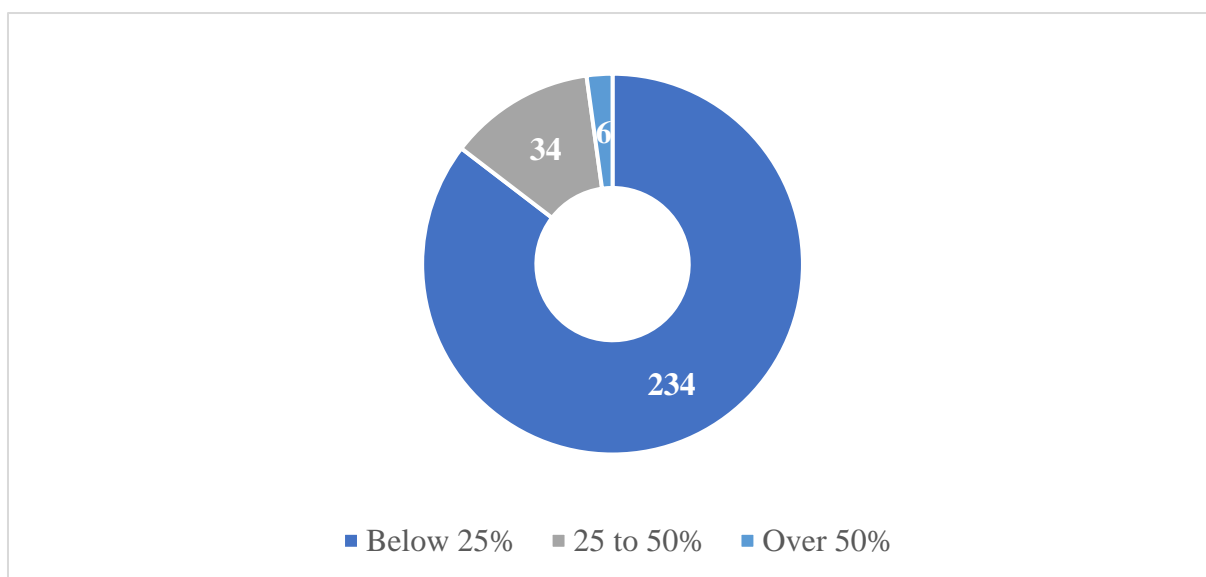


Figure 12. Percentages of bullies outside the football context estimated by the coaches who participated in the PINBALL survey.



Project supported by





With respect to **BULLIES OUTSIDE THE FOOTBALL CONTEXT**, 31,67% of coaches answered that they recalled at least one occasion in which one (or more) of players behaved so ($N = 329$) (Figure 12). Of these coaches, most of them reported that the estimated percentage of bullies was lower than 25% ($N = 234$; 71,12%). 10,33% of coaches estimated that 25 to 50% of their players were bullies outside the football context, and 1,82% of coaches estimated that more than half of their players were bullies.

4.3.3 Bystanders

Lastly, items 5 and 6 of the survey were aimed at understanding the prevalence of bystanders among the players as perceived by the respondents of the survey. 37,82% ($N = 393$) of coaches recalled at least one occasion in which one (or more) of players were **BYSTANDERS WITHIN THE FOOTBALL CONTEXT** (Figure 13). Of these coaches, most of them reported that the estimated percentage of bullies was lower than 25% ($N = 239$; 60,81%). 20,10% of coaches estimated that 25 to 50% of their players were bystanders of bullying episodes within the football context, while 10,69% of coaches estimated that more than half of their players happened to act as bystanders.

On the other hand, “only” a quarter of coaches ($N = 393$; 25,51%) recalled at least one occasion in which one (or more) of players were **BYSTANDERS OUTSIDE THE FOOTBALL CONTEXT** (Figure 14). Of these, 161 (60,75%) reported that the estimated percentage of bullies was lower than 25%. 16,60% of coaches estimated that 25 to 50% of their players were bystanders of bullying episodes outside the football context, while 7,17% of coaches estimated



Project supported
by





that more than half of their players were involved as bystanders of bullying episodes when outside the field.

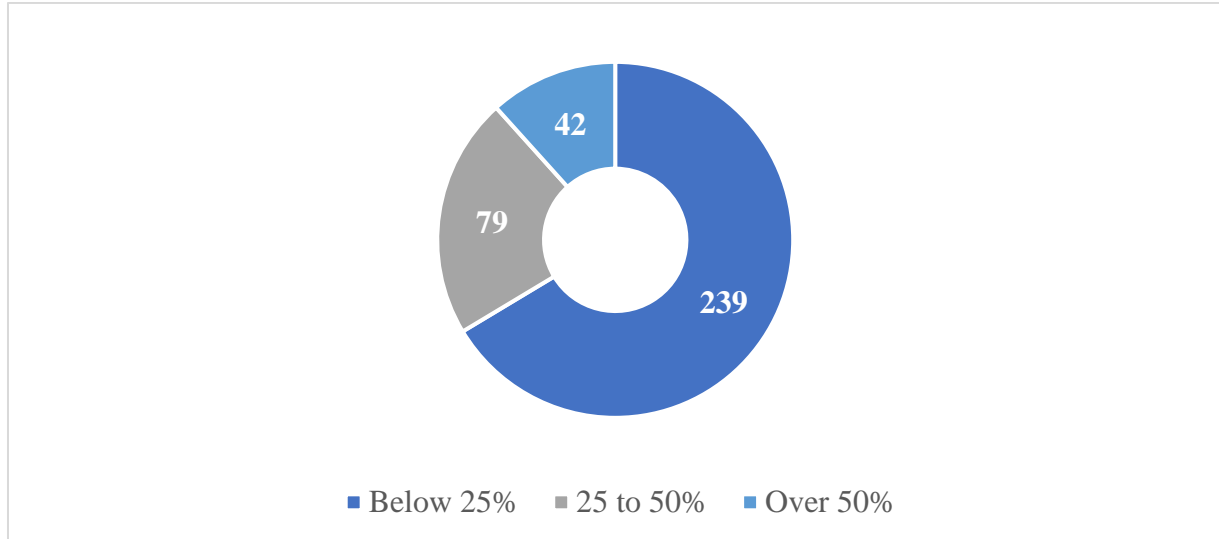


Figure 13. Percentages of bystanders within the football context estimated by the coaches who participated in the PINBALL survey.

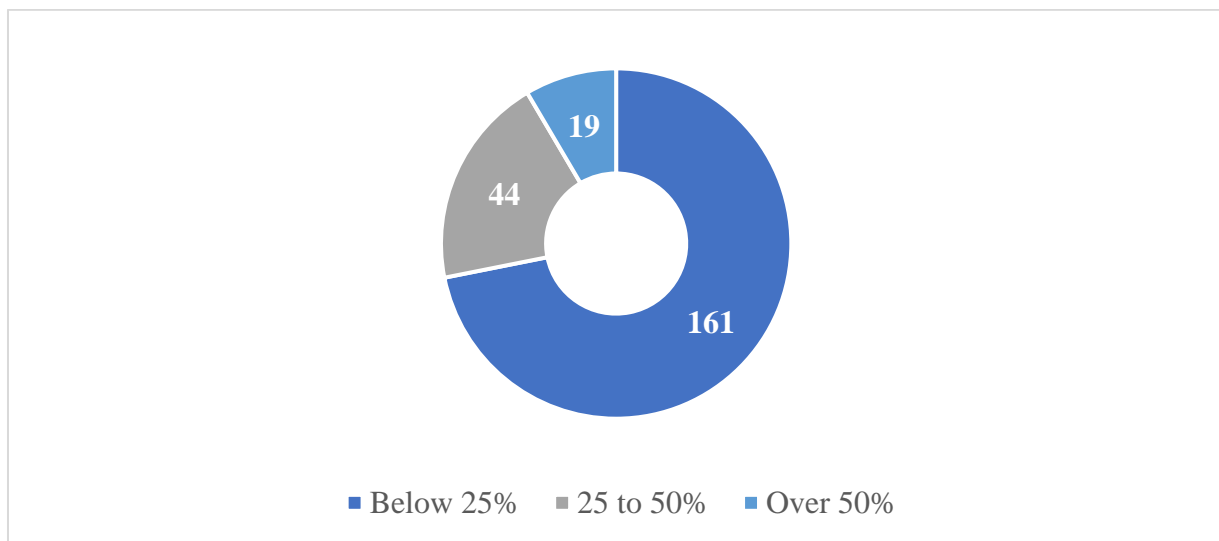


Figure 14. Percentages of bystanders outside the football context estimated by the coaches who participated in the PINBALL survey.



Project supported by





Interestingly, for all kinds of target social acotrs, the coaches' evaluation did not change based on their lower (No training, National training) on higher (any kind of UEFA C diploma) expertise, possibly meaning that coaches need in general more education on the topic.

4.3.4 What kind of bullying?

We asked coaches to better describe their perception of the bullying phenomena their players could have assisted and/or participated in, by distinguishing the kind of violence perpetrated (namely physical, verbal, and/or social exclusion) and the form of bullying witnessed (interpersonal and/or group-based) (see Figure 15).

Concerning the kind of violence perpetrated, coaches mainly reported multiple kinds of violent acts, with a majority of acts of verbal bullying (48,62%), followed by social exclusion (32,99%) and physical violence (18,39%).

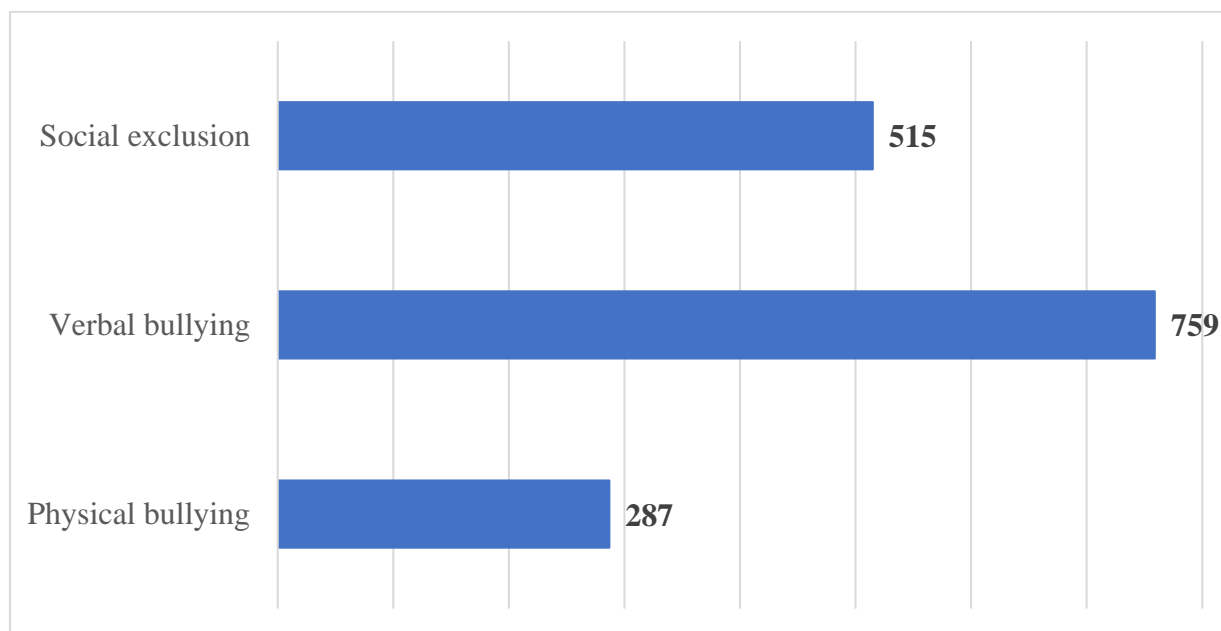


Figure 15. Prevalence of bullying phenomena witnessed by the coaches who participated in the PINBALL survey.



Project supported
by





The form of bullying most frequently witnessed (or known of) by coaches was interpersonal bullying ($N = 724$; 76,05%), which was referred to about three times more than group-based bullying ($N = 228$; 23,95%) (Figure 16).

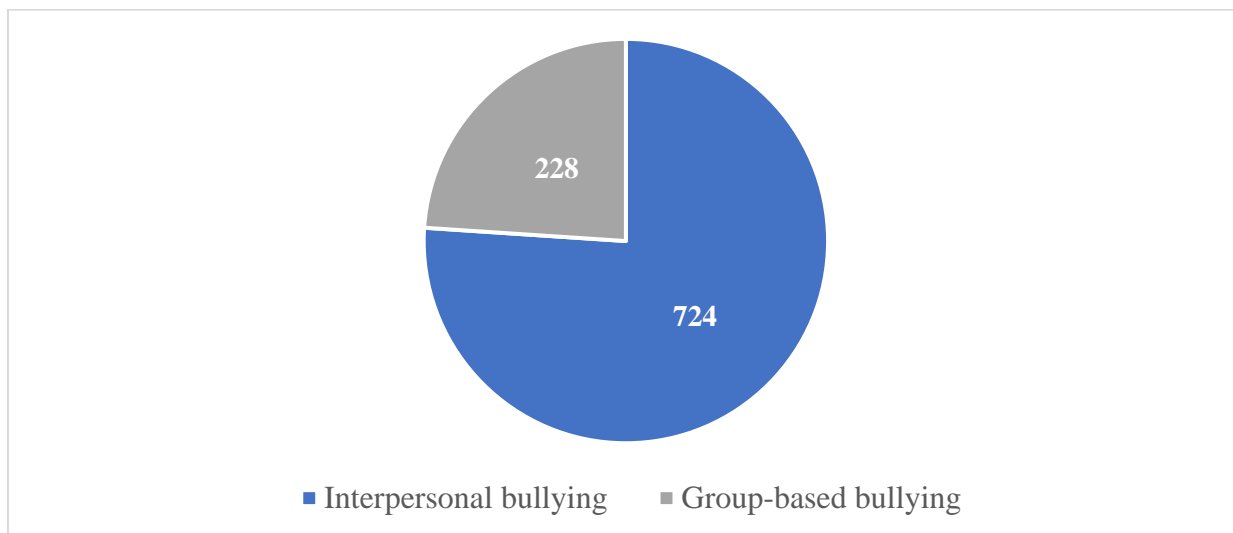


Figure 16. Prevalence of the forms of bullying witnessed by the coaches who participated in the PINBALL survey.

4.3.5 Actions undertaken by coaches to tackle bullying

At last, we asked coaches how often they implemented activities to promote a positive environment within their football team and specifically tackle bullying.

Specifically, when asked about how often they talked about and/or did activities to promote a positive social climate and team spirit, most coaches answered to do so every week (61,48%), the 15,67% of them referred to implementing such activities monthly, the 20,12% of them undertake those actions seldom during the year, while a very small percentage never undertook this kind of action (2,73%) (see Figure 17).



