



# PREVENTING BULLYING IN AND THROUGH FOOTBALL

## PINBALL

# Methodology

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

with the support of all partners



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## Chapter 1. Introduction: Positioning of the document and aim of the methodology

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

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The present document is meant to define in detail the aim and concept behind the PINBALL methodology and to describe in detail the activities that each project partner FA will implement within selected youth teams.

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

- offer a short compendium of the PINBALL research on which the methodology is based;



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- provide practical details to the PINBALL trainers and the coaches on how to implement the activities during the sports season.

## Chapter 2. Scientific background: the PINBALL Research

Bullying is a relevant social issue in all of Europe, and it is widespread in many educational environments. To develop an effective and coherent methodology, different actions were undergone. First, the development of the course's activities was based on an analysis of the scientific literature operated by the University of Modena and Reggio Emilia and FRIENDS on the causes of bullying and the most appropriate interventions. Secondly, to acquire up-to-date data on the prevalence of the bullying phenomenon within the different Countries, the PINBALL consortium designed and distributed a survey among the coaches of the project partner FAs (namely, the Football Association of Finland, the Croatian Football Federation, the Hellenic Football Federation, the Portuguese Football Federation, and the Swiss Football Association). 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). A total of 1039 youth football coaches took part in the research. Moreover, the consortium also collected a series of Good Practices against bullying that could inform and inspire the development of the PINBALL methodology.

The joint conclusions derived from the survey and the good practices suggest that a relevant social change can be produced only by working at several levels on (and with) the different social actors involved in the phenomenon, namely bullies, victims, and bystanders, but also the educational community that surrounds the actors themselves, in a socio-ecological perspective.



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Many of the good practices shared a common denominator related to the psychological processes that appear to be relevant to tackle bullying.

1. offering information on bullying, not only to youngsters but also to their educating community;
2. 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);
3. creating anti-bullying social norms to be followed in and outside the football field;
4. reflecting on the feelings that victims of bullying experience, thus developing stronger feelings of empathy towards them;
5. actively involving youngsters in anti-bullying campaigns, so that they will experience agency in producing social change and becoming role models.

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It is also worth noting the importance of delivering these messages via fun and engaging experiences because positive emotions are linked to better and more persistent learning. PINBALL will therefore rely on on-field activities based on the aforementioned key elements to maximize their educational outcome. The activities will also be differentiated based on players' age. Children undergo important developmental changes in the transition from childhood to late adolescence, therefore, we designed conceptually similar, but practically different activities for children aged 10-14 years and adolescents aged 15-18 years.



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## Chapter 3. The Methodology

### 3.1 General information on the Methodology development and implementation

The PINBALL methodology will be implemented by each PP FA during the football season 2023-2024 for FAF, FPF (10-14 years old players) and HFF (15-18 years old players) and 2024-2025 for HNS (10-14 years old players) and SFV (15-18 years old players) (according to the project, during Months 16-20 and 24-32 respectively). The following Table contains a timeline for the implementation of the Methodology.

TASK	DESCRIPTION	PROJECT PARTNER(S)	TIMING
<b>Teams Selection 1</b>	Selection of 10 teams of children aged 10-14 in Finland and Portugal and 15-18 aged in Greece by respective FAs.	FAF, FPF, HFF	by August 31 <sup>st</sup> 2023
<b>Training Trainers 1</b>	Training of a trainer for each of the three FAs ( <u>questionnaires</u> to evaluate the feasibility of the activities).	UNIMORE, FAF, FPF, HFF	by September 20 <sup>th</sup> 2023
<b>Training Coaches 1</b>	The trainer will train the coaches of the 10 selected teams in their country.	UNIMORE, FAF, FPF, HFF	by September 30 <sup>th</sup> 2023
<b>Methodology Implementation 1</b>	The activities are implemented in teams. - online meetings for coaches (1 per month) - final questionnaires to 10 coaches and 100 players	FAF, FPF, HFF (questionnaires prepared by UNIMORE)	by January 31 <sup>st</sup> 2023



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<b>Tournaments 1</b>	The National tournament will be attended by: (a) teams taking part in the project, (b) local schools, and (c) role models (football players).	FAF, FPF, HFF	by March 31 <sup>st</sup> 2024
<b>Methodology Refinement</b>	Modifications based on Implementation 1 will be done.	UNIMORE	by March 31 <sup>st</sup> 2024
<b>Teams Selection 2</b>	Selection of 10 teams of children aged 10-14 in Croatia and 15-18 aged in Switzerland by respective FAs.	HNS, SFV	by March 31 <sup>st</sup> 2024
<b>Training Trainers 2</b>	Training of a trainer for each of the three FAs ( <u>questionnaires</u> to evaluate the feasibility of the activities).	UNIMORE, HNS, SFV	by May 31 <sup>st</sup> 2024
<b>Training Coaches 2</b>	The trainer will train the coaches of the 10 selected teams in their country.	HNS, SFV	by July 15 <sup>th</sup> 2024
<b>Methodology Implementation 2</b>	The activities are implemented in teams. - online meetings for coaches (1 per month) - final questionnaires to 10 coaches and 100 players	HNS, SFV (questionnaires prepared by UNIMORE)	by October 31 <sup>st</sup> 2024
<b>Tournaments 2</b>	The National tournament will be attended by: (a) teams taking part in the project, (b) local schools, and (c) role models (football players).	HNS, SFV	by December 31 <sup>st</sup> 2024



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<b>Final Methodology</b>	Modifications based on Implementation 2 will be done.	UNIMORE	by January 31 <sup>st</sup> 2025
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### 3.2 General structure of the Methodology

The PINBALL Methodology has been designed to be coherent with the main aims of the project, namely:

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

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and is founded on the most relevant psychological constructs for anti-bullying interventions, such as:

1. offering information on bullying to the educating community
2. working on team identity and team cohesion
3. creating anti-bullying social norms
4. fostering empathy towards the victims
5. involving youngsters in anti-bullying campaigns

The Methodology consists of a total of nine activities, of which the preliminary one is aimed at coaches only, while the following ones should be implemented within the teams in the exact order in which they are presented. This is because some of the activities are preparatory to the



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subsequent ones (for example, group norms cannot be developed if the social identity of the group itself is not cohesive in the first place).

### *3.2.1 Objective 1: Providing coaches with skills to fight bullying and create a cohesive and supportive football environment*

#### 3.2.1.1 Results from the PINBALL research

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%); however, when coaches were asked how often they planned activities to detect or be aware of bullying within the team, the majority of them answered “Never” (36,13%) or “1 to 4 times a year” (25,11%). A similar situation emerged regarding the activities the coaches did to prevent bullying issues. Also, 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 a document (34,96%).

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#### 3.2.1.2 Approach

Bullying and degrading treatment are a violation of children’s fundamental rights. The Convention on the Rights of the Child states that bullying is a serious form of violence against children and that every child has the right to live completely free from violence. All adults with children in their vicinity must act in the best interests of the child and ensure that every child’s rights are met. From a socio-ecological framework, the biopsychosocial development of children and young people happens in relation to several integrated system levels (Bronfenbrenner, 1977; Bronfenbrenner & Morris, 2007). Microsystems such as peers, family,



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community, and sports clubs 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 offers insight into how contexts can exacerbate or buffer experiences for youth who are involved in bullying (e.g., family support can buffer the impact of peer victimization) (Espelage, 2014). Safe, warm and trusting relationships between adults and children, and between children, lays the foundation for the success of both acute and preventive efforts. Warm relationships make children more inclined to act against bullying and increase their willingness to confide in an adult when they or others are being treated badly. For this reason, within the PINBALL Methodology, special attention has been given to providing coaches not only with practical suggestions and activities but also with the theoretical basis to detect and fight bullying. A short “Coaches Guide to Bullying” has been developed to inform coaches regarding this social issue, specifically on 1) What bullying is; 2) How to detect bullying; 3) How to intervene; and 4) Tools for prevention. The Guide can be presented by the Trainers one hour before the training on the team Activities. The tools will be materials that help coaches to prevent degrading treatment and bullying. A role-play activity will allow being readier to face different bullying situations that may arise.

### *3.2.2 Objective 2: Eliminating bullying episodes from children's and adolescents' football teams*

#### 3.2.2.1 Results from the PINBALL research

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 surveyed coaches answered positively.



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

### 3.2.2.2 Approach

As derived from the PINBALL Good Practices, some psychological constructs are key to preventing and/or tackling bullying episodes among peers.

#### **1. Offering information on bullying to the educating community**

Youngsters who know what bullying is can better identify it; moreover, they will feel like they can talk about it if it happens to them or others because knowledge will remove the stigma of being a victim. Information, together with social identity, is also a useful basis for then creating anti-bullying norms within the teams. Offering information will also encourage youngsters to speak to a trusted adult if they are bullied or see others being bullied (therefore positively acting as bystanders).

#### **2. Fostering empathy towards the victims**

Empathy is usually defined as “the ability to understand and share the thoughts and feelings of another”. Research suggests that male youngsters who bully frequently can be deficient, especially in affective empathy (specifically understanding other people’s feelings): deficient affective empathy would remove the vicarious experience of fear and torment that the bully causes to his or her victim. Another relevant aspect is that a high level of empathy is usually related to individuals’ intentions to intervene when bystanding episodes of bullying: empowering this individual characteristic can



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therefore help make youngsters less likely to bully and more prone to intervene if they bystand bullying episodes.

### 3. Working on team identity and team cohesion

Team cohesion is the strength and extent of interpersonal connection existing among the members of a group. It is this interpersonal bond that causes members to participate readily and remain motivated to accomplish the set goals. Cohesive teams have an attitude of “we-ness”. It has two dimensions:

- a task-based dimension (e.g., “We stick together so we can achieve a win”)
- A social-based dimension (e.g., “We stick together because we like each other”).

Social identity is the portion of an individual’s self-concept derived from perceived membership in a relevant social group. Being highly identified with a group (e.g., the football team) will make the individual more likely to act according to the values shared with that group. In this sense, team cohesion and identity are fundamental prerequisites to others (e.g., social norms), based on the idea that a strong team both prevents youngsters from acting in violent behaviour and sustains the development of (positive) shared values that are transferable to everyday life.