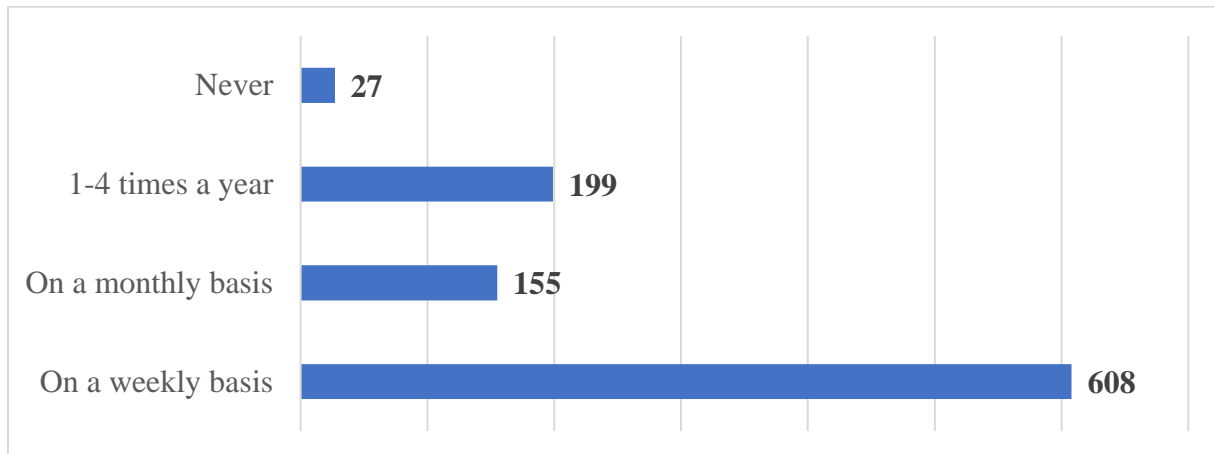


Figure 17. Answers to the item "How often do you talk about and/or do activities to promote a positive social climate and team spirit within your team?".

The situation changes when coaches are asked how often they planned activities to detect or be aware of bullying within the team (Figure 18). The majority of them answered "Never" (36,13%), only 20,48% monitored the situation daily, and 18,28% on a monthly basis. A quarter of the coaches (25,11%) undertook activities to detect bullying 1-4 times a year.

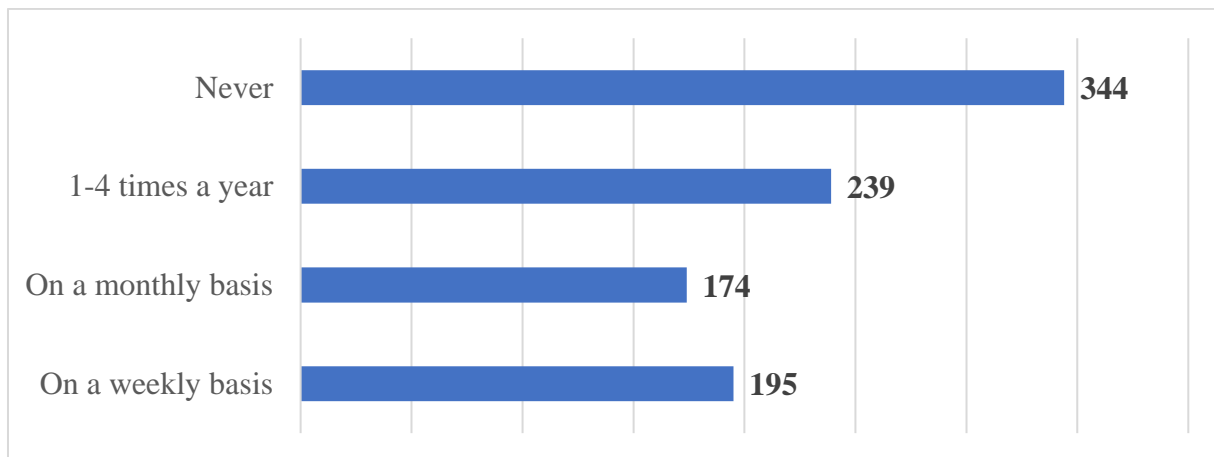


Figure 18. Answers to the item "How often do you do planned activities to detect or be aware of bullying within your team?".



Project supported by





A similar situation emerged regarding the activities the coaches did to prevent bullying issues. 29,89% of coaches referred to implementing preventive activities every week, 16,60% of them every month, 29,79% of coaches encouraged actions to prevent bullying issues sometimes during the year, while 23,72% of them never undertook an action to prevent the bullying phenomenon within the team (Figure 19).

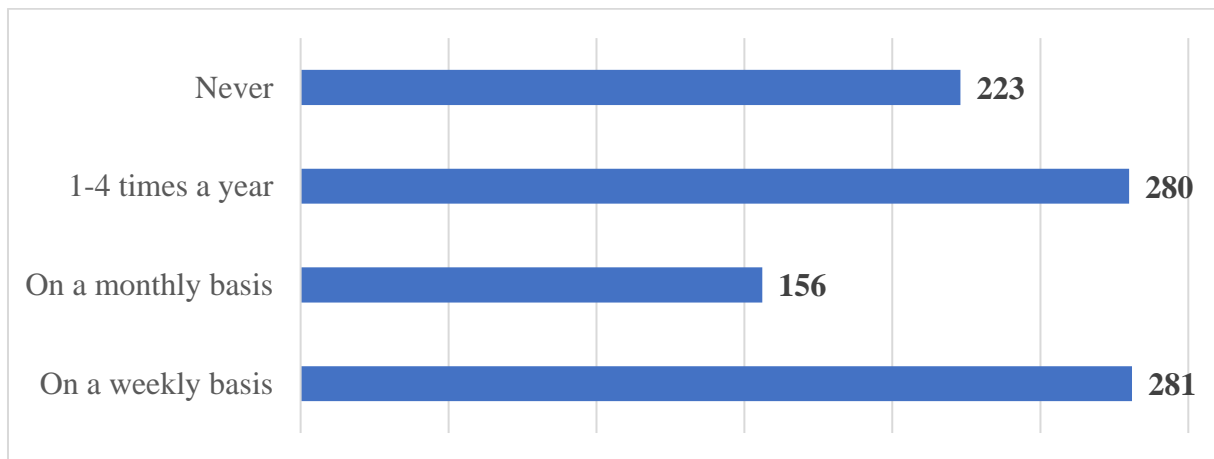


Figure 19. Answers to the item "How often do you do activities to prevent and reduce risks of bullying issues within your team?".

Lastly, we asked coaches if they were aware of specific anti-bullying protocols within their Club. A total of 984 coaches answered this question. The majority of coaches (37,80%) declared that there were no specific protocols in place to tackle bullying within their Club, and another third of the coaches were not aware of the possible existence of such document (34,96%). A bit more than a quarter of respondents, instead, declared that their Club implemented some sort of anti-bullying protocol.



Project supported
 by



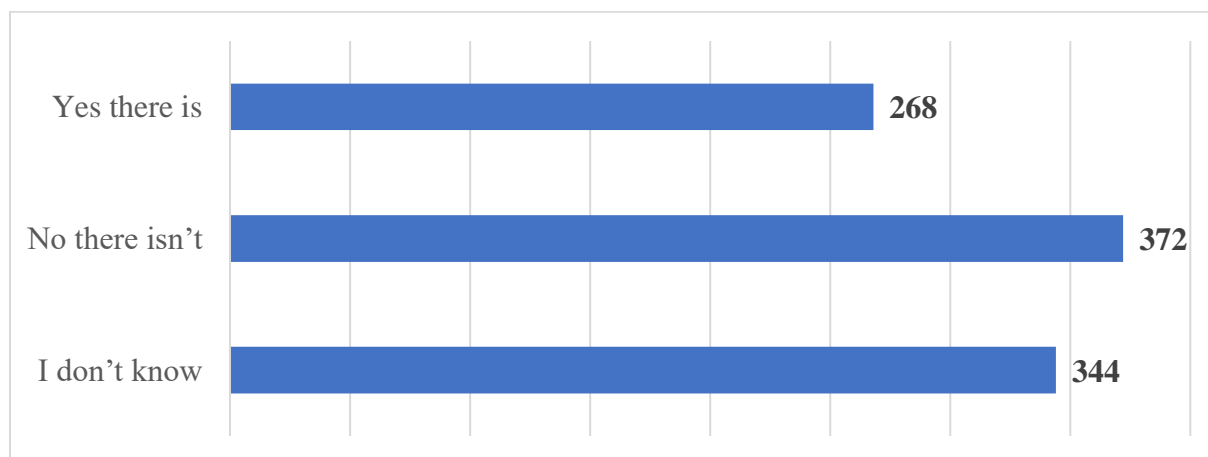


Figure 20. Answers to the item "Do you know whether there is a specific protocol on bullying in your club, or in the club you have worked for?".

In general, what emerged from the survey was prevalent attention to creating a positive climate within the Clubs, while anti-bullying measures are not yet widely and systematically designed and applied.

4.4 Conclusions

As emerged from the PINBALL survey, a huge number of youth football players encountered bullying at least sometimes in their lives, either on the football field or outside of it. Specifically, according to half of the coaches, at least some of their players were victims of bullying within the football context, and, according to 40% of the coaches, some of them within other environments as well. The statistics regarding bullies are equally worrying: almost half of the coaches reported that some of their players are bullies in the football context, while about 30% of coaches are aware of their players acting as bullies in other contexts. Lastly, about 40% of coaches reported that at least some of their players acted as bystanders of bullying within the



Project supported by





football context, while about 25% of coaches are also aware of their players being bystanders within other contexts. While higher numbers within the football context are certainly to be attributed to more possibilities for coaches to witness the phenomenon, it cannot be denied that the numbers here reported are extremely disturbing and require immediate attention and action.



Project supported
by





Chapter 5. Fighting bullying: a list of good practices collected via the PINBALL research

5.1 Aim of the good practice search and related guidelines

The PINBALL project is also aimed at identifying shared and standardized guidelines that football associations and relevant national institutions can follow in the fight against bullying in football teams and mainstream this approach through adequate training and dissemination activities. To achieve this goal, all PPs collected several “good practices”, according to the project proposal, in the following fields:

1. Bullying within football teams
2. Bullying in sports contexts
3. Bullying in other domains.

61

Practices were considered relevant if they were aimed at producing a positive impact on the topics identified. To be considered not only relevant but also useful for the PINBALL project, they had to present at least one of the following characteristics:

1. Being deliberately “transformative” in their purpose and relation to their context;
2. Having already produced observable results
3. Being planned, supported, evaluated, fostered (methodologically structured)
4. Containing good elements that are (or at least look) potentially re-appropriable in other contexts.

For the “good practices” collection, all partners were provided by UNIMORE with a grid indicating the key elements to be described for each good practice.





5.2 Good practices derived from UEFA

UEFA produced some documents useful to derive good practices to fight bullying within the football context. Among these, the “**Child Safeguarding Toolkit For UEFA Member Associations**” is a document aimed at helping national FAs to take measures to protect and safeguard children from abuse and respond to any concerns. The document targets different kinds of perils that a pupil could face in the football environment, such as physical and emotional abuse, neglect as well as bullying. The whole process is based on five goals, namely:

1. Laying the foundation for safeguarding by establishing procedures and practices that will help to prevent dangerous situations for children.
2. Being prepared via training and communication.
3. Raising awareness by responding to concerns if they arise, (also) with the help of outside agencies.
4. Working with others and reporting concerns during monitoring of the activities.
5. Measuring success in safeguarding by periodically reflecting on the implemented measures and reviewing progress. The toolkit includes tools for self-monitoring.

The NEXUS ‘**Promoting Work Readiness and Career Guidance Through Sport**’ project is an initiative implemented by the Ministry of Youth and Sports in Turkey, the Ministry of National Education in Turkey, Gesellschaft für Internationale Zusammenarbeit and Streetfootballworld (a global network of organizations that use football to promote social change) also, but not only, to support youth Syrian refugees. The project utilizes football and sports-based life-skills to promote social inclusion, work readiness and career guidance of



Project supported
by





young people in Turkey. The curriculum has two modules: (1) Social Inclusion, to promote social inclusion and cultural understanding, and (2) Work Readiness and Career Guidance, to foster key employability skills, with each module focusing on six life skills topics. Every activity of the curriculum is designed in three moments: an initial discussion, moderated by a trained facilitator, a “football game” designed to discuss a specific topic, and a subsequent discussion, facilitated as well. Both these good practices are football-based but could be easily adapted to other sports as well, and potentially to other educational environments.

5.3 Good practices collected by the PINBALL PPs

In total, $N = 30$ good practices were collected by the PPs. In Table 1 and Figure 21, the prevalence of good practices for the Country is presented. All PPs proposed good practices designed and/or applied within their own Country.

Country	Number of proposed good practices
Croatia	3
Finland	5
Greece	3
Italy	5
Portugal	4
Sweden	5
Switzerland	3
TOTAL	30

Table 1. Prevalence of good practices per Country.



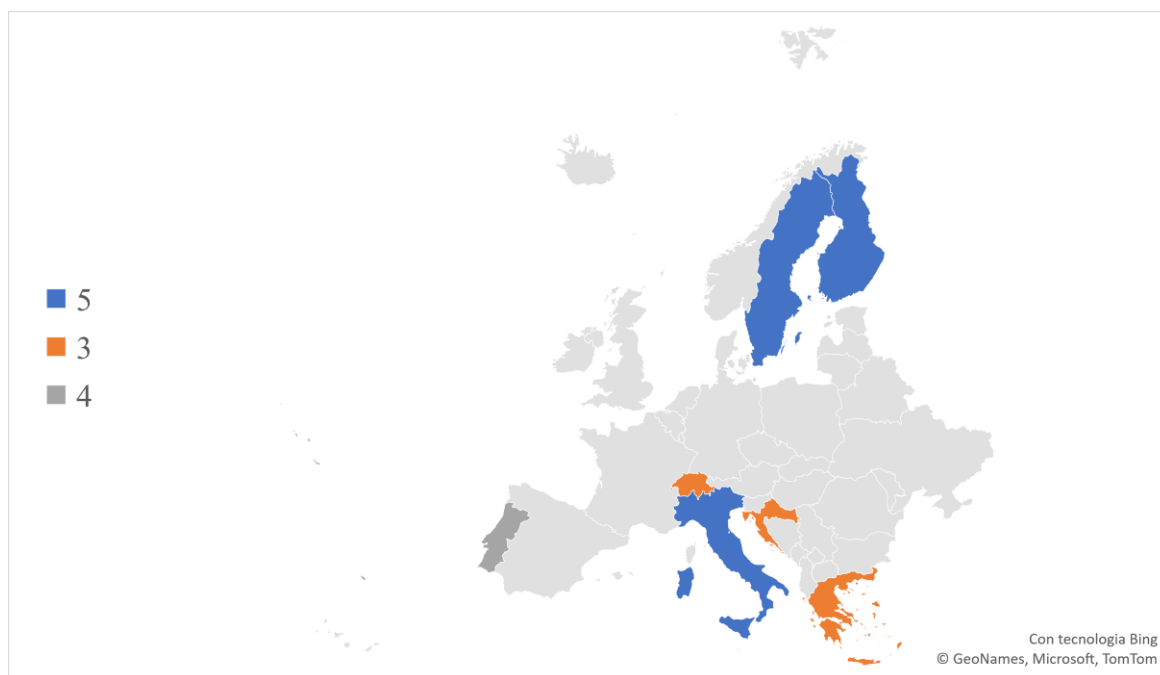


Figure 21. Prevalence of good practices per Country (image).

5.3.1 Good practices collected by the Football Association of Finland

The Football Association of Finland proposed five good practices (see Appendix A2.1), derived from both the FA’s experience and that of other institutions. The good practices are summarized below:

1. You are not alone. The project is a support service promoted by the Football Association of Finland against various forms of violence, including bullying, and involves a National chat service, and various (also online) education programs for associations, clubs and employees, parents, and players.





2. Fairplay in team sports. Also this project is a support service against bullying and other forms of violence, which includes various prevention tools, including online courses for coaches.
3. Fairplay - Green card. Designed by the Football Association of Finland, the project aims at preventing bullying by talking to youth players about values via the language of football (e.g., a green card instead of red and yellow cards is used in every U11 game to reinforce Fairplay).
4. Martial art doesn't bully. The project is developed by the Martial Arts association in Finland (Judo), and it is mainly aimed at disseminating positive anti-bullying principles via branded products (e.g., hoodies, t-shirts, and cloth badges).
5. Keeping together. The practice is designed at the level of gathering information on the status of the bullying situation within the FA and raising awareness on this issue. A survey distributed to about 800 youth players showed that 62% of them experienced bullying; therefore, the Finnish national team wore the writing 62% on their warmup shirts before an international game to disseminate the information.

5.3.2 Good practices collected by the Croatian Football Federation

The Croatian Football Federation proposed three good practices (see Appendix A2.2), which are reported below:

1. Brave phone. Being Croatia's second most recognizable organization, Brave Phone supports both a hotline to prevent and intervene in case of bullying and violence





against minors, as well as several initiatives to raise awareness on the problem of bullying.

2. Healthy City of Poreč. Initiated by the WHO and the City of Poreč, this practice broadly focuses on the implementation of long-term and improved programs to support the physical and mental health of the community, by implementing interventions for adults and youngsters.
3. UNICEF for every child. Coordinated by the Croatian UNICEF Office since 2004, this practice involves an informative program in schools against bullying, as well as dissemination activities on the danger of cyberbullying.

5.3.3 Good practices collected by the Hellenic Football Federation

The Hellenic Football Federation listed three good practices (see Appendix A2.3), one for each educational environment proposed (namely, football, sport in general, and school). The actions collected are presented below.

1. Play football without bullying. This action involves Grassroots clubs in 53 Greek football associations in which questionnaires to detect the presence of bullying episodes are distributed, and speeches and actions to inform the children about the peril of bullying are delivered.
2. Bullying in schools, bullying in life. The practice, coordinated by multiple Greek Sports Association with the support of the Ministry of Education is a school-based campaign against bullying, including the creation of a handbook, speeches to



Project supported
by





children and teachers in primary and secondary school, and the distribution of sports material with messages against bullying.

3. Prevent bullying in the working environment in sports organizations. This practice is meant to inform and support sports associations about bullying from an organizational perspective. A data collection presents how the football workers deal with bullying in their working environment, and suggestions regarding how to support them and reduce bullying episodes are delivered to the organizations.

5.3.4 Good practices collected by the Portuguese Football Federation

The Portuguese Football Association proposed four good practices (see Appendix A2.4), all part of a “Communication” plan applicable at the National level in the football context and beyond it. The practices are summarized below:

1. Recognizing the existence of bullying. The first action to be taken concerns spreading awareness of the bullying phenomenon in educational contexts.
2. Creating a prevention committee. The practice is meant to “train” the sports community in recognizing and tackling bullying through information and dissemination.
3. Encouraging parents and coaches to address the topic with youngsters. The practice is meant to promote joint action among educators.
4. Creating periodic bullying prevention projects with the involvement of athletes. This action is suggested to promote youngsters’ agency in tackling bullying, as well as to offer them information that can change and reduce bullying behaviours.



Project supported
by





5.3.5 Good practices collected by the Swiss Football Association

The Swiss Football Association proposed three good practices (see Appendix A2.5), which are summarized below:

5. **#SayHi.** #SayHi is a European anti-bullying campaign that encourages youngsters to take the first step and stand up for their friends and against bullying. Every year a new song is released with an accompanying dance to sensitize children on the issue of bullying – in Switzerland, the initiative is usually implemented in school projects, with the involvement of teachers and managers in organizing the dance.
6. **#Standup** - initiative against bullying. This project aims at intervening in the overall school context by (a) raising youngsters' awareness on the issue of bullying, and (b) training the school management, teachers, and school social workers in recognizing signs of bullying and learning how to take effective action against it.
7. **"Are you OK?"**. This is a campaign developed by the Swiss Olympic Committee and Swiss Sport Integrity to raise awareness of situations in the sports environment that can be stressful or hurtful, including the bullying phenomenon.

5.3.6 Good practices collected by FRIENDS

FRIENDS, as an institution specifically working to contrast the issue of bullying, proposed five good practices (see Appendix A2.6), partly designed by FRIENDS itself and partly looked for within the Swedish educational context. The good practices are listed as follows:

1. **Empowering youth leaders.** Designed by the Swedish Equestrian Federation and FRIENDS, the project promotes systematic change to improve the social climate for





all children and youth in equestrian sports. A mentorship support program is the core of the practice, where adult leaders are mentors for youth leaders to feel safe and develop as leaders in turn.

2. Fair floorball. The practice is coordinated by FRIENDS and the Swedish Floorball Federation and mainly targets coaches and educators, who are trained on being “fair role models” via web courses on social safety, films, and teambuilding exercises for coaches to do with their teams.
3. Keep her playing. Initiated by FRIENDS and the association “Always”, the aim of the practice is specifically to “protect” young girls by fostering their self-confidence via sports participation. The campaign includes a web course and a massive social media campaign.
4. Stadium sports camp. The camp is Sweden’s largest sports camp for kids, where the social safety program is coordinated by FRIENDS. An online course has been developed for the camp’s leaders, as well as material to use with the kids to strengthen the social climate and prevent bullying.
5. “Play blue and yellow” school of football. Being the largest in Sweden, the football school, with the help of FRIENDS, developed a “social” training (inclusive of materials and specific tips to prevent violence among youngsters) for all leaders in the project.



Project supported
by





5.3.7 Good practices collected by the University of Modena and Reggio Emilia (UNIMORE)

UNIMORE proposed five good practices (see Appendix A2.7), partly derived from research work in the educational context and partly looked for within the Italian educational context.

The good practices are summarized below:

1. Social norms and group-based bullying in schools. This good practice was derived from UNIMORE's applicative research and intervention. With the help of ad-hoc stories, primary school children were asked to create their anti-group-based bullying norms.
2. Social norms and empathy in schools. This good practice was derived from UNIMORE's applicative research and intervention as well. By using fairytales, primary school children were helped in developing empathy towards victims.
3. Beyond the football field. This good practice derives from the partnership between Unimore and the local football club, AC Reggiana. Players from the Reggiana grassroots teams took part in a three-week intervention, meant to raise their awareness of their sport identity and act as role models to help victimized individuals.
4. Let's turn off the bully. High school students were informed on the risks of inappropriate use of mobile phones and helped in reflecting on the consequences of violent actions and in developing empathy towards the victims of (cyber)bullying. Teachers were involved to consolidate a dialogue with students.



Project supported
by





5. 1000 vs 0 Project. The project was developed by the Italian “MaBasta!” anti-bullying organization and involves youngsters aged 6 to 18 who already practice sports in a series of challenges to produce social change as “ambassadors” of an “anti-bullying” message in the classes and schools they attend.

5.4 Summary of the key characteristics of the PINBALL good practices collection

After collecting and describing the good practices, we compared the most common characteristics of all the actions considered to fight bullying (see Table 1). In total, $N = 32$ good practices (including UEFA’s) were described, of which the majority were generally related to bullying within the sport context (57%) or other educational environments, like schools (53%). All the practices were suitable to fight verbal bullying, and most of them to fight physical bullying (90%) and social exclusion (93%) as well. The totality of the practices was applicable to interpersonal bullying, while 63% of them were also designed to tackle group-based bullying. Moreover, 90% of the listed actions were meant to fight face-to-face bullying episodes, and 40% of them were usable to also reduce cyberbullying.

CHARACTERISTIC	GOOD PRACTICES COLLECTED		
Context	• Bullying within football teams	11	37%
	• Bullying in sport contexts	17	57%
	• Bullying in other domains (e.g., school)	16	53%
Type of bullying behaviour	• Physical violence	27	90%
	• Verbal violence	30	100%
	• Social exclusion	28	93%



Project supported by





Bullying form	• Interpersonal bullying	30	100%
	• Group-based bullying	19	63%
Bullying context	• Face-to-face	27	90%
	• Online (cyberbullying)	12	40%
Reasons for relevance	• Transformative in their purpose and in relation to their context	23	77%
	• Already produced observable results	14	47%
	• Methodologically structured	16	53%
	• Containing good elements re-appropriable in other contexts	20	67%
Impact at local, regional, national or EU level	• Local level	13	43%
	• Regional level	9	30%
	• National level	21	70%
	• EU level	3	10%

Table 2. Summary of the characteristics of all the good practices collected by the PPs. Note. The categories were NOT mutually exclusive.

The majority of the good practices (77%) were selected because of their transformative purpose in relation to their context; however, 67% of them were deemed to contain good re-appropriable elements, 53% of them were evaluated as methodologically structured, and almost half of them (47%) already produced observable results. Lastly, most of the good practices, especially the campaigns, acted at the National level (70%), 43% of the actions were conducted at the local level, 30% of them at the regional level and 10% at the EU level.



Project supported
 by





Final considerations

Bullying is a relevant social issue in all of Europe, and it is widespread in many educational environments. Based on the survey delivered by the PINBALL consortium, it is clear that the football context is not immune to this scourge (which instead is a consistent and worrying threat), but it also emerges that football itself can be a ground for developing positive values to combat bullying. To do this, however, it is necessary to work at several levels on (and with) the different social actors involved in the phenomenon (i.e., bullies, victims, bystanders, but also the educational community that surrounds the actors themselves, in a socio-ecological perspective). Moreover, while football educators seem to put a lot of effort into creating friendly environments, they work less on specifically monitoring and tackling bullying.

Most of the good practices collected by the PINBALL PPs applied (and/or applicable) to the football context as well as other educational ones and were directed to tackle different kinds of bullying – from physical violence to social exclusion. Interestingly, many of the good practices, even if not necessarily developed within a scientific framework, shared a common denominator related to the psychological processes that appear to be relevant to tackle bullying. Among these:

- offering information on bullying, not only to youngsters but also to their educating community, in order to develop a strong and coherent anti-bullying community;
- working on team identity and team cohesion, especially concerning its social aspects (building strong friendships and an image of self as a part of the team, that will perpetuate even beyond the football field);



Project supported
by





- creating anti-bullying social norms, so that the members of the team will
 - stick to them, as a “promise” to the team itself
 - monitor one another
 - follow them even outside the football field, because they will become an important part of the youngsters’ identity;
- reflecting on the feelings that victims of bullying experience, thus developing stronger feelings of empathy towards them – this is specifically relevant to the majority of the actors in the phenomenon of bullying, namely the bystanders, who could be moved by empathy (as well as by social norms) to defend victims;
- actively involving youngsters in anti-bullying campaigns, so that they will experience agency in producing social change and becoming role models. This action will make them care more about the topic and will “link” their behaviour to their “public figure” (e.g., I cannot bully or ignore the phenomenon if I am an anti-bullying testimonial in my social environment).

An element common to most of the analyzed good practices is that of delivering all of these messages via experiences that youngsters can interpret as fun, engaging and entertaining – because positive emotions are always linked to better and more persistent learning. In this sense, PINBALL will rely on on-field activities to better engage youngsters in discussing the topic of bullying and make them more and more active role models in fighting it. The PINBALL activities will also be developed based on the aforementioned key elements derived from the good practice’s collection, to maximize their educational outcome.





References

- Abbott, N., & Cameron, L. (2014). What makes a young assertive bystander? The effect of intergroup contact, empathy, cultural openness, and in-group bias on assertive bystander intervention intentions. *Journal of Social Issues*, 70, 167-182.
- Aboud, F. E., & Spears Brown, C. (2013). *Positive and negative intergroup contact among children and its effect on attitudes*. In G. Hodson & M. Hewstone (Eds.), *Advances in intergroup contact* (pp. 176-199). London, UK: Psychology Press.
- Abrams, D., & Rutland, A. (2008). *The development of subjective group dynamics*. In S. Levy & M. Killen (Eds.), *Intergroup attitudes and relations in childhood through adulthood* (pp. 47-65). Oxford, UK: Oxford University Press.
- Abrams, D., Rutland, A., Ferrell, J. M., & Pelletier, J. (2008). Children's judgments of disloyal and immoral peer behaviour: Subjective group dynamics in minimal intergroup contexts. *Child Development*, 79, 444-461.
- APA Dictionary of Psychology. (n.d.). Retrieved November 1, 2022, from <https://dictionary.apa.org/bullying>
- Baldry, A. C. (2004). The impact of direct and indirect bullying on the mental and physical health of Italian youngsters. *Aggressive Behaviour: Official Journal of the International Society for Research on Aggression*, 30(5), 343-355.
- Baldry, A. C., & Farrington, D. P. (2005). Protective factors as moderators of risk factors in adolescence bullying. *Social psychology of education*, 8(3), 263-284.



Project supported
by





- Bandura, A. (1999). Moral disengagement in the perpetration of inhumanities. *Personality and Social Psychology Review*, 3,193-209.
- Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (1996). Mechanisms of moral disengagement in the exercise of moral agency. *Journal of Personality and Social Psychology*, 71, 364-374.
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32(7), 513.
- Bronfenbrenner, U., & Morris, P. A. (2007). *Handbook of Child Psychology*.
- Bronfenbrenner (1979, 1989). See text. Thomas, H. (2021) *Ecological and Psychological Perspectives of Bullying*. In P. Smith & N. O'Higgins (Eds): The Wiley Blackwell Handbook of Bullying: A comprehensive and international review of research and intervention: Volume 2.
- Cadamuro, A., Bisagno, E., & Cocco, V.M. (2022). *Il bullismo*. In L. Vezzali, N. Bova & V.M. Cocco (Eds.). *Quasi Amici: Oltre i confini della disabilità* (1st ed., pp. 20-47). UTET Eds.
- Cadamuro, A., Di Bernardo, G. A., Trifiletti, E., Bisagno, E., Shamloo, S. E., Faccini, M., & Vezzali, L. (2022). Social dominance orientation in children: The validation of the long and short version of the Child SDO6 scale. *European Journal of Developmental Psychology*, 19(1), 145-157.



Project supported
by





- Callaghan, M., Kelly, C., & Molcho, M. (2019). Bullying and bystander behaviour and health outcomes among adolescents in Ireland. *Journal of Epidemiology and Community Health*, 73(5), 416-421.
- Caravita, S. C. S., Di Blasio, P., & Salmivalli, C. (2009). Unique and interactive effect of empathy and social status on involvement in bullying. *Social Development*, 18, 140-163.
- Christie, R., & Geis, F. L. (1970). *Studies in Machiavellianism*. New York: Academic Press.
- Choi, B., & Park, S. (2021). Bullying perpetration, victimization, and low self-esteem: Examining their relationship over time. *Journal of youth and adolescence*, 50(4), 739-752.
- Cocco, V. M., Bisagno, E., Visintin, E. P., Cadamuro, A., Di Bernardo, G. A., Trifiletti, E., Molinari, L., & Vezzali, L. (2022). Fighting stigma-based bullying in primary school children: An experimental intervention using vicarious intergroup contact and social norms. *Social Development*, 31, 782-796.
- Dardas, L. A., Shahrour, G., Al-Khayat, A., Sweis, N., & Pan, W. (2022). Family Environment and Coping Strategies as Mediators of School Bullying Involvement. *Journal of School Violence*, 21(4), 504-516.
- Dodge, K.A. (1986). *A social information processing model of social competence in children*. In Perlmutter, M. (Ed.). *Cognitive perspectives on children's social and*



Project supported
by





behavioural development. The Minnesota Symposia on child psychology., Erlbaum: Hillsdale.