### 4. Creating anti-bullying social norms

Creating anti-bullying social norms is a way of working against discrimination. It is about shifting the focus from individuals and what is considered as violating norms, to instead making the structures visible and questioning what is considered as “normal”. Often, bullying occurs in educational settings because they are intensive social



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environments where behaviours are led by peer norms (Eder et al., 1995). These norms may lead individuals to participate in bullying, acquiesce to victimization, or remain bystanders to the bullying of others. Of course, norms can be redefined within the group, to tackle bullying. We, therefore, developed activities aimed at developing group norms and sustaining them thanks to the social contribution of high-status group members such as the team captains.

### ***3.2.3 Objective 3: Promoting a culture based on sports values against bullying in the EU***

#### **3.2.3.1 Results from the PINBALL research**

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 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 because they depict values not aligned with those of football and EU.



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### 3.2.3.2 Approach

#### **5. Involving youngsters in anti-bullying campaigns**

Every sports association and organization should have active, systematic safety processes in place. It is, therefore, important for a Club to have and systematically implement specific anti-bullying rules and an anti-bullying policy. To do so and jointly match objective number 3, that is promoting a culture based on sports values against bullying in the EU, the last PINBALL activity will involve youngsters in writing the fundamental bullet points of the Club's anti-bullying policy, starting from what they already developed as team anti-bullying norms. The policy will be presented by players during the final tournament – with them asking for support from the community, e.g., proposing schools adopt them and therefore create an anti-bullying partnership, therefore matching psychological principle nr. 5, that is involving youngsters in anti-bullying campaigns.

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### **3.3 The activities**

#### **3.3.1 Preliminary activity**

Offering information on bullying to the educating community	<b>60 minutes</b>
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A 20-minute presentation on bullying ([see Annex preliminary.1](#) for the slides of the presentation) will be offered to coaches to inform them about what bullying is and its prevalence. Subsequently, coaches will be introduced to a checklist they can use within their teams to detect bullying ([see Annex preliminary.2a](#)). A second not mandatory tool developed



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by FRIENDS to help detecting bullying is included as [Annex preliminary.2b](#). Lastly, a role-play activity will allow them to be readier to face different bullying situations that may arise (see [Annex preliminary.3](#)). FRIENDS also provided a document on important points for coaches to consider when implementing the PINBALL activities, and a checklist to follow if bullying occurs, which are also not mandatory materials included as [Annex preliminary.4](#) and [Annex preliminary.5](#).

*The following activities are meant to be implemented by the coaches within the teams. Please, make sure to involve all team members in them. If an athlete refuses to participate in one activity that might be triggering for them, try to engage them without forcing them (for example, by offering them to be “assistant coach” for the day). Afterwards, take time to let them know you are available to talk with them if and when they need to, and that the activities are meant to inform about and reduce bullying: they are a safe space where none is forced to actively participate if they don’t want to, and none is going to be hurt.*

If they deem it useful, coaches can introduce the PINBALL projects to the athletes and their families by using the following text (which can, of course, be modified accordingly with the needs of the Club), to be printed on the Club’s head letter.

*Dear athlete, dear family,*  
*thank’s to the collaboration with our National Football Association, our Club is participating in a European project named “PINBALL - Preventing bullying IN and through footBALL”,*



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*which -at the European level- involves five FAs, a University, an anti-bullying association, a training association, the UEFA Foundation for Children and it's supported by UEFA. PINBALL aims at raising awareness on the phenomenon of bullying and helping tackle it. For the next weeks, our normal training will be enriched with on-field activities specifically designed to reflect on this phenomenon and promote youngsters' competencies and motivation to tackle it. They will all be football activities, so the training will not be disrupted.*

*Don't worry: the activities have been designed by experts in the field to favour reflection without causing harm to anyone and have been reviewed by coaches at the European level. Even in this case, if a player feels uncomfortable participating in a certain part of an activity, none will force them to do so. Our primary goal is the safety and well-being of our athletes. We truly believe this is an important opportunity for our athletes to empower their life skills and for the whole Club to promote a better society through the healthy power of football. We hope you will be as enthusiastic as we are about this initiative, and please do not hesitate to contact us if you have any questions regarding it.*

*Best regards,*

*The Club*



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### TAKE-HOME MESSAGES AND SUGGESTIONS

- **Think about what invisible rules/norms exists within football and how these affect children and young people. How can we actively work to broaden the standards?**
- **Talk to the players openly about bullying: Explain how some harsh have power, and can be as much dangerous as physical violence.**
- **Open up for conversation with the players, ask questions and listen. It is our task as leaders to make children and young people feel that we want to help and support them.**
- **Support the vulnerable child by opening up conversations about their experiences. Include both the children and the guardians in the work to resolve the situation and prevent it from happening again.**

### 3.3.2 Activity 1 – “Tell me more”

#### General description of the activity

This activity will have the goal to inform youngsters about bullying and its consequences. The activity is two-folded: first, youngsters are indirectly asked to share their perception of bullying by representing it. Secondly, they will be able to gather more information about it, thus discovering that bullying involves different actors (the bully, the victim, bystanders and allies), has certain characteristics (e.g., a power imbalance, is repeated in time, can be based on both the victim’s individual features and/or their belonging to a certain social group...) and can lead



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to very dangerous consequences, not only for the victim but also for the bully and the involved bystanders.