- Duffy, A. L., & Nesdale, D. (2009). Peer groups, social identity, and children's bullying behaviour. *Social Development*, 18, 121-139.
- Earnshaw, W. A., Reisner, S. L., Menino, D. D., Poteat, V. P., Bogart, L. M., Barnes, T. N., & Schuster, M. A. (2018). Stigma-based bullying interventions: A systematic review. *Developmental Review*, 48, 178-200.
- Espelage, D. L. (2014). Ecological Theory: Preventing Youth Bullying, Aggression, and Victimization. *Theory into Practice*, 53(4), 257-264.
- Espelage, D. L., Van Ryzin, M. J., & Holt, M. K. (2018). Trajectories of bully perpetration across early adolescence: Static risk factors, dynamic covariates, and longitudinal outcomes. *Psychology of violence*, 8(2), 141.
- Eyberg, S. M., Nelson, M. M., & Boggs, S. R. (2008). Evidence-based psychosocial treatments for children and adolescents with disruptive behaviour. *Journal of clinical child & Adolescent psychology*, 37(1), 215-237.
- Gaffney, H., Farrington, D. P., & Ttofi, M. M. (2019). Examining the effectiveness of school-bullying intervention programs globally: A meta-analysis. *International Journal of Bullying Prevention*, 1(1), 14-31.
- Gee, G. C., Walsemann, K. M., & Brondolo, E. (2012). A life course perspective on how racism may be related to health inequities. *American Journal of Public Health*, 102, 967-974.



Project supported
by





- Gini, G. (2005). *Il bullismo. Le regole della prepotenza tra caratteristiche individuali e potere nel gruppo*. Rome: Carlo Amore Eds.
- Gini, G., Albiero, P., Benelli, B., & Altoè, G. (2008). Determinants of adolescents' active defending and passive bystanding behaviour in bullying. *Journal of Adolescence*, 31, 93-105
- Gini, G., Pozzoli, T., Borghi, F., & Franzoni, L. (2008). The role of bystanders in students' perception of bullying and sense of safety. *Journal of School Psychology*, 46(6), 617-638.
- Halliday, S., Gregory, T., Taylor, A., Digenis, C., & Turnbull, D. (2021). The impact of bullying victimization in early adolescence on subsequent psychosocial and academic outcomes across the adolescent period: A systematic review. *Journal of school violence*, 20(3), 351-373.
- Hong, J. S., & Espelage, D. L. (2012). A review of research on bullying and peer victimization in school: An ecological system analysis. *Aggression and Violent Behaviour*, 17, 311-322.
- Hysing, M., Askeland, K. G., La Greca, A. M., Solberg, M. E., Breivik, K., & Sivertsen, B. (2021). Bullying involvement in adolescence: implications for sleep, mental health, and academic outcomes. *Journal of interpersonal violence*, 36(17-18), NP8992-NP9014.



Project supported
by





- Jones, S. E., Livingstone, A. G., & Manstead, A. S. (2017). *Bullying and belonging*. In K. Mavor, M. J. Platow & B. Bizumic (Eds.), *Self and social identity in educational contexts* (pp. 70-90). New York, NY: Routledge.
- Jones, S. E., Manstead, A. S. R., & Livingstone, A. (2009). Birds of a feather bully together: Group processes and children's responses to bullying. *British Journal of Developmental Psychology*, 27, 853-873.
- Kaess, M. (2018). Bullying: peer-to-peer maltreatment with severe consequences for child and adolescent mental health. *European Child & Adolescent Psychiatry*, 27(8), 945-947.
- Kärnä, A., Voeten, M., Little, T., Poskiparta, E., Kaljonen, A., & Salmivalli, C. (2011). A large-scale evaluation of the KiVa anti-bullying program: Grades 4-6. *Child Development*, 82, 311-330.
- Kaukiainen, A., Salmivalli, C., Lagerspetz, K., Tamminen, M., Vauras, M., Mäki, H., et al. (2002). Learning difficulties, social intelligence and self-concept: Connections to bully-victim problems. *Scandinavian Journal of Psychology*, 43, 269-278.
- Kenny, D. A., West, T. V., Cillessen, A. H., Coie, J. D., Dodge, K. A., Hubbard, J. A., & Schwartz, D. (2007). Accuracy in judgments of aggressiveness. *Personality and Social Psychology Bulletin*, 33(9), 1225-1236.
- Killen, M., Mulvey, K. L., & Hitti, A. (2013). Social exclusion: A developmental intergroup perspective. *Child Development*, 84, 772-790.



Project supported
by





- Lemerise, E. A., & Arsenio, W. F. (2000). An integrated model of emotion processes and cognition in social information processing. *Child Development*, 71, 107-18.
- Locke, K.D. (2000). Circumplex Scales of Interpersonal Values: Reliability, validity, and applicability to interpersonal problems and personality disorders. *Journal of Personality Assessment*, 75, 249–267.
- Lucas-Molina, B., Gimenez-Dasi, M., Fonseca-Pedrero, E., & Perez-Albeniz, A. (2018). What makes a defender? A multilevel study on individual correlates and classroom norms in explaining defending behaviours. *School Psychology Review*, 47, 34-44.
- Major, B., Dovidio, J. F., & Link, B. (Eds.). (2017). *Oxford handbook of stigma and health*. New York, NY: Oxford University Press.
- Menon, M., Tobin, D. D., Corby, B. C., Menon, M., Hodges, E. V. E., & Perry, D. G. (2007). The developmental costs of high self-esteem for antisocial children. *Child Development*, 78, 1627-1639.
- Mishna, F. (2012). *Theories that help to understand bullying*. In: *Bullying: A guide to research, intervention, and prevention*. Oxford: Oxford Scholarship.
- Modecki, K. L., Minchin, J., Harbaugh, A. G., Guerra, N. G., & Runions, K. C. (2014). Bullying prevalence across contexts: A meta-analysis measuring cyber and traditional bullying. *Journal of Adolescent Health*, 55(5), 602-611.
- Monks, C. P., Smith, P. K., & Swettenham, J. (2005). Psychological correlates of peer victimisation in preschool: Social cognitive skills, executive function and attachment



Project supported
by





profiles. *Aggressive Behaviour: Official Journal of the International Society for Research on Aggression*, 31(6), 571-588.

- Mulvey, K. L., Hoffman, A. J., Gönültaş, S., Hope, E. C., & Cooper, S. M. (2018). Understanding experiences with bullying and bias-based bullying: What matters and for whom?. *Psychology of violence*, 8(6), 702.
- Nesdale, D. (2004). *Social identity processes and children's ethnic prejudice*. In M. Bennett & F. Sani (Eds.), *The development of the social self* (pp. 219-246). London: Psychology Press.
- Nesdale, D., Durkin, K., Maass, A., Kiesner, J., & Griffiths, J. A. (2008). Effects of group norms on children's intentions to bully. *Social Development*, 17(4), 889-907.
- Olweus, D. (1986). *The Olweus bully/victim questionnaire*. Research Center for Health promotion. University of Bergen, Bergen.
- Olweus, D., Limber, S. P., & Breivik, K. (2019). Addressing specific forms of bullying: A large-scale evaluation of the Olweus bullying prevention program. *International Journal of Bullying Prevention*, 1(1), 70-84.
- Palladino, B. E., Nocentini, A., & Menesini, E. (2016). Evidence-based intervention against bullying and cyberbullying: Evaluation of the NoTrap! program in two independent trials. *Aggressive behaviour*, 42(2), 194–206.
- Palmer, S. B., & Abbott, N. (2018). Bystander responses to bias-based bullying in schools: A developmental intergroup approach. *Child Development Perspectives*, 12, 39-44.



Project supported
by





- Palmer, S. B., Rutland, A., & Cameron, L. (2015). The development of bystander intentions in an intergroup context: The role of perceived severity, ingroup norms, and social-moral reasoning. *British Journal of Developmental Psychology*, 33, 419-433.
- Patterson, G. R. (1986). Performance models for antisocial boys. *American psychologist*, 41(4), 432.
- Perry, D. G., Hodges, E. V. E., & Egan, S. K. (2001). *Determinants of chronic victimization by peers: a review and new model of family influence*. In J. Juvonen & S. Graham (Eds.), *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.
- Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology*, 90, 751-783.
- Pollastri, A. R., Cardemil, E. V., & O'Donnell, E. H. (2010). Self-esteem in pure bullies and bully/victims: A longitudinal analysis. *Journal of interpersonal violence*, 25(8), 1489-1502.
- Rigby, K., & Cox, I. (1996). The contribution of bullying at school and low self-esteem to acts of delinquency among Australian teenagers. *Personality and Individual Differences*, 21, 609-612.
- Rutland, A., Killen, M., & Abrams, D. (2010). A new social-cognitive developmental perspective on prejudice: The interplay between morality and group identity. *Perspectives on Psychological Science*, 5, 279-291.



Project supported
by





- Scheepers, D., Spears, R., Doosje, B., & Manstead, A. S. R. (2006). The social functions of ingroup bias: Creating, confirming, or changing social reality. *European Review of Social Psychology*, 17, 359-396.
- Schoeler, T., Duncan, L., Cecil, C. M., Ploubidis, G. B., & Pingault, J. B. (2018). Quasi-experimental evidence on short-and long-term consequences of bullying victimization: A meta-analysis. *Psychological Bulletin*, 144(12), 1229.
- Sidanius, J., & Pratto, F. (1999). *Social dominance: An intergroup theory of social hierarchy and oppression*. New York: Cambridge University Press.
- Silva, M. A. I., Pereira, B., Mendonça, D., Nunes, B., & Oliveira, W. A. D. (2013). The involvement of girls and boys with bullying: an analysis of gender differences. *International Journal of Environmental Research and Public Health*, 10(12), 6820-6831.
- Smith, P. K., & Sharp, S. (1994). *School bullying. Insights and perspectives*. London, UK: Routledge.
- Strohmeier, D., Hoffmann, C., Schiller, E. M., Stefanek, E., & Spiel, C. (2012). ViSC Social Competence Program. *New directions for youth development*, 2012(133), 71-84.
- Sutton, J., & Keogh, E. (2000). Social competition in school: Relationships with bullying, Machiavellianism and personality. *British Journal of Educational Psychology*, 70(3), 443-456.



Project supported
by





- Sutton, J., Smith, P. K., & Swettenham, J. (1999). Bullying and ‘Theory of Mind’: A critique of the ‘social skills deficit’ view of anti-social behaviour. *Social Development*, 8, 117-134.
- Tajfel, H., Billig, M. G., Bundy, R. P., & Flament, C. (1971). Social categorization and intergroup behaviour. *European Journal of Social Psychology*, 1, 149-178.
- Tajfel, H., & Turner, J. C. (1979). *An Integrative Theory of Intergroup Conflicts*. In W. G. Austin & S. Worchel (Eds.), *The Social Psychology of Intergroup Relations* (pp. 33-47). Monterey, CA: Brooks-Cole.
- Thornberg, R., & Jungert, T. (2014). School bullying and the mechanisms of moral disengagement. *Aggressive Behaviour*, 40, 99-108
- Turner, J. C., Hogg, M. A., Oakes, P. J., Reicher, S. D., & Wetherell, M. S. (1987). *Rediscovering the social group: A self-categorization theory*. Oxford, UK: Blackwell.
- UNESCO (2019). *Behind the numbers: ending school violence and bullying*. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000366483>
- Van Noorden, T. H., Haselager, G. J., Cillessen, A. H., & Bukowski, W. M. (2015). Empathy and involvement in bullying in children and adolescents: A systematic review. *Journal of youth and adolescence*, 44(3), 637-657.
- Vezzali, L., Hewstone, M., Capozza, D., Giovannini, D., & Wölfer, R. (2014). Improving intergroup relations with extended and vicarious forms of indirect contact. *European Review of Social Psychology*, 25, 314-389.



Project supported
by





- White, F. A., Borinca, I., Vezzali, L., Reynolds, K. J., Blomster Lyshol, J. K., Verrelli, S., & Falomir-Pichastor, J. M. (2021). Beyond direct contact: The theoretical and societal relevance of indirect contact for improving intergroup relations. *Journal of Social Issues*, 77, 132-153.



Project supported
by





Appendices

Appendix 1 – PINBALL Questionnaire Part 2

1) Consider the statement “I feel most successful as a coach when...”, read each of the questions on the questionnaire below and indicate how much you agree with each statement by entering an appropriate score where:

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

I FEEL MOST SUCCESSFUL AS A COACH WHEN...

1	I am the only one who can coach the play or skill	1	2	3	4	5
2	I learn a new coaching skill, and it makes me want to improve even more	1	2	3	4	5
3	I can do better than other coaches	1	2	3	4	5
4	The other coaches cannot do as well as me	1	2	3	4	5
5	I learn something that is useful for me as a coach	1	2	3	4	5
6	Other coaches mess up, but I do not	1	2	3	4	5
7	I learn a new coaching skill by trying hard	1	2	3	4	5
8	I work hard as a coach	1	2	3	4	5
9	My team score the most points/goals/hits, etc.	1	2	3	4	5
10	Something I learn makes me want to improve as a coach	1	2	3	4	5
11	I am the best coach	1	2	3	4	5
12	A coaching skill I learn feels right	1	2	3	4	5
13	I do my very best as a coach	1	2	3	4	5



Project supported
 by





2) We now present you a list of behaviours that a player can act during training or during a competition. Please, rate how much you consider each behaviour desirable/undesirable by selecting an appropriate score where:

- 1 = Extremely undesirable
- 2 = Undesirable
- 3 = Neither desirable nor undesirable
- 4 = Desirable
- 5 = Extremely desirable

1	Encouraging a teammate	1	2	3	4	5
2	Asking to stop play when an opponent was injured	1	2	3	4	5
3	Trying to injure an opponent	1	2	3	4	5
4	Arguing with a teammate	1	2	3	4	5
5	Congratulating a teammate for good play	1	2	3	4	5
6	Trying to wind up an opponent	1	2	3	4	5
7	Deliberately fouling an opponent	1	2	3	4	5
8	Intentionally distracting an opponent	1	2	3	4	5
9	Criticizing a teammate	1	2	3	4	5
10	Helping an opponent off the floor	1	2	3	4	5
11	Giving positive feedback to a teammate	1	2	3	4	5
12	Swearing at a teammate	1	2	3	4	5
13	Helping an injured opponent	1	2	3	4	5
14	Retaliating after a bad foul	1	2	3	4	5
15	Showing frustration at a teammate's poor play	1	2	3	4	5
16	Intentionally breaking the rules of the game	1	2	3	4	5
17	Giving constructive feedback to a teammate	1	2	3	4	5
18	Verbally abusing a teammate	1	2	3	4	5



Project supported
 by





19	Physically intimidating an opponent	1	2	3	4	5
20	Criticizing an opponent	1	2	3	4	5

3) Please, read each of the questions on the questionnaire below and indicate how much you agree with each statement by entering an appropriate score where:

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

1.	I am able to earn the trust and appreciation of all the Club fellow coaches, staff members and families	1	2	3	4	5
2.	I am capable of overcoming all the challenges I encounter in meeting my coaching objectives	1	2	3	4	5
3.	As a coach, I am capable of getting recognition and appreciation from my players	1	2	3	4	5
4.	I can make my players respect rules and codes of conduct	1	2	3	4	5
5.	I am capable of engaging even the most reluctant and difficult players in my training activities	1	2	3	4	5

4) Evaluate how much competent you feel when it comes to bullying issues by answering each statement where:

1 = not at all competent, 2 = a bit competent, 3 = quite competent, 4 = competent, 5 = very competent

1	How competent do you feel about bullying issues?	1	2	3	4	5
2	How competent do you feel about identifying and tackling bullying within your team?	1	2	3	4	5



Project supported by





5) Imagine that one of your players has been targeted by another teammate and is repeatedly pushed, offended and mistreated. WHAT would you do in this circumstance? Answer the following questions by indicating your opinion on a scale of 1 to 5, where:

- 1 = absolutely not
- 2 = probably not
- 3 = maybe not, maybe yes
- 4 = probably yes
- 5 = absolutely yes

1) I would not intervene	1	2	3	4	5
2) I would leave things up to the players	1	2	3	4	5
3) I would hardly be aware of it	1	2	3	4	5
4) I would help the players involved to resolve the conflict	1	2	3	4	5
5) I would discuss the episode with the whole team	1	2	3	4	5
6) I would try to help the victim	1	2	3	4	5
7) I would take measures against the bully	1	2	3	4	5



Project supported
 by





Appendix 2 – Good practices collected by PPs

A2.1 Good practices collected by the Football Association of Finland

PINBALL Good Practice Grid	
Code	FAF – GOOD PRACTICE 01
Name (title) of the good practice:	Et ole yksin / “You are not alone”
Country/region	Finland - national
Institution coordinating the good practice	Väestöliitto / Family federation of Finland https://www.vaestoliitto.fi/en/
PINBALL Scope: context (more than one field may be indicated)	<input type="checkbox"/> Bullying within football teams <input checked="" type="checkbox"/> Bullying in sport contexts <input type="checkbox"/> Bullying in other domains (please specify): _____
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	<input checked="" type="checkbox"/> Against individuals for their weaknesses <input checked="" type="checkbox"/> Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)
PINBALL type of bullying context: (more than one field may be indicated)	<input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Online (cyberbullying)
Description	<input type="checkbox"/> Initiator The Family federation of Finland <input type="checkbox"/> Partners 7 sport associations (Football, Icehockey, Floorball, Basketball, Volleyball, Swimming, Gymnastic), FINCIS https://suek.fi/en/ , Finnish Olympic Committee https://www.olympiakomitea.fi/ <input type="checkbox"/> Target Groups targeted to Sport only (players, volunteers, coaches clubs, club employees, parents...)



Project supported by





	<p>Stakeholders Funding Centre for Social Welfare and Health Organisations (STEA) https://www.stea.fi/en/ , Ministry of Education and Culture of Finland https://okm.fi/en/frontpage</p> <p><input type="checkbox"/> Content of the good practice Support service against bullying, sexual abuse and harassment. Prevention tools. National chat service, education for associations, clubs and employees, parents, youngsters, online courses, supporting materials</p> <p><input type="checkbox"/> Stage of development (Pilot project 2018-2021, continue 2022+)</p>
Relevance (more than one field may be indicated)	<p>Widely in use many sport associations and clubs Surveys in the beginning, regular surveys at club level Service has revealed several cases Program has helped clubs to establish interference / prevention protocols Transformative in their purpose and in relation to their context Education / online courses Awareness</p>
Impact at local, regional, national or EU level	Local/regional/national
Re-appropriation potential (possibility to replicate it in other contexts)	yes
Web link(s)	www.etoleyksin.fi , #etoleyksin
Filled by [name and partner institution]:	Lasse Keski-Loppi, FAF

PINBALL Good Practice Grid	
Code	FAF – GOOD PRACTICE 02
Name (title) of the good practice:	Reilusti urheiluryhmässä – Trygg idrott för alla (“Fairplay in team sports”)
Country/region	Finland – national
Institution coordinating the good practice	MLL the Mannerheim league for child welfare Folkhälsan Sport federations
PINBALL Scope:	<p><input type="checkbox"/> Bullying within football teams</p> <p><input checked="" type="checkbox"/> Bullying in sport contexts</p>



Project supported by





context (more than one field may be indicated)	<input type="checkbox"/> Bullying in other domains (please specify):
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	<input checked="" type="checkbox"/> Against individuals for their weaknesses <input checked="" type="checkbox"/> Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)
PINBALL type of bullying context: (more than one field may be indicated)	<input checked="" type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Online (cyberbullying)
Description	Initiator: MLL the Mannerheim league for child welfare Partners: sport associations, folkhälsan Target Groups targeted to Sport only (players, volunteers, coaches clubs, club employees, parents...) Funded by OKM Ministry of education and culture <input type="checkbox"/> <u>Content of the good practice</u> Support service against bullying, sexual abuse and harassment. Prevention tools. Education for associations, clubs and employees, parents, youngsters, online course for coaches https://my.priimalms.com/reg/jnh11mp7 supporting materials (videos) <input type="checkbox"/> Stage of development (questionares 2018-19, project 2018-2020) <input type="checkbox"/> Online course in use, materials ready in use
Relevance (more than one field may be indicated)	Widely in use many sport associations and clubs Surveys in the beginning 13y-17y boys and girls Education / online courses Tools for clubs, parents club employees
Impact at local, regional, national or EU level	Local/regional/national
Re-appropriation potential (possibility to replicate it in other contexts)	yes
Web link(s)	https://www.mll.fi/ammattilaisille/tietoa-teemoittain/turvallinen-ja-viihtyisa-harrastusryhma/



Project supported by





Filled by [name and partner institution]:	Lasse Keski-Loppi, FAF
--	------------------------

PINBALL Good Practice Grid	
Code	FAF – GOOD PRACTICE 03
Name (title) of the good practice:	Kannusta mua – Cheer me Fair Play – Green card Operation gamerules
Country/region	Finland – national
Institution coordinating the good practice	FA of Finland projects / programmes
PINBALL Scope: context (more than one field may be indicated)	<input checked="" type="checkbox"/> Bullying within football teams <input checked="" type="checkbox"/> Bullying in sport contexts <input type="checkbox"/> Bullying in other domains (please specify):
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	<input checked="" type="checkbox"/> Against individuals for their weaknesses <input checked="" type="checkbox"/> Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)
PINBALL type of bullying context: (more than one field may be indicated)	<input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Cyberbullying
Description	Initiator: FAF Green card since 1999, Operation gamerules +15 years, kannusta mua campaign 2018+ Partners: Business partners (Lidl, Helsingin Sanomat...) Target Groups targeted to Sport only (clubs, players, referees, parents...) <input type="checkbox"/> <u>Content of the good practice</u> Football atmosphere, communications, positive approach to children’s football (cheer me!)



Project supported by





	<p>Preventing bullying and learning to make rules in teams talking about values, principles, actions (practices, playtime, tournaments, behaving, parents cheering...). Campaigning is for teams and parents that they learn to talk beforehand about football-/team atmosphere and goalsetting.</p> <p>Green card instead of red & yellow card in every game U11. Green card is a symbol of football values. Most visibility product and brand in grassroots football. https://www.palloliitto.fi/harrastaminen/harrastamisen-ilmapiiri-ja-arvot/vihrea-kortti</p> <p>Kannusta Mua – cheer me – communication campaign, positive cheering, positive atmosphere in children’s football, visibility https://www.instagram.com/kannustamua/?hl=fi</p> <p>Gamerules – every team U15 makes gamerules of the team and with parents. Rules are based on club’s rules. https://www.palloliitto.fi/harrastaminen/harrastamisen-ilmapiiri-ja-arvot/urheilun-pelisaannot</p> <p><input type="checkbox"/> Stage of development: Green card since 1995, Gamerules +15 years, Cheer me campaign since 2016-2020</p> <p>Materials, over 120.000 green cards delivered every year. Social media materials, ready banners... Gamerules made in every team U15</p>
<p>Relevance (more than one field may be indicated)</p>	<p>Nationwide programs, Cheer me -campaign 2016-2020 Tools and material for clubs, coaches, referees, parents, club employees</p>
<p>Impact at local, regional, national or EU level</p>	<p>Local/regional/national</p>
<p>Re-appropriation potential (possibility to replicate it in other contexts)</p>	<p>yes</p>
<p>Web link(s)</p>	<p>links above</p>
<p>Filled by [name and partner institution]:</p>	<p>Lasse Keski-Loppi, FAF</p>



Project supported by





PINBALL Good Practice Grid	
Code	FAF – GOOD PRACTICE 04
Name (title) of the good practice:	Kamppailija ei kiusaa / Martial Art Doesn't Bully
Country/region	Finland – national
Institution coordinating the good practice	Finnish martial arts associations (6)
PINBALL Scope: context (more than one field may be indicated)	<input type="checkbox"/> Bullying within football teams <input checked="" type="checkbox"/> Bullying in sport contexts <input type="checkbox"/> Bullying in other domains (please specify):
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	<input checked="" type="checkbox"/> Against individuals for their weaknesses <input checked="" type="checkbox"/> Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)
PINBALL type of bullying context: (more than one field may be indicated)	<input checked="" type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Online
Description	<p>Please refer to the following field when describing the good practice.</p> <p>Initiator: Martial Arts association in Finland (Judo) Partners: 6 martial arts association, Finnish Olympic Committee Target Groups targeted to Sport</p> <p><input type="checkbox"/> <u>Content of the good practice</u> The goal is to find and provide easy, practical tools for clubs to reduce and prevent bullying within the club and among its members. Aim to help clubs create a safe and healthy environment.</p> <p>52 pages manual https://www.kamppailijaeikiusaa.fi/materiaalit</p> <p>Products:</p>



Project supported by





	They have a range of products for all who support the Martial Artist Doesn't Bully principles. The current line of products includes hoodies, t-shirts, and cloth badges.
Relevance (more than one field may be indicated)	National, since 2016 Tools and material for clubs, coaches, referees, children, youth, adult
Impact at local, regional, national or EU level	Local/regional/national
Re-appropriation potential (possibility to replicate it in other contexts)	yes
Web link(s)	https://www.kamppailijaeikiusaa.fi/
Filled by [name and partner institution]:	Lasse Keski-Loppi, FAF

PINBALL Good Practice Grid	
Code	FAF – GOOD PRACTICE 05
Name (title) of the good practice:	Pidetään yhtä – “Keeping together” Survey / campaign
Country/region	Finland – national
Institution coordinating the good practice	FA of Finland
PINBALL Scope: context (more than one field may be indicated)	<input checked="" type="checkbox"/> Bullying within football teams <input type="checkbox"/> Bullying in sport contexts <input type="checkbox"/> Bullying in other domains (please specify):
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target:	<input checked="" type="checkbox"/> Against individuals for their weaknesses <input checked="" type="checkbox"/> Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)



Project supported by





(more than one field may be indicated)	
PINBALL type of bullying context: (more than one field may be indicated)	x Face-to-face x Online
Description	Please refer to the following field when describing the good practice. Initiator: FAF Partners: Elisa Company Target Groups targeted to Sport (survey 16 to 20 year old football players) Campaign coming 2023 <input type="checkbox"/> Content of the good practice <ul style="list-style-type: none"> - Survey to 777 players (6% of all) + some parents answers - 90% felt atmosphere safe or reasonable safe - 5% felt unsafe - 481 (61,9%) had experienced bullying - Most of the answers related to games, most common was shouting or talk from opponent coaches or players <p>Finnish national team did wear number 62% in their warmup shirts before last Nation league game against Romania - visibility</p>
Relevance (more than one field may be indicated)	National 2022, surveys released 9.9.2022
Impact at local, regional, national or EU level	National
Re-appropriation potential (possibility to replicate it in other contexts)	Not yet
Web link(s)	https://static.elisa.com/v2/image/2tqybbhjs47b/11bpe46tS2q7IqqW7t8cCJ/palloliitto-pidetaan-yhta-kyselytutkimus-0922.pdf?_ga=2.147395575.1155967834.1663869180-1382567496.1662706144 https://elisa.fi/62/ We can do better
Filled by [name and partner institution]:	Lasse Keski-Loppi, FAF



Project supported by





A2.2 Good practices collected by the Croatian Football Federation

PINBALL Good Practice Grid	
Code	CROATIAN FA (HNS) – GOOD PRACTICE 01
Name (title) of the good practice:	HRABRI TELEFON / “Brave Phone”
Country/region	CROATIA
Institution coordinating the good practice	Coordination of Association for Children in Croatia
PINBALL Scope: context (more than one field may be indicated)	<input type="checkbox"/> Bullying within football teams <input type="checkbox"/> Bullying in sport contexts <input checked="" type="checkbox"/> Bullying in other domains (please specify): Helpline for children and parents
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	<input checked="" type="checkbox"/> Against individuals for their weaknesses <input checked="" type="checkbox"/> Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)
PINBALL type of bullying context: (more than one field may be indicated)	<input checked="" type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Online (cyberbullying)
Description	<p>Please refer to the following field when describing the good practice.</p> <p>Initiator: Brave Phone is an organization founded in 1997, registered in 2012.</p> <p>Partners: National Foundation for Civil Society Development, Coordination of Association for Children in Croatia which includes 5 organizations), Red Button (Ministry of the Interior), Child Protection Hub for Southeast Europe</p> <p>Target Groups: children and adults who seek advice Stakeholders involved: non-profit & non –government organization</p>



Project supported by





	<p>Content of the good practice: 91% of children in Croatia have heard of Brave Phone. It is the country's second most recognizable organization. Over 1500 professionals have directly collaborated with children and parents through Brave Phone's programs. Distribution of 18000 copies of educational material to program users and child protection professionals every year.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stage of development (Pilot project, consolidating, mature, concluded/discontinued): mature, continuous project <input type="checkbox"/> Longitudinal analysis (start date, How it evolved from its beginning, end date if any): renowned organization in Croatia <input type="checkbox"/> Eventual evaluation
Relevance (more than one field may be indicated)	<p>X Transformative in their purpose and in relation to their context X Already produced observable results X Methodologically structured X Containing good elements re-appropriable in other contexts</p>
Impact at local, regional, national or EU level	Local/regional/national
Re-appropriation potential (possibility to replicate it in other contexts)	Yes
Web link(s)	https://udruga.hrabritelefon.hr/en/
Filled by [name and partner institution]:	Helenna Hercigonja-Moulton, HNS

PINBALL Good Practice Grid	
Code	CROATIAN FA (HNS) – GOOD PRACTICE 02
Name (title) of the good practice:	Zdravi Grad, Poreč / “Healthy City of Poreč”
Country/region	Croatia, Istra
Institution coordinating the good practice	The World Health Organization and The City of Poreč
PINBALL Scope: context (more than one field may be indicated)	<ul style="list-style-type: none"> <input type="checkbox"/> Bullying within football teams <input type="checkbox"/> Bullying in sport contexts <input checked="" type="checkbox"/> Bullying in other domains (please specify): Bullying amongst Peers





<p>PINBALL type of bullying behaviour: (more than one field may be indicated)</p>	<p>X Physical violence X Verbal violence X Social violence (like socially excluding, rolling eyes, snorting)</p>
<p>PINBALL type of bullying target: (more than one field may be indicated)</p>	<p>X Against individuals for their weaknesses X Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)</p>
<p>PINBALL type of bullying context: (more than one field may be indicated)</p>	<p>X Face-to-face X Online (cyberbullying)</p>
<p>Description</p>	<p>Initiator: WHO, Center for Healthy living in the city of Poreč</p> <p>Partners: City of Poreč with relevant departments,</p> <ul style="list-style-type: none"> • Branch of Istrian health centers - Poreč, • Center for Social Welfare Poreč, • Home for the elderly and infirm Poreč, • Poreč schools and kindergartens, • Association of the Disabled Poreč, • Galija Pensioners' Club, • Society, our children Poreč, • Red Cross Poreč, • Center for Civic Initiatives Poreč, • Poreč Veterinary Hospital, • Sports Association of the City of Poreč with its associated clubs, • Institute of Public Health of the County of Istria, • Department of Health and Social Welfare; Istria County Health Team • Croatian Network of Healthy Cities - Support Center in Zagreb, • Croatian healthy cities. <p>Target Groups: Bullying amongst peers. Those who seek professional advice and want to attend educational seminars held by qualified psychologists on the subject of bullying amongst peers in order to understand the definition of bullying and how to recognize and prevent it.</p>