### 3.3.2.1 Age group: 10-14 years old

Offering information on bullying	60 minutes
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#### **STEP 1 – If we were actors**

**TIME: 20 minutes**

To start the training session, the coach will ask some players (5-6 players: one bully, one victim and 3-4 bystanders) to become actors by enacting three bullying scenarios that can happen at football: one group will have the task to depict a bullying scenario during training (social isolation: where a child is excluded by peers who won't pass them the ball), another in the locker room (verbal bullying: where a child is made fun of) and the last one during a game (physical bullying: where a child is pushed by a bigger child). The coach must be available for support and advice during the exercise and inspire the group to try out their proposals, so they are not spending too much time trying to come up with the “perfect play”. Moreover, the coach must monitor all the scenarios, making sure that nothing truly harmful happens to the children. To do so, some precautions should be observed:

- In the three scenarios, roles should be shuffled so that different children interpret the bully/victim;
- In the second scenario, the coach should take care that the victim is played by a child who is not potentially hurt by the play itself, possibly asking beforehand “In this



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scenario, we'll pretend that one of you is made fun of by the bully. I want none of you ever feel uncomfortable when we do these games. The purpose here is to show you things so that we can discuss them and better understand them, not to bother any of you. Who is ok with playing the victim?". (if none is ok with it, the coach can ask for other volunteers).

- In the third scenario, the coach should make sure that players understand that the push should be fake, and none should get hurt.

While the scenarios are playing, all the other children will be asked to look at them with great attention and to try and notice similarities and differences. After this, in a 5-minute discussion, the players will have to discuss all the similarities and differences between the scenarios, e.g., "There was always someone who was maltreated, and there was a perpetrator", or "The bully was bigger/stronger, etc.", as well as "In one case a child was excluded, in another they were yelled at, and in the last, they were pushed but it was still bullying". The coach can stimulate the discussion with the following questiona:

- Who is/ are exposed?
- Who exposes?
- Who is /are passive?

The comments will be noted on cardboard ([see Annex 1.1](#)) divided by the topic by the coach [ACTORS-FEATURES-CONSEQUENCES] and kept to be used during the second step of the activity. This activity can be hard to implement with "difficoult" groups. It is important that the coach explains from the beginning that the activity should be taken seriously, as any other part



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of the training. However, if the coach realises that youngsters are not adequately involved within the activity, STEP 1 can be shortened a bit to dedicate more time to STEP 2.

## STEP 2 – Characteristics of bullying

**TIME: 30 minutes**

In this 15-minute game, the players will be divided into three groups and asked to complete three challenges to collect a prize: these challenges (as well as the group assigned to each challenge) can be designed by the coach based on what they think each player should improve more (e.g., to improve fast reaction, a challenge could be having a teammate kicking a ball from behind and having to reach and stop it before it crosses a line at least four out of five trials). Whenever a member of a group reaches their goal, they can collect their prize, a card pertaining to a certain bullying-related category (see Annex 1.2 – age 10-14), namely ACTORS, FEATURES or CONSEQUENCES, that will help them learn more about the topic.

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At the end of the activity, all cards will be put together and matched to the topics already raised by the players during step 1. The coach will lead the discussion by asking:

- Did you know all this information on bullying?
- What surprises you the most?
- Do you think you learned something new about this phenomenon?

The coach can raise awareness on the severity of the problem by stimulating youngsters with the following questions:

- Have you ever heard of the convention on the rights of the child?



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- Did you know that the convention states every child has the right to be protected from all sorts of violence, including bullying? Why do you think that is?

**Possible addendum.** *If there's still time after this activity, the coach could propose to re-play the role play with a twist. This time, the audience can replace any of the "passive" bystanders in the scene. The players in the audience can shout "stop" at any time and switch any of the passive character. Then the scene continues with a new actor, who shall try to improve, avoid, or change the situation into a better experience for the exposed persons.*

In the end, the coach can close the conversation by saying something like: "We discuss this topic because we, as Club, think it's very important to tackle bullying, and we want you to understand this phenomenon and how to fight it. If some of you are triggered by this topic or feel like you want to talk with somebody, you can come to me at any time. If I don't have the answers for you at that moment, I'll try and redirect you to someone who has them" [beforehand, each coach should look for the contact of an anti-bullying agency on the territory].

### TAKE-HOME TASK

**For the next week, before making a joke, try and think if it might hurt the person you have in front of you.**

#### 3.3.2.2 Age group: 15-18 years old

Offering information on bullying

50 minutes



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## STEP 1 – The bullying role play

*TIME: 20 minutes*

The coach will ask 4-5 players to enact a bullying scenario in football for their teammates: the scenario should feature a bully, a victim and some bystanders. Moreover, it should show how all the actors feel and behave AFTER the bullying episode itself. They will have 5 minutes to prepare it and 5 to interpret it. In the meantime, the other players will be asked to answer on a sheet (see Annex 1.3) the following questions:

1. Who are the actors involved in this scenario?
2. What allows the bully to act as they do?
3. What are the consequences of bullying for all the actors involved?

A subsequent 10-minute discussion will allow the players to find the similarities among their answers, which will be recorded on cardboard (see Annex 1.1).

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## STEP 2 – Characteristics of bullying

*TIME: 30 minutes*

Similarly to the above, in this 20-minute game, the players will be divided into three groups and asked to complete three challenges to collect prizes. The challenges can be designed by the coach based on what they think each player should improve more: in this case, the player will have the possibility to set their own goal (e.g., completing 15 around-the-world dribbles). Whenever a member of a group reaches their goal, they can collect their prize, a card pertaining to a certain bullying-related category (see Annex 1.2 – age 15-18), namely ACTORS, FEATURES or CONSEQUENCES, with more information about the topic. Each player can



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get the chance to compete multiple times within the 20 minutes by raising the bar of their challenge (e.g., 20 around-the-world dribbles).

At the end of the activity, all cards will be put together and matched to the answers gathered during step 1. The coach will lead the discussion by asking:

- Did you know all this information on bullying? Did you ever witness it?
- What is new to you? What surprises you the most out of all this information?
- How do you feel after learning all this?

REQUIRED MATERIALS	
10-14 years old	15-18 years old
Annex 1.1	Annex 1.3 (a copy for each player)
Marker	Annex 1.1
Annex 1.2	Marker
Envelopes	Annex 1.2
Footballs	Envelopes
Materials needed for the challenges	Footballs
	Materials needed for the challenges

### 3.3.3 Activity 2 – “How does it feel?”

#### General description of the activity

This activity is meant to foster perspective-taking and affective empathy towards those who experience bullying. By being randomly assigned to a certain “label”, players will experience



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how it feels to play either with friends who include and support or with peers that bully and offend. Both sides will be tried out by each player so that they can feel and compare the difference between being treated with kindness or being harassed and mistreated. The subsequent discussion will allow a) understanding how people feel when they are bullied (through both direct verbal violence and/or social exclusion), and b) reflecting on how our behaviour can influence others' well-being.

### 3.3.3.1 Age group: 10-14 years old

Fostering empathy towards the victims	50 minutes
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#### **STEP 1 – Look at my forehead!**

*TIME: 30 minutes*

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In this game, which will be a regular 10+10-minute football game (with a 5-minute break in between), all players will be wearing a forehead band. Before the beginning of the game, each player will go to the coach, who will paste an adhesive label on their band ([see Annex 2.1](#)), indicating a rule of conduct for other players to adopt. The possible labels will be the following (half of them are “bullying labels”, and the other ones are “inclusion and support labels”):

- Never pass me the ball.
- Always pass me the ball as soon as possible.
- Comment unpleasantly on my plays.
- Give me lots of compliments on how much effort I put into my play.
- Console me if I make a mistake.



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- If I make a mistake, make me feel worse.

Some time will be given to the players to look at each other labels, and the rule will be placed not to reveal someone else's label. During the game, the players will have to act towards a certain player accordingly to their label. After the break, labels will be changed and those who had a bullying label will get an inclusion label and vice-versa.

## STEP 2 – Let's talk about emotions

*TIME: 20 minutes*

After finishing the game, youngsters will play a 5-minute game before starting the discussion. The purpose of the game is to practice techniques to promote a good atmosphere, as well as to demonstrate the consequences of invisibility and exclusion. In the game, players will get to assume different roles, and thus try to portray both invisibility and visibility. To play:

- Divide the group into couples.
- One member of the couple starts talking (about anything at all, e.g., the summer holiday, favourite food, a good book etc.) for one minute. The other one is asked to show disinterest during the minute that the partner is talking.
- Switch roles. The one who started talking shall now spend one minute showing disinterest.
- Repeat (talk about the same thing) but this time the partner who is not talking shall genuinely show that they are interested.

The coach will quickly collect the players' first reactions:



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- How did it feel to talk to someone who showed disinterest? What happened to you, to the story?
- How did it feel to talk to someone who showed interest? What happened to you, to the story?

Then the players will be asked to connect this quick game to the football activity and discuss their feelings related to being bullied and being treated with kindness. The coach will be able to collect their thoughts and opinions on cardboard ([see Annex 2.2](#)).

- How did it feel when you were bullied, or none was passing you the ball?
- How did it feel when everyone was kind and supportive?
- Do you think it is important to be kind to other people? Why?
- Can you give specific examples of what you can do or say to show support or kindness towards another player?
- According to Convention on the Rights of the Child, all youngsters have the right **to be who they are**. How do you think you could make a difference for your peers by having that in mind?

### TAKE-HOME TASK

**For the next week, make the commitment to deliver a kind word to one person per day, and just look at their reaction.**

#### 3.3.3.2 Age group: 15-18 years old

Fostering empathy towards the victims

45 minutes



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The game will be the same as in the 10-14 age group. However, the discussion questions will be more in-depth.

- How did it feel when everyone was kind and supportive?
- How did it feel when you were bullied or none was passing you the ball?
- Did you ever feel like this at football? Did you ever feel like this outside football?
- How would you wish others behaved with you in football and outside?
- How does it make you feel when you see someone else being bullied?
- Do you ever think about how YOUR behaviour will make people feel?
- How do you think you could make a difference for other people?