Project supported by





	<p>Stakeholders involved:</p> <p>Content of the good practice: Since the initiation of the local Healthy City project, the City of Poreč-Parenzo has chosen a specific, very efficient and special way of developing this project, developing from the beginning (1993) its own non-profit organization of which the City is the founder. Since its establishment, the basic focus of the organization has been local care for the long-term and continuous improvement of physical and mental health, the use of academic public health knowledge, and the implementation of interventions for health in the life and development of the community.</p> <p>The WHO Healthy City project in Poreč has been implemented continuously since the early 90s. This project gave Poreč the status of a city of health, i.e. a community where the highest level of care is taken to improve the health of all residents, social security, social cohesion and togetherness, and especially care for vulnerable groups in the environment.</p>
Relevance (more than one field may be indicated)	<p>X Transformative in their purpose and in relation to their context</p> <p>X Already produced observable results</p> <p>X Methodologically structured</p> <p>X Containing good elements re-appropriable in other contexts</p>
Impact at local, regional, national or EU level	Local/regional/national
Re-appropriation potential (possibility to replicate it in other contexts)	Yes
Web link(s)	https://www.zdravi-grad-porec.hr/strucna-tema/bullying-vrsnjacko-zlostavljanje/
Filled by [name and partner institution]:	Helenna Hercigonja-Moulton, HNS

PINBALL Good Practice Grid	
Code	CROATIAN FA (HNS) – GOOD PRACTICE 03
Name (title) of the good practice:	Unicef – for every child
Country/region	Croatia



Project supported by





Institution coordinating the good practice	Unicef - Croatia
PINBALL Scope: context (more than one field may be indicated)	<input type="checkbox"/> Bullying within football teams <input type="checkbox"/> Bullying in sport contexts <input checked="" type="checkbox"/> Bullying in other domains (please specify): Peer and Cyberbullying
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	<input checked="" type="checkbox"/> Against individuals for their weaknesses <input checked="" type="checkbox"/> Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)
PINBALL type of bullying context: (more than one field may be indicated)	<input checked="" type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Online (cyberbullying)
Description	<p>Initiator: UNICEF CROATIA</p> <p>Partners: ‘Stop Violence Among Children’ and the implementation of the school programme ‘For a Safe and Enabling Environment in Schools’ (SEES).</p> <p>Target Groups: Prevention of peer violence, cyber bullying</p> <p>Content of the good practice: UNICEF Office for Croatia has been implementing a bullying prevention project entitled For a safe and encouraging environment in schools since 2004. They have implemented a program in Croatian schools against bullying and also write informative articles in relation to bullying, specifically cyber bullying.</p>
Relevance (more than one field may be indicated)	<input checked="" type="checkbox"/> Transformative in their purpose and in relation to their context <input checked="" type="checkbox"/> Already produced observable results <input checked="" type="checkbox"/> Methodologically structured <input checked="" type="checkbox"/> Containing good elements re-appropriable in other contexts
Impact at local, regional, national or EU level	Local/regional/national
Re-appropriation potential (possibility to replicate it in other contexts)	Yes
Web link(s)	<ul style="list-style-type: none"> https://www.unicef.org/croatia/price/cyberbullying-kako-ga-sprije%C4%8Diti



Project supported by





	<ul style="list-style-type: none"> • https://www.unicef.hr/wp-content/uploads/2016/01/SVAC_handbook_web_100dpi1.pdf • https://hrcak.srce.hr/clanak/73762 • https://hrcak.srce.hr/file/73761
<p>Filed by [name and partner institution]:</p>	<p>Helenna Hercigonja-Moulton, HNS</p>



Project supported by





A2.3 Good practices collected by the Hellenic Football Federation

PINBALL Good Practice Grid	
Code	Hellenic Football Federation – GOOD PRACTICE 01
Name (title) of the good practice:	Play football without Bullying
Country/region	Greece
Institution coordinating the good practice	NA, Regional Associations, Clubs
PINBALL Scope: context (more than one field may be indicated)	<input checked="" type="checkbox"/> Bullying within football teams <input type="checkbox"/> Bullying in sport contexts <input type="checkbox"/> Bullying in other domains (please specify):
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	<input checked="" type="checkbox"/> Against individuals for their weaknesses <input type="checkbox"/> Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)
PINBALL type of bullying context: (more than one field may be indicated)	<input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Online (cyberbullying)
Description	<p>A practice during a football season that will inform and support the Grassroots clubs in 53 Regional Associations of Greece about Bullying and ways of dealing. Specific questionnaires will be delivered in 53 Regional Associations, and these will move them in adolescents' players of selected clubs. Speeches and actions to inform the children about bullying on the clubs will take place, too. Cooperation between NA, Regional Associations and clubs locally will take place. The data collection will present how the children face the bullying inside on the club environment, which are the real problems and suggestions to deal with the bullying on clubs.</p>
Relevance (more than one field may be indicated)	<input checked="" type="checkbox"/> Transformative in their purpose and in relation to their context <input type="checkbox"/> Already produced observable results



Project supported by





	<input type="checkbox"/> Methodologically structured <input type="checkbox"/> Containing good elements re-appropriable in other contexts
Impact at local, regional, national or EU level	National
Re-appropriation potential (possibility to replicate it in other contexts)	Yes
Web link(s)	-
Filled by [name and partner institution]:	Siskos Christos , Greek FA

PINBALL Good Practice Grid	
Code	Hellenic Football Federation – GOOD PRACTICE 02
Name (title) of the good practice:	Bullying in Schools – Bullying in Life
Country/region	Greece
Institution coordinating the good practice	Ministry of Education
PINBALL Scope: context (more than one field may be indicated)	<input type="checkbox"/> Bullying within football teams <input type="checkbox"/> Bullying in sport contexts <input checked="" type="checkbox"/> Bullying in other domains (please specify): School
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	<input checked="" type="checkbox"/> Against individuals for their weaknesses <input type="checkbox"/> Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)
PINBALL type of bullying context:	<input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Online (cyberbullying)



Project supported by





(more than one field may be indicated)	
Description	A campaign (during a school season) against bullying in school environment will help to deal with this problem among the youngsters. A creation of handbook against bullying, speeches to children and teachers in primary and secondary school, athletic material with messages against bullying will take place. Specific questionnaires to the children and teachers will be delivered to receive feedback about the presence of bullying on the school environment and possible suggestions for dealing of it from children and teachers. The Ministry of Education will collaborate with the NA for the project implementation. By the data collection from the campaign delivering and the questionnaires' receiving will be produced significant results of how many children and teachers will be aware about bullying, which kind of it is more presented and possible suggestions for deal with of it.
Relevance (more than one field may be indicated)	<input checked="" type="checkbox"/> Transformative in their purpose and in relation to their context <input type="checkbox"/> Already produced observable results <input type="checkbox"/> Methodologically structured <input type="checkbox"/> Containing good elements re-appropriable in other contexts
Impact at local, regional, national or EU level	National, EU
Re-appropriation potential (possibility to replicate it in other contexts)	Yes
Web link(s)	-
Filled by [name and partner institution]:	Christos Siskos, Greek FA

PINBALL Good Practice Grid	
Code	Hellenic Football Federation – GOOD PRACTICE 03
Name (title) of the good practice:	Prevent bullying on the working environment in Sports Organizations
Country/region	Greece



Project supported by





Institution coordinating the good practice	NAs, Regional Associations, Clubs
PINBALL Scope: context (more than one field may be indicated)	<input type="checkbox"/> Bullying within football teams <input checked="" type="checkbox"/> Bullying in sport contexts <input type="checkbox"/> Bullying in other domains (please specify): ____
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	<input checked="" type="checkbox"/> Against individuals for their weaknesses <input type="checkbox"/> Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)
PINBALL type of bullying context: (more than one field may be indicated)	<input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Online (cyberbullying)
Description	A practice during a football season that will inform and support the Sports Organizations about bullying and ways of dealing. Specific questionnaires will be delivered on NA, on 53 Regional Associations and on selected local clubs' staff to identify the situation of bullying in the working sports environment. Speeches and actions to inform the children about bullying on the clubs will take place, too. Cooperation between NA, Regional Associations and clubs locally will take place. The data collection will present how the football workers face the bullying inside on their working environment, which are the real problems and suggestions to deal with them.
Relevance (more than one field may be indicated)	<input checked="" type="checkbox"/> Transformative in their purpose and in relation to their context <input type="checkbox"/> Already produced observable results <input type="checkbox"/> Methodologically structured <input type="checkbox"/> Containing good elements re-appropriable in other contexts
Impact at local, regional, national or EU level	EU
Re-appropriation potential (possibility to replicate it in other contexts)	Yes
Web link(s)	-
Filled by [name and partner institution]:	Christos Siskos, Greek FA



Project supported by





A2.4 Good practices collected by the Portuguese Football Federation

PINBALL Good Practice Grid	
Code	FPF – GOOD PRACTICE 01
Name (title) of the good practice:	Communicate – part 1
Country/region	Portugal
Institution coordinating the good practice	Portugal FA
PINBALL Scope: context (more than one field may be indicated)	X Bullying within football teams X Bullying in sport contexts X Bullying in other domains (please specify): All the domains
PINBALL type of bullying behaviour: (more than one field may be indicated)	X Physical violence X Verbal violence X Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	X Against individuals for their weaknesses <input type="checkbox"/> Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)
PINBALL type of bullying context: (more than one field may be indicated)	X Face-to-face <input type="checkbox"/> Online (cyberbullying)
Description	<p>Recognize the existence of bullying in the team.</p> <p>The first action to be taken concerns the identification of the problem. Being aware that bullying happens in all schools, without exception, is the first step.</p>
Relevance (more than one field may be indicated)	X Transformative in their purpose and in relation to their context <input type="checkbox"/> Already produced observable results <input type="checkbox"/> Methodologically structured <input type="checkbox"/> Containing good elements re-appropriable in other contexts
Impact at local, regional, national or EU level	National



Project supported by





Re-appropriation potential (possibility to replicate it in other contexts)	yes
Web link(s)	-
Filled by [name and partner institution]:	Rita Ferro Rodrigues, FPF

PINBALL Good Practice Grid	
Code	FPF – GOOD PRACTICE 01
Name (title) of the good practice:	Communicate – part 2
Country/region	Portugal
Institution coordinating the good practice	Portugal FA
PINBALL Scope: context (more than one field may be indicated)	X Bullying within football teams X Bullying in sport contexts X Bullying in other domains (please specify): All the domains
PINBALL type of bullying behaviour: (more than one field may be indicated)	X Physical violence X Verbal violence X Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	X Against individuals for their weaknesses <input type="checkbox"/> Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)
PINBALL type of bullying context: (more than one field may be indicated)	X Face-to-face <input type="checkbox"/> Online (cyberbullying)
Description	Create a prevention committee The struggle for a sports community that is more egalitarian and empathetic must involve not only players and coaches, but the effort must be joint and



Project supported by





	count on the presence of parents and the wider community, after all, victims and aggressors are part of a cycle of vicious practices that feed. Therefore, calling stakeholders for lectures, debates and dissemination of information may be the most indicated action to end the problem.
Relevance (more than one field may be indicated)	<input checked="" type="checkbox"/> Transformative in their purpose and in relation to their context <input type="checkbox"/> Already produced observable results <input type="checkbox"/> Methodologically structured <input type="checkbox"/> Containing good elements re-appropriable in other contexts
Impact at local, regional, national or EU level	National
Re-appropriation potential (possibility to replicate it in other contexts)	yes
Web link(s)	-
Filled by [name and partner institution]:	Rita Ferro Rodrigues, FPF

PINBALL Good Practice Grid	
Code	Federação Portuguesa de Futebol – GOOD PRACTICE 03
Name (title) of the good practice:	Communicate – Part 3
Country/region	Portugal
Institution coordinating the good practice	Portugal FA
PINBALL Scope: context (more than one field may be indicated)	<input checked="" type="checkbox"/> Bullying within football teams <input checked="" type="checkbox"/> Bullying in sport contexts <input checked="" type="checkbox"/> Bullying in other domains (please specify): All the domains
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)



Project supported by





PINBALL type of bullying target: (more than one field may be indicated)	<input checked="" type="checkbox"/> Against individuals for their weaknesses <input type="checkbox"/> Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)
PINBALL type of bullying context: (more than one field may be indicated)	<input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Online (cyberbullying)
Description	<p>Encourage parents and coaches to address the topic with their children and students</p> <p>Promoting joint action between the club and the family is essential. It is of great importance to take the time to talk to children or players about what is happening in their lives.</p>
Relevance (more than one field may be indicated)	<input checked="" type="checkbox"/> Transformative in their purpose and in relation to their context <input type="checkbox"/> Already produced observable results <input type="checkbox"/> Methodologically structured <input type="checkbox"/> Containing good elements re-appropriable in other contexts
Impact at local, regional, national or EU level	National
Re-appropriation potential (possibility to replicate it in other contexts)	yes
Web link(s)	
Filled by [name and partner institution]:	Rita Ferro Rodrigues, FPF

PINBALL Good Practice Grid	
Code	Federação Portuguesa de Futebol – GOOD PRACTICE 04
Name (title) of the good practice:	Communicate – Part 4
Country/region	Portugal



Project supported by





Institution coordinating the good practice	Portugal FA
PINBALL Scope: context (more than one field may be indicated)	<input checked="" type="checkbox"/> Bullying within football teams <input checked="" type="checkbox"/> Bullying in sport contexts <input checked="" type="checkbox"/> Bullying in other domains (please specify): All the domains
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	<input checked="" type="checkbox"/> Against individuals for their weaknesses <input type="checkbox"/> Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)
PINBALL type of bullying context: (more than one field may be indicated)	<input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Online (cyberbullying)
Description	<p>Create periodic bullying prevention projects with the involvement of athletes</p> <p>Working with the athletes themselves the ways to prevent bullying is an interesting way to make them feel active in building something important, as well as bringing them closer to information that can change their opinions about their own actions.</p>
Relevance (more than one field may be indicated)	<input checked="" type="checkbox"/> Transformative in their purpose and in relation to their context <input type="checkbox"/> Already produced observable results <input type="checkbox"/> Methodologically structured <input type="checkbox"/> Containing good elements re-appropriable in other contexts
Impact at local, regional, national or EU level	National
Re-appropriation potential (possibility to replicate it in other contexts)	yes
Web link(s)	
Filled by [name and partner institution]:	Rita, FPF



Project supported by





A2.5 Good practices collected by the Swiss Football Association

PINBALL Good Practice Grid	
Code	Swiss FA – GOOD PRACTICE 01
Name (title) of the good practice:	#SayHi
Country/region	Europe / Switzerland
Institution coordinating the good practice	Switzerland: SRF (Swiss Radio and Television)
PINBALL Scope: context (more than one field may be indicated)	<input type="checkbox"/> Bullying within football teams <input checked="" type="checkbox"/> Bullying in sport contexts <input checked="" type="checkbox"/> Bullying in other domains (please specify): All children in Switzerland
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	<input checked="" type="checkbox"/> Against individuals for their weaknesses <input type="checkbox"/> Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)
PINBALL type of bullying context: (more than one field may be indicated)	<input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Online (cyberbullying)
Description	<p>With #SayHi, children and young people are encouraged to take the first step and stand up for friendship and against bullying.</p> <p>#SayHi is a Europe-wide anti-bullying campaign and huge dance action for school children from all over Europe that stands for friendship and against bullying. Every year a new song is released with an accompanying dance. All the children dance to the same tune, but each country interprets the song in its own national language. The song is sung by a well-known singer in each country's own language. The lyrics deal with the topics of bullying and friendship and are meant to sensitise children to these topics and encourage them to do something against bullying. Each participating country provides a</p>