REQUIRED MATERIALS	
10-14 years old	15-18 years old
Footballs	Footballs
Bibs to divide the teams	Bibs to divide the teams
Goals	Goals
Whistle	Whistle
Forehead bands (one for each player)	Forehead bands (one for each player)
Annex 2.1	Annex 2.1
Annex 2.2	Annex 2.2
Marker	Marker



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### 3.3.4 Activity 3 – “Building a net”

#### General description of the activity

The activity includes two games specifically aimed at building cohesion, respective knowledge and trust. The players will be stimulated to face a circuit consisting of short exercises in which the outcome is based on the ability to get to know each other and trust the partner in order to overcome individual deficits.

#### 3.3.4.1 Age group: 10-14 years old

Psychological principle: <b>Working on team cohesion</b>	Timing: <b>45 minutes</b>
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#### STEP 1 – Do we know each other?

*TIME: 15 minutes*

32

The activity is meant for team members to better know each other. The players will arrange themselves in a circle and carry out passes at an increasing pace (the times will be dictated by the coach, who can decide to make the activity more or less challenging). Before moving on to the next partner, however, each player will have to share a piece of information about themselves that many teammates don't know (e.g., “I would like to be a veterinarian, and I have two golden retrievers that I love very much”). The player can then choose to pass the ball to a partner who knows less than the others, to learn something about them. The activity can also be done in 2-3 smaller circles, being careful to reshuffle the groups several times so that everyone learns something about everyone. If the players have difficulties coming up with statements about themselves, the coach can provide topics, such as:



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- The food you hated when you were little;
- Something about your pet or the pet you wish you had;
- Your favourite school subject and why;
- When you are not at football, what is your favourite hobby?

In all cases, a good tip might be to start passing the ball to the “chatty” team members, so that they can engage the others.

## STEP 2 – I got you

**TIME: 15 minutes**

This second game is about building cohesion via mutual trust. The activities will all be carried out in pairs which can be drawn or chosen by the coach. Criteria to do so might be: 1) athletes that should learn how to better work together on the field; 2) athletes that don't know each other very well (if the coach knows it), or 3) simply drawing names. In all cases, pairing between best friends should be avoided because the whole point of the activity is to know better and to trust also the teammates that they know less. The coach will prepare three stations on the field (see Annex 3.1) where each pair will remain for 5 minutes to perform the exercises. Following the coach whistle, all couples will move on to the next station in a clockwise direction:

- **The race:** in front of each pair there is a row of coloured cones. The coach decides the colour and the blindfolded player must be guided by his partner's voice alone in reaching the object
- **Ties:** The members of the pair are tied together (wrist and ankle) and must work together to collect as many objects (e.g., cones or footballs) as possible scattered around the field



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- ***You complete me:*** one player of the pair will be blindfolded, while the other will have to move by hopping on one leg. The second player must always keep both hands attached to the body of the first one: if even only one comes off, the couple should restart. If the second player touches the ground with both legs, the couple should restart. The aim will be to reach a marked goal via a simple trail.

### STEP 3 – Discussion

**TIME: 15 minutes**

At the end of the activity, there will be a discussion mediated by the coach. To encourage the discussion, the coach will ask the players a series of questions, such as:

- Did you learn something new about your teammates?
- How did you feel during the second activity? Was it easy to work together? Where did you find difficulties?
- What were these exercises aimed at in your opinion?

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Again, the coach can comment on the discussion with reference to the Convention on the Rights of the Child, art 31 (rest, play, culture, arts), e.g. “The Convention on the Rights of the Child states that every child has the right to have a meaningful leisure time, that also includes the right to participate in sports no matter what ambitions you may have or your former experience. Isn’t it important to help each other out to guarantee this right?”.

### TAKE-HOME TASK

**For the next week, try to learn something new about a classmate or a friend you don’t know very well, and tell them something about yourself: that’s the first step towards a new friendship!**



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### 3.3.4.2 Age group: 15-18 years old

Working on team cohesion	60 minutes
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The activity is the same as described above. However, in STEP 1 a more challenging activity than simple passes should be proposed to engage the players (e.g., after the pass, showing some dribble tricks). Suggested topics are:

- What do you want to do after high school and why?
- A famous person that inspires you and why;
- Your favourite movie ever and why;
- When you are not at football, what is your favourite hobby?

Moreover, the final discussion will be more in-depth. Questions can be:

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- In the first activity, did you learn anything new about your teammates? How important is it, in your opinion, to get to know each other in a team? Why?
- In the second activity, how did you find working in pairs? What were the biggest difficulties? Why do you think we did this exercise?
- In your opinion, how important are cohesion and trust in a team?
- Do you feel you are totally united as a team? On what aspects could you improve and how?



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REQUIRED MATERIALS	
10-14 years old	15-18 years old
Footballs	Footballs
Cones of different colours	Cones of different colours
Ropes to tie ankles and wrists together	Ropes to tie ankles and wrists together
Blindfolds	Blindfolds
Material to design a simple trail	Material to design a simple trail

### 3.3.5 Activity 4 – “We go together”

#### General description of the activity

The players are randomly divided into two teams and will undergo two short activities with a shared “cooperation and cohesion” denominator. The debriefing will aim to activate a discussion on how team collaboration is essential for achieving goals and a cohesive team gets the best results.