Project supported by





	<p>tutorial so that children from all corners of the continent can practice and sing the dance with the aim of making and submitting their own video. In Switzerland, the entire coordination is done by Swiss Radio and Television. Children can participate alone, with their friends, siblings, as a class, school, club and so on.</p> <p>In Switzerland, additional programmes are broadcast on television and radio to raise awareness of bullying and provide information on the subject, how to deal with it, possible contact points and so on.</p>
Relevance (more than one field may be indicated)	<p>X Transformative in their purpose and in relation to their context</p> <p>X Already produced observable results</p> <p><input type="checkbox"/> Methodologically structured</p> <p>X Containing good elements re-appropriable in other contexts</p>
Impact at local, regional, national or EU level	<p>The song, which is sung and danced by a different Swiss singer each year, appears on TV and radio throughout Switzerland.</p>
Re-appropriation potential (possibility to replicate it in other contexts)	<p>The basic idea behind this campaign is, in my opinion, well transferable to other contexts. On the one hand, the campaign has a sensitizing effect because the song with the topic-specific lyrics can be heard on the radio everywhere in Switzerland and the video can be seen on TV and social media. On the other hand, because children deal directly with the topic when they decide to make a video with the dance and sing to it themselves. In addition, the role model role that the singer takes on also plays an important role.</p> <p>Other video challenges in the football context would be conceivable.</p>
Web link(s)	<p>https://www.srf.ch/kids/sayhi/sayhi-2022-darum-geht-s-mit-etwas-mut-und-sehr-viel-spss-gegen-mobbing-das-ist-sayhi</p>
Filled by [name and partner institution]:	<p>Delia Lahmici, Swiss FA</p>

PINBALL Good Practice Grid	
Code	Swiss FA – GOOD PRACTICE 02
Name (title) of the good practice:	#standup – Initiative against bullying
Country/region	Switzerland



Project supported by





Institution coordinating the good practice	Radix (Swiss Health Foundation) Pro Juventute SSAV (School Social Work Association) CH VSL (Association of School Principals Switzerland)
PINBALL Scope: context (more than one field may be indicated)	<input type="checkbox"/> Bullying within football teams <input type="checkbox"/> Bullying in sport contexts <input checked="" type="checkbox"/> Bullying in other domains (please specify): Bullying in the school context
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	<input checked="" type="checkbox"/> Against individuals for their weaknesses <input checked="" type="checkbox"/> Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)
PINBALL type of bullying context: (more than one field may be indicated)	<input checked="" type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Online (cyberbullying)
Description	<p>Schools participating in the project introduce measures for the prevention and early detection of bullying as well as measures for early intervention in everyday school life together with the entire teaching staff. This process takes about a year. In the process, they are also given access to the digital reporting platform of Pro Juventute, on which the school children can confidentially make a bullying report. This is forwarded to the school's social worker, who in turn takes measures in accordance with the bullying action guidelines.</p> <p>The entire process includes three training sessions, three #standup meetings and an exchange of experiences at the end. Each school forms a working group consisting of 1-2 teachers, the school management and the school social work, which takes part in the three training sessions and four meetings.</p> <p>Goals of #standup - initiative against bullying:</p> <ul style="list-style-type: none"> - School children are sensitized and empowered in class on the topic of bullying, how to recognize bullying situations and what to do about it. The school culture is promoted, and the resilience of the children and young people is strengthened. - The school management, teachers and school social workers are trained to recognize signs of bullying and learn approaches on how to take effective action against bullying. As a team, they develop different tools for everyday school life including a guideline for action to combat bullying. <p>Evaluation: The "Initiative against bullying" started as a pilot project in August 2021. 36 schools from 8 cantons in German-speaking Switzerland</p>



Project supported by





	took part. The schools were supported in the comprehensive fight against bullying. The pilot project will run until the end of 2022 and the evaluation will be published at the end of the project.
Relevance (more than one field may be indicated)	<input checked="" type="checkbox"/> Transformative in their purpose and in relation to their context <input type="checkbox"/> Already produced observable results <input checked="" type="checkbox"/> Methodologically structured <input checked="" type="checkbox"/> Containing good elements re-appropriable in other contexts
Impact at local, regional, national or EU level	The offer is aimed at all schools in Switzerland. The #standup - initiative against bullying was awarded the Swiss Diversity Award in the category "Age & Gender".
Re-appropriation potential (possibility to replicate it in other contexts)	A similar offer could also be created in the field of sport or football for clubs and their coaches. It is possible that the offer could be a little less comprehensive, but this project with the trainings and the development of different tools including an action guide to combat bullying is a good approach.
Web link(s)	https://www.projuventute.ch/de/eltern/lehrpersonen-fachpersonen/initiative-gegen-mobbing
Filled by [name and partner institution]:	Delia Lahmici, Swiss FA

PINBALL Good Practice Grid	
Code	Swiss FA – GOOD PRACTICE 03
Name (title) of the good practice:	Are you OK?
Country/region	Switzerland
Institution coordinating the good practice	Swiss Olympic and Swiss Sport Integrity
PINBALL Scope:	<input type="checkbox"/> Bullying within football teams <input checked="" type="checkbox"/> Bullying in sport contexts



Project supported by





<p>context (more than one field may be indicated)</p>	<p><input type="checkbox"/> Bullying in other domains (please specify):</p>
<p>PINBALL type of bullying behaviour: (more than one field may be indicated)</p>	<p><input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)</p>
<p>PINBALL type of bullying target: (more than one field may be indicated)</p>	<p><input checked="" type="checkbox"/> Against individuals for their weaknesses <input checked="" type="checkbox"/> Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)</p>
<p>PINBALL type of bullying context: (more than one field may be indicated)</p>	<p><input checked="" type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Online (cyberbullying)</p>
<p>Description</p>	<p>With the “Are you OK?” campaign, Swiss Olympic and Swiss Sport Integrity are raising awareness of situations in the sports environment that can be stressful or hurtful. The focus is on the question “Are you OK?” and two core messages: “Inform yourself if it feels wrong” and “Report incident now”.</p> <p>Swiss Olympic: On its website, Swiss Olympic provides offers, tips and support services to federations, clubs, athletes, coaches, parents, sports facility operators and other interested persons. This includes various support and help centres in Switzerland where affected persons as well as trainers, parents, supervisors and so on can get support. These organisations are briefly explained and also directly linked. Furthermore, some recommendations for action can be found on the website. The campaign focuses on the following topics in particular:</p> <ul style="list-style-type: none"> - Unequal treatment and discrimination - Violation of psychological integrity - Violation of physical integrity - Violation of sexual integrity <p>Swiss Sport Integrity: Swiss Sport Integrity is an independent and secure reporting centre to ensure that doping violations, ethics violations and abuses in Swiss sport are uncovered and eliminated as quickly as possible.</p> <p>The Swiss Sport Integrity reporting portal is open to anyone who wishes to make a report about possible violations or abuses. Initial counselling provides information on how to proceed and, if necessary, referral to a suitable counselling centre for more in-depth counselling.</p>



Project supported by





<p>Relevance (more than one field may be indicated)</p>	<p>X Transformative in their purpose and in relation to their context</p> <p><input type="checkbox"/> Already produced observable results</p> <p><input type="checkbox"/> Methodologically structured</p> <p>X Containing good elements re-appropriable in other contexts</p>
<p>Impact at local, regional, national or EU level</p>	<p>Swiss Olympic and Swiss Sport Integrity use their reach for the campaign and spread the message #areyouok via their own channels (website and social media). They also provide posters and other content, for example for social media, to sports federations, clubs, sports facility operators, etc. in order to reach as many athletes in Switzerland as possible with their #areyouok message.</p>
<p>Re-appropriation potential (possibility to replicate it in other contexts)</p>	<p>It is possible to raise awareness of these issues in a football-specific way with posters, social media content, etc. The posters and content can then be used by the national football associations on the one hand and by regional associations, football clubs, sports facility operators, etc. on the other.</p>
<p>Web link(s)</p>	<p>https://www.swissolympic.ch/athleten-trainer/praevention/hilfe-beratung.html;jsessionid=BEEE4544B17140632E25E437FCB1B905?tabId=80a15982-6f11-44bf-8cf9-e48b3ec7ed7e</p>
<p>Filled by [name and partner institution]:</p>	<p>Delia Lahmici, Swiss FA</p>



Project supported by





A2.6 Good practices collected by FRIENDS

PINBALL Good Practice Grid	
Code	SFr – GOOD PRACTICE 01
Name (title) of the good practice:	Trygga Ledare / “Empowering Youth Leaders”
Country/region	Sweden - national
Institution coordinating the good practice	Swedish Equestrian Federation (www.ridsport.se)
PINBALL Scope: context (more than one field may be indicated)	<input type="checkbox"/> Bullying within football teams <input checked="" type="checkbox"/> Bullying in sport contexts <input type="checkbox"/> Bullying in other domains (please specify):
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	<input checked="" type="checkbox"/> Against individuals for their weaknesses <input checked="" type="checkbox"/> Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)
PINBALL type of bullying context: (more than one field may be indicated)	<input checked="" type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Online (cyberbullying)
Description	<p>Initiator: Friends Foundation and Swedish Equestrian Federation</p> <p>Main target group: Youth leaders (15-26 y.o), second target group: Adult leaders (<26 y.o). Other target groups: riding clubs (both staff, board and children), the equestrian districts.</p> <p>Stakeholders: Hugo Stenbeck Foundation (funder)</p> <p><input type="checkbox"/> <u>Content of the good practice:</u> With adult responsibility as a core pillar, the project promoted systematic change to increase the youth leaders’ empowerment and to improve the social climate for all children and youth</p>



Project supported by





	<p>in the equestrian sports. The overall aim of the project is to promote equal rights, non-discrimination, and a safe environment that prevents bullying, harassment, and other sorts of violence in stables and riding schools. To achieve this the project has developed a sustainable and systematic approach that involves youth leaders and adults and is based on past experiences of the youth leaders. A mentorship support program has been developed where adult leaders are being trained as mentors to empower youth leaders to feel safe, comfortable, and to develop as leaders (Project 2019-2021).</p> <p>Some of the overall key findings from the evaluation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> It is not possible to compare the bench mark study and the follow up-study directly and the long-term impact of the project can be measured fully in a few years. <input type="checkbox"/> There is an indication of increased awareness of violations, bullying and harassments among the leaders. <input type="checkbox"/> Most of the respondents say that they have great support in their work with safety issues, but there is a need for more prioritized time, organizational support/ guidelines, dialogue with other leaders, and further knowledge. <input type="checkbox"/> There is a great commitment among the leaders for issues related to sexual harassment within the equestrian sports. This is an important issue to keep working with and raise awareness on.
<p>Relevance (more than one field may be indicated)</p>	<p>X Transformative in their purpose and in relation to their context X Already produced observable results X Methodologically structured X Containing good elements re-appropriable in other contexts</p> <p>The projects actions were based on a needs analysis in the beginning of the project (survey, interviews with youth and adult leaders). All activities were designed in close cooperation with the target group. We did pilot meetings throughout the project to test and collect feedback on the material. Online courses and other material were implemented in the Equestrian Federations existing educational system for trainers, leaders and volunteers at all levels.</p> <p>Awareness through widely spread SoMe campaigns with ambassadors such as Peder Fredricson (Olympic Gold Medal 2021, Show Jumping).</p>
<p>Impact at local, regional, national or EU level</p>	<p>National</p>
<p>Re-appropriation potential (possibility to replicate it in other contexts)</p>	<p>yes</p>





Web link(s)	#tryggaledare https://www.ridsport.se/Omoss/Tryggiridsporten?epslanguage=sv
Filled by [name and partner institution]:	Li Åsebring, SFr

PINBALL Good Practice Grid	
Code	SFr – GOOD PRACTICE 02
Name (title) of the good practice:	Schysst Innebandy / “Fair Floorball”
Country/region	Sweden - national
Institution coordinating the good practice	Swedish Floorball Federation (https://www.innebandy.se)
PINBALL Scope: context (more than one field may be indicated)	<input type="checkbox"/> Bullying within football teams <input checked="" type="checkbox"/> Bullying in sport contexts <input type="checkbox"/> Bullying in other domains (please specify):
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	<input checked="" type="checkbox"/> Against individuals for their weaknesses <input checked="" type="checkbox"/> Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)
PINBALL type of bullying context: (more than one field may be indicated)	<input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Online (cyberbullying)
Description	Initiator: Friends and the Swedish Floorball Federation Main target group: Floorball coaches/trainers, associations/clubs <input type="checkbox"/> <u>Content of the good practice</u> The project aim was to develop and implement inspirational material for coaches/trainers and other adults within floorball associations. The three



Project supported by





	main topics are “Fair game”, “Fair team” and “Fair rolemodels”. Friends helped to develop material such as webbcourses on social safety, short films, surveys to do within the clubs and teambuilding exercises for coaches to do with their teams. All material are free and available at the Swedish Floorball Federations’ website. 14.000 unique users took part of the material.
Relevance (more than one field may be indicated)	<p>X Transformative in their purpose and in relation to their context <input type="checkbox"/> Already produced observable results X Methodologically structured X Containing good elements re-appropriable in other contexts</p> <p>All activities were designed in close cooperation with the target group. Online courses and other material were implemented in the Floorball Federations’ existing operation. Awareness through widely spread SoMe campaigns</p>
Impact at local, regional, national or EU level	Local/Regional/National
Re-appropriation potential (possibility to replicate it in other contexts)	yes
Web link(s)	https://schysstinnebandy.nu
Filled by [name and partner institution]:	Li Åsebring, SFr

PINBALL Good Practice Grid	
Code	SFr – GOOD PRACTICE 03
Name (title) of the good practice:	Keep her playing
Country/region	Sweden - national
Institution coordinating the good practice	Always
PINBALL Scope: context (more than one field may be indicated)	<p><input type="checkbox"/> Bullying within football teams <input checked="" type="checkbox"/> Bullying in sport contexts <input type="checkbox"/> Bullying in other domains (please specify):</p>



Project supported by





PINBALL type of bullying behaviour: (more than one field may be indicated)	x Physical violence x Verbal violence x Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	x Against individuals for their weaknesses x Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)
PINBALL type of bullying context: (more than one field may be indicated)	x Face-to-face x Online (cyberbullying)
Description	<p>Initiator: Friends and Always Main target group: Coaches/Trainers/Leaders within all sports</p> <p><input type="checkbox"/> <u>Content of the good practice:</u> According to a survey by Norstat 2021 (initiated by Always), 60% of girls who play sports gain better self-confidence. 1/3 felt that sports helped them deal with adversity better. 78% associate their sports years with increased mental well-being. 58% associate their sporting years with long-term friendships. Despite all those benefits, almost a third (31%) of girls stop playing sports during puberty. The reasons given in the survey included lack of motivation (51%), they stopped finding it fun (45%) and that they felt they were not good enough (20%). At the same time, figures show that two out of three of those who stopped playing sports during puberty actually wish they had continued.</p> <p>The project was initiated by Always as an international campaign to keep girls in sports. In Sweden, the company choose to involve Friends in the project to develop online material and social media units to build awareness and give coaches the right tools and methods. The result was a webcourse, case films with support material and a massive social media campaign.</p> <p>Some of the overall key findings from the evaluation:</p> <p>The online course had 2044 registered users. The users had the opportunity to do an evaluation survey after the course, which 50 people did. All 50 said the course was rewarding and that they got concrete tools and methods to use with their training groups. 98% of the respondents said that they would recommend it to someone else.</p>
Relevance (more than one field may be indicated)	X Transformative in their purpose and in relation to their context X Already produced observable results X Methodologically structured



Project supported by





	<p>X Containing good elements re-appropriable in other contexts</p> <p>The projects actions were based on a needs analysis in the beginning of the project (comprehensive survey), described above.</p> <p>Awareness through widely spread SoMe campaigns with ambassadors such as Malala Yousafzai</p>
Impact at local, regional, national or EU level	National
Re-appropriation potential (possibility to replicate it in other contexts)	yes
Web link(s)	https://friends.se/always/
Filled by [name and partner institution]:	Li Åsebring, SFr

PINBALL Good Practice Grid	
Code	SFr – GOOD PRACTICE 04
Name (title) of the good practice:	Stadium Sports Camp (https://www.stadiumsportscamp.se)
Country/region	Sweden - Norrköping
Institution coordinating the good practice	Stadium Sports Camp
PINBALL Scope: context (more than one field may be indicated)	<input type="checkbox"/> Bullying within football teams <input checked="" type="checkbox"/> Bullying in sport contexts <input type="checkbox"/> Bullying in other domains (please specify):
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target:	<input checked="" type="checkbox"/> Against individuals for their weaknesses



Project supported by





(more than one field may be indicated)	x Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)
PINBALL type of bullying context: (more than one field may be indicated)	x Face-to-face x Online (cyberbullying)
Description	<p>Initiator: Stadium Sports Camp Main target group: Coaches, youth leaders, children</p> <p><input type="checkbox"/> <u>Content of the good practice:</u> Stadium sports camp is Swedens_largest sports camp for kids. Each summer, approx. 8000 kids participate in the camp to try new sports such as volleyball, football, floorball, track, rugby, dance, parkour and much more. Since 2004, Friends has been working with social safety on the camp. That includes training of approx. 15 000 leaders in total.</p> <p>Friends has, among other things, developed an online course for the leaders at the camp and material to use with the kids, such as exercises for better group dynamics and to strengthen the social climate.</p> <p>This year (2022) 311 users was registered on the online course that was made specifically for the camp. The course score from the users is 4.7/5.</p>
Relevance (more than one field may be indicated)	<p>X Transformative in their purpose and in relation to their context</p> <p><input type="checkbox"/> Already produced observable results</p> <p>X Methodologically structured</p> <p>X Containing good elements re-appropriable in other contexts</p>
Impact at local, regional, national or EU level	Regional
Re-appropriation potential (possibility to replicate it in other contexts)	yes
Web link(s)	https://www.stadiumsportscamp.se/trygghet-pa-campen/friends
Filled by [name and partner institution]:	Li Åsebring, SFr



Project supported by





PINBALL Good Practice Grid	
Code	SFr – GOOD PRACTICE 05
Name (title) of the good practice:	Lira Blågult Fotbollsskolan - Play blue & yellow School of Football
Country/region	Sweden
Institution coordinating the good practice	Swedish Football Federation (https://aktiva.svenskfotboll.se)
PINBALL Scope: context (more than one field may be indicated)	<input checked="" type="checkbox"/> Bullying within football teams <input type="checkbox"/> Bullying in sport contexts <input type="checkbox"/> Bullying in other domains (please specify):
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	<input checked="" type="checkbox"/> Against individuals for their weaknesses <input checked="" type="checkbox"/> Against individuals for their group (specify which, e.g. ethnicity, disability, sexual orientation)
PINBALL type of bullying context: (more than one field may be indicated)	<input checked="" type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Online (cyberbullying)
Description	Initiator: Swedish Football Federation Main target group: Coaches, children <input type="checkbox"/> <u>Content of the good practice:</u> “Lira Blågult” is the largest football school in Sweden, initiated by the Swedish Football Federation and implemented in football clubs all over Sweden. In 2022 the school had almost 23,000 participating children (approx. 66% boys and 34% girls, primarily 6-12 years old), approx. 295 affiliated associations and almost 1900 youth leaders (54% boys, 46% girls, primarily 14-18 years old). Friends developed part of the content to the education for all leaders in the project. We also developed physical material with tips and exercises for coaches to use in trainings with the kids. The evaluation is an ongoing process, and it is too soon to share the results.



Project supported by





Relevance (more than one field may be indicated)	<input checked="" type="checkbox"/> Transformative in their purpose and in relation to their context <input type="checkbox"/> Already produced observable results (will be produced during this year) <input checked="" type="checkbox"/> Methodologically structured <input checked="" type="checkbox"/> Containing good elements re-appropriable in other contexts
Impact at local, regional, national or EU level	National
Re-appropriation potential (possibility to replicate it in other contexts)	yes
Web link(s)	https://aktiva.svenskfotboll.se/spelare/fotbollsskolan/delta/
Filled by [name and partner institution]:	Li Åsebring, SFr



Project supported by





A2.7 Good practices collected by the University of Modena and Reggio Emilia (UNIMORE)

PINBALL Good Practice Grid	
Code	UNIMORE – GOOD PRACTICE 01
Name (title) of the good practice:	Social norms and empathy in schools
Country/region	Italy
Institution coordinating the good practice	UNIMORE
PINBALL Scope: context (more than one field may be indicated)	<input type="checkbox"/> Bullying within football teams <input type="checkbox"/> Bullying in sport contexts <input checked="" type="checkbox"/> Bullying in other domains (please specify): Educational contexts
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	<input type="checkbox"/> Against individuals for their weaknesses <input checked="" type="checkbox"/> Against individuals for their group (ethnicity)
PINBALL type of bullying context: (more than one field may be indicated)	<input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Online (cyberbullying)
Description	Unimore and primary schools collaborated in realizing a school intervention, focusing on making children create their own anti-bullying norm against bullying of peers with foreign origins. Children were read ad-hoc psychologically designed stories depicting bullying of children with foreign origins, the reaction of some native children and the social inclusion finally provided to children with foreign origins. Story reading was followed by group activities specifically meant to allow children to create (rather than being provided by adults) their own norm against bullying and the need to intervene to stop it. The intervention was evaluated with questionnaire measures, revealing good effectiveness.
Relevance (more than one field may be indicated)	<input checked="" type="checkbox"/> Transformative in their purpose and in relation to their context <input checked="" type="checkbox"/> Already produced observable results



Project supported by





	X Methodologically structured X Containing good elements re-appropriable in other contexts
Impact at local, regional, national or EU level	The impact was at the local level
Re-appropriation potential (possibility to replicate it in other contexts)	It can be easily be re-appropriated in other contexts
Web link(s)	https://onlinelibrary.wiley.com/doi/abs/10.1111/sode.12574
Filled by [name and partner institution]:	Loris Vezzali, Unimore

PINBALL Good Practice Grid	
Code	UNIMORE – GOOD PRACTICE 02
Name (title) of the good practice:	Social norms and group-based bullying in schools
Country/region	Italy
Institution coordinating the good practice	UNIMORE
PINBALL Scope: context (more than one field may be indicated)	<input type="checkbox"/> Bullying within football teams <input type="checkbox"/> Bullying in sport contexts <input checked="" type="checkbox"/> Bullying in other domains (please specify): Educational contexts
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	<input type="checkbox"/> Against individuals for their weaknesses <input checked="" type="checkbox"/> Against individuals for their group (ethnicity)
PINBALL type of bullying context:	<input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Online (cyberbullying)



Project supported by





(more than one field may be indicated)	
Description	Unimore and primary schools collaborated in realizing a school intervention, focusing on motivating young primary school children to empathize with bullying victims and react to bullying episodes. Children were read fairy tales in classes, consisting in ad-hoc psychologically designed fairy tales focused on bullying of children with foreign origins, the reaction of some native children, the integration of children with foreign origins in the new reign. The intervention was evaluated with questionnaire measures, revealing good effectiveness and the key role played by empathy.
Relevance (more than one field may be indicated)	<input checked="" type="checkbox"/> Transformative in their purpose and in relation to their context <input checked="" type="checkbox"/> Already produced observable results <input checked="" type="checkbox"/> Methodologically structured <input checked="" type="checkbox"/> Containing good elements re-appropriable in other contexts
Impact at local, regional, national or EU level	The impact was at the local level
Re-appropriation potential (possibility to replicate it in other contexts)	It can be easily be re-appropriated in other contexts
Web link(s)	https://onlinelibrary.wiley.com/doi/abs/10.1002/casp.2597
Filled by [name and partner institution]:	Loris Vezzali, Unimore

PINBALL Good Practice Grid	
Code	UNIMORE – GOOD PRACTICE 03
Name (title) of the good practice:	Beyond the football field
Country/region	Italy
Institution coordinating the good practice	UNIMORE and Associazione Calcio Reggiana 2019
PINBALL Scope:	<input checked="" type="checkbox"/> Bullying within football teams <input type="checkbox"/> Bullying in sport contexts



Project supported by





context (more than one field may be indicated)	X Bullying in other domains (civic domains in general, including educational contexts)
PINBALL type of bullying behaviour: (more than one field may be indicated)	X Physical violence X Verbal violence X Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	X Against individuals for their weaknesses X Against individuals for their group (unspecified)
PINBALL type of bullying context: (more than one field may be indicated)	X Face-to-face <input type="checkbox"/> Online (cyberbullying)
Description	Unimore and Reggiana Calcio set up an activity meant to fight bullying within teams and using young players to generalise the beneficial effects beyon the football field. In a first phase, players from the grassroots of Reggiana took part in a three-week intervention, meant to raise their awareness on their sport identity and the values of respect and equality attached to it; the intervention also highlighted how this identity had to be expressed beyond the football field, to help victimised individuals. In the second part of the action, young players were engaged as role models, taking part in social events (like, social event against bullying in secondary schools, including a male and female football tournament with students and police officials) and providing their peers with sport social values. The intervention was evaluated with qualitative measures, revealing good effectiveness. The first part of the methodology was also translated into an educational free-of-charge online course in order to increase replicability.
Relevance (more than one field may be indicated)	X Transformative in their purpose and in relation to their context X Already produced observable results X Methodologically structured X Containing good elements re-appropriable in other contexts
Impact at local, regional, national or EU level	The impact was at the local level
Re-appropriation potential (possibility to replicate it in other contexts)	It can easily be re-appropriated in other contexts
Web link(s)	https://learn.eduopen.org/eduopenv2/course_details.php?courseid=498
Filled by [name and partner institution]:	Loris Vezzali, Unimore



Project supported by





PINBALL Good Practice Grid	
Code	UNIMORE – GOOD PRACTICE 04
Name (title) of the good practice:	“Spegniamo il bullo” [lit. “Let’s turn off the bully”]
Country/region	Italy
Institution coordinating the good practice	Antonio Gramsci Middle School (Padua, Italy)
PINBALL Scope: context (more than one field may be indicated)	<input type="checkbox"/> Bullying within football teams <input type="checkbox"/> Bullying in sport contexts <input checked="" type="checkbox"/> Bullying in other domains (please specify): Educational contexts
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	<input checked="" type="checkbox"/> Against individuals for their weaknesses <input checked="" type="checkbox"/> Against individuals for their group (unspecified)
PINBALL type of bullying context: (more than one field may be indicated)	<input checked="" type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Online (cyberbullying)
Description	<p>The “Let’s turn off the bully” project was created to promote a culture of peaceful intercultural coexistence both at the face-to-face level and via new technologies. The aims of the project were two-folded:</p> <p>For students, to (a) raise awareness of the risks of inappropriate use of mobile phones; (b) help develop empathy towards those who are bullied or Cyberbullying; (c) reflect on personal responsibilities on the issues of respect, inclusion or justice; (d) develop skills for collaboration, self-affirmation and integrity. For teachers, to (a) open or consolidate a channel of dialogue and exchange with students; (b) offer support to victims of bullying and cyberbullying; and (c) designate a recovery program for bullies.</p> <p>The project has been implemented during the academic year 2018/19 and produced good results in terms of prosocial intentions (measured via quantitative questionnaires).</p> <p>It included actions such as:</p> <ul style="list-style-type: none"> • Cooperative learning groups on the topic of bullying, with use of media, to inform about the consequences of bullying • Role play activities, to favour empathy towards the victims • Group discussion, to disentangle the cognitive antecedent of bullying • Activities as role models against bullying (creation of videos/campaigns).



Project supported by





Relevance (more than one field may be indicated)	X Transformative in their purpose and in relation to their context X Already produced observable results X Methodologically structured X Containing good elements re-appropriable in other contexts
Impact at local, regional, national or EU level	The impact was at the local level
Re-appropriation potential (possibility to replicate it in other contexts)	It can be easily re-appropriated in other contexts
Web link(s)	https://www.scuolamediaantonigramsci.edu.it/attachments/article/275/BULLISMO%20E%20CYBERBULLISMO.pdf
Filled by [name and partner institution]:	Elisa Bisagno, Unimore

PINBALL Good Practice Grid	
Code	UNIMORE – GOOD PRACTICE 05
Name (title) of the good practice:	“Progetto 1000 a 0” [lit. “1000 vs 0 Project”]
Country/region	Italy
Institution coordinating the good practice	MABASTA - Movimento Anti Bullismo Animato da Studenti Adolescenti (Anti-Bullying movement animated by adolescent students)
PINBALL Scope: context (more than one field may be indicated)	<input type="checkbox"/> Bullying within football teams <input checked="" type="checkbox"/> Bullying in sport contexts <input checked="" type="checkbox"/> Bullying in other domains (please specify): Educational contexts
PINBALL type of bullying behaviour: (more than one field may be indicated)	<input checked="" type="checkbox"/> Physical violence <input checked="" type="checkbox"/> Verbal violence <input checked="" type="checkbox"/> Social violence (like socially excluding, rolling eyes, snorting)
PINBALL type of bullying target: (more than one field may be indicated)	<input checked="" type="checkbox"/> Against individuals for their weaknesses <input checked="" type="checkbox"/> Against individuals for their group (unspecified)
PINBALL type of bullying context: (more than one field may be indicated)	<input checked="" type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Online (cyberbullying)
Description	The “1000 vs 0 Project” is the sport-adaptation of the “MaBasta!” method (www.mabasta.org/modello.html), designed to fight bullying in schools. Based on the idea that sport is a strong mean of aggregation, encouraging “teaming up”, personal growth and self-esteem, as well as cohesive values, the “1000 vs 0 Project” sees all young people aged 6 to 18 who already practice sports as



Project supported by





	<p>people who have well received and made their own all those values and can produce social change as “ambassadors” of an “anti-bullying” message in the classes and schools they attend.</p> <p>The project is long-lasting, and it involves six actions, namely:</p> <ul style="list-style-type: none"> • Identification and choice of the “Maba_Prof” class professor, to support the students in the campaign (could be the coach) • Compilation of a “Maba_Test” for prevention purposes; • Identification of different individuals within the class (or the team) and subsequent training in promoting anti-bullying norms; • Application and use of the “Anti-bullying Box” for anonymous reports; • Knowledge and online use of the “DAD - Digital Antibullying Desk”; • Achievement of the status of “Class without Bullies”. <p>The whole project is structured as a competition between the Sport and the Bullying teams, so that achieving better anti-bullying results also comes with a collective reward that pertains all the team participating on the National territory.</p>
Relevance (more than one field may be indicated)	<p>X Transformative in their purpose and in relation to their context</p> <p>X Already produced observable results</p> <p>X Methodologically structured</p> <p>X Containing good elements re-appropriable in other contexts</p>
Impact at local, regional, national or EU level	The impact is at the National level
Re-appropriation potential (possibility to replicate it in other contexts)	Some activities can be easily re-appropriated in other contexts
Web link(s)	https://www.1000a0.org/il-progetto/
Filed by [name and partner institution]:	Elisa Bisagno, Unimore



Project supported by