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#### 3.3.4.1 Age group: 10-14 years old

Psychological principle: <b>Working on team cohesion</b>	Timing: <b>45 minutes</b>
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#### STEP 1 – Cooperation is key to succeed

**TIME: 20 minutes**

The coach prepares two adjacent identical trails: each trail will include a slalom, an obstacle to surpass and a goal to be scored (see Annex 4.1). During the explanation, the coach will be able to show how the trail should be completed with the help of an athlete. The game will consist of



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3 rounds of 5 minutes, for all the members of each team to finish the trail. The game will end when all members of a team have completed the tasks, thus the fastest team will be the winner. The coach will place a cross on a board to mark the winner of each round (see Annex 4.2). The team that scores at least 2 points will be the winner. Team 1 will work in a “cooperative mode”, while team 2 on an “individualistic mode”.

- **Cooperative Mode.** Three players at a time will complete all activities by entering the field at the same time – they’ll be able to pass each other the ball once they have completed their part of the trail: in this sense, one will perform the slalom, the second will overcome the obstacle and the third will score the goal. Then, the players will rotate. The same game scheme is applied until all team members have carried out the activity.
- **Individualistic Mode.** One player at a time enters the field and completes all the activities individually, only at that point, the second teammate will enter the trail. The same game scheme is applied until all team members have carried out the activity.

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## STEP 2 – Share when it counts

**TIME: 10 minutes**

The teams are involved in a 10-minute football game, with one simple additional rule: the score of each goal depends on the number of different players of the same team that have “touched” the ball before scoring. Therefore, if 4 different players have touched the ball before shooting, then that goal will bring 4 points to the team rather than one. Not only: points will be doubled if everyone in the team have touched the ball. A board can be used by the coach to record points (see Annex 4.3). Important! In order for the game to be performed correctly, it is important that



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the coach explains that the ultimate goal is still to score – so that youngsters are driven to play similar to a regular football game, just with more passes and involving teammates as much as they can when the game situation allows it.

### STEP 3 – Discussion

**TIME: 10 minutes**

At the end of the activity, there will be a discussion mediated by the coach. To encourage the discussion, the coach will ask the players a series of questions, such as:

- How did it go? Did you enjoy the activities?
- In Game 1, how did you feel playing in the individual mode? And in the cooperative one? Did you find any differences?
- In Game 2, what was different from usual while playing? Why do you think you played this way?
- Try and find a word to label the activities (it should be something along the lines of “collaboration”, “togetherness”, and so on).

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### TAKE-HOME TASK

**For the next week, take at least one chance to help someone out: it might be your mom with the groceries, or a classmate with homework. Try the power of collaboration!**

#### 3.3.4.2 Age group: 15-18 years old

Working on team cohesion	60 minutes
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The activity is the same as described above. However, the trail should be more challenging according to the more developed football skills of older participants. Moreover, each of the three parts of the training will last 20 minutes. The final discussion will be more in-depth, based on the superior dialectic competencies of adolescents. Questions can be:

- How did it go?
- In Game 1, how did you feel playing in the individual mode? and in the cooperative one? Did you find any differences? Why is that, in your opinion?
- How about Game 2? How did you organize yourselves? Are you satisfied with how you carried out the activity? What is the key message here?
- Why do you think we did these activities? What do they have in common? What is your take-home message? Try and find a word to label this training (it should be something along the lines of "collaboration", "togetherness", and so on).
- Do you think that this value of cohesion is important in everyday life as well? Why is that?

REQUIRED MATERIALS	
10-14 years old	15-18 years old
Footballs	Footballs
Bibs to divide the teams	Bibs to divide the teams
Cones for the slalom	Cones for the slalom
Obstacle	Obstacle



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Goals	Goals
Whistle	Whistle
Annex 4.1	Annex 4.1
Annex 4.2	Annex 4.2
Annex 4.3	Annex 4.3
Marker	Marker

### 3.3.6 Activity 5 – “This is who we are...”

#### General description of the activity

The players will be encouraged in describing themselves by selecting images and telling why they enjoy football and being on the team. This will have the goal of underlying the importance of the team for the members and highlighting shared values.

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#### 3.3.5.1 Age group: 10-14 years old

Working on team identity	60 minutes
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#### STEP 1 – Who are you?

**TIME: 30 minutes**

A circuit with three different and age-appropriate exercises will be developed by the coach (5 minutes per each exercise). At the end of each exercise, the players will be able to choose an image from those made available in a box placed in front of the circuit space. The question the



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players will be asked to answer is, “Who are you? Imagine introducing yourself to someone who has never seen you. Choose three images that you think best describe who you are”.

The images will be divided into four categories (individual football - group football - other individual - other group) ([see Annex 5.1 – age 10-14](#)). **Note that each Club can adapt and modify the images with more specific ones, as long as the fall within the aforementioned categories.** When the circuit is over, each player will have a minute to show their pictures (if they want to) and explain why they chose them as the most meaningful. Some minutes will be used to underline that most players probably chose the football-related pics, as a demonstration of how important this sport is in their lives.

## STEP 2 – Who are we?

*TIME: 20 minutes*

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In the second game, players will be asked to think about their team and what being part of it means to them. Two teams will be created and two small playing fields, suitable for the age group, will be created to reduce waiting time ([see Annex 5.2](#)). Both team A and team B will be divided into the two fields playing the same game. Player A will start from one side of the field and player B from the opposite one. They will challenge each other in a 1vs1 competition. The winner (i.e., the first to score a goal against the opponent) will have the chance to select from a box full of labels ([see Annex 5.3](#)) the one that, in their opinion, better answers to the question: “What does being a member of this team mean to you?”.



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### STEP 3 – Discussion

*TIME: 20 minutes*

In the end, all labels will be put together. They will all be read out loud by the coach and the most frequent labels will be highlighted with the help of cardboard (see Annex 5.4). A 15-minute discussion will be led by the coach to underline how important the team and being part of the Club is for each player, starting from labels such as “Pride”, “Friendship”, and so on. Some prompt questions can be used, such as:

- Who wants to explain which label(s) you choose and why?
- What does being a part of this team mean for you? Is it important to you?

#### TAKE-HOME TASK

**For the next week, try to give back to your team. You can do it in different ways: by helping out your coach in putting away the materials after training, helping a teammate learn a new skill, volunteering to help organize younger kids’ games etc. It’s up to you!**

42

#### 3.3.5.2 Age group: 15-18 years old

Working on team identity	45 minutes
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The activity is similar to that described above. Of course, in activity 1 (see Annex 5.1 – age 15-18), the circuit should be adapted to the football skills of older players. Moreover, during activity 2, rather than selecting from labels, athletes will be asked to write on post-its what it means to them to be part of their club. During the discussion phase, the post-its will then be



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read and pasted on the cardboard, grouping them by the main theme. Prompt questions for the discussion can be:

- Who wants to share what they wrote and why?
- What does being a part of this team mean for you?
- Would you say that being a member of this team is an important part of who you are?  
Are you proud of it?
- Is the opinion of your teammates relevant to you? Do you trust them? Do you admire them? Do you think you share the same values?

REQUIRED MATERIALS	
10-14 years old	15-18 years old
Footballs	Footballs
Appropriate material for the circuit	Appropriate material for the circuit
Bibs to divide the teams	Bibs to divide the teams
Goals	Goals
Whistle	Whistle
Annex 5.1	Annex 5.1
Annex 5.2	Annex 5.2
Annex 5.3	Annex 5.3
4 boxes to put the images/labels	3 boxes to put the images
Cardboard	Post-its



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Marker	3 or 4 pens/markers for the players
	Cardboard
	Marker

### 3.3.6 Activity 6 – “...And this is how we do it!”

#### General description of the activity

This activity is key to start defining the team’s anti-bullying rules. The first game will allow the players to understand that bullies act unpunished just because of a general indifference/fear norm. However, if many people counteract this norm and create new ones, bullies become powerless. A second step will be for youngsters to define their own anti-bullying norms.

#### 3.3.6.1 Age group: 10-14 years old

44

Creating anti-bullying social norms	50 minutes
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#### STEP 1 – The group makes the rules, the group can change them

**TIME: 20 minutes**

The game will start as the commonly played “bullock”, which will be a representation of the bullying phenomenon as a group thing. One player will be the victim, two players -on opposite sides of the field- will be the bullies, and all the others will be the bystanders. The game will start with the victim on their own, helplessly trying to get the ball. After one minute, the coach will blow the whistle, asking one bystander to become an “ally”, and help the victim. After another minute, the coach will blow the whistle again, and three more bystanders will become allies. Lastly, the coach will blow the whistle one more time, and the allies will be the majority.



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At this moment, the bullies will not be able to exclude the victim anymore. This game will be repeated 3 times, always changing the “victim” and the “bullies”.

A ten-minute discussion will underline this aspect by employing prompt questions:

- What happened during the game?
- Were the bullies able to bully the victim when the allies were a lot?
- What could you do or say to be an ally to the person that been exposed to bullying?  
[Examples for the coach nothing comes up: “If you feel comfortable – you can say out loud that this is not okay”; “You could ask the victim if they want to join you and walk away from the situation”; “If you don’t feel comfortable to intervene, you could also go and get help from your coach or another adult”].
- “The bystanders changed their status from bully supporters to victim’s allies. This means that a group can change its rules to make everyone feel included and, when this happens, bullies have no choice but to stop bullying. Shall we try to create our new rules?”.

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## STEP 2 – We’ve got new rules!

**TIME: 30 minutes**

A game will be designed to literally tackle bullying by designing inclusion rules to jointly pursue the goal, which is a good atmosphere in the team. The coach will divide the players into two teams to play a 15-minute football game. However, instead of the usual goal, the goal will be represented by 5 cones metaphorically representing the bullying phenomenon. Whenever a team scores, they’ll have the possibility to write down an anti-bullying rule they deem relevant



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for the team on a post-it. The final goal would be to have at least five rules to discuss and adjust together in the next 15 minutes, according to the following principles:

1. Rules should be brief and easy to understand.
2. Rules should always be negotiated and agreed upon by all teammates.
3. Rules should be expressed positively, e.g., instead of “Don’t insult your teammates”, we can use “Always use kind words with your teammates”.

These internal rules will be written on a document ([see Annex 6.1](#)), including some examples and specifications, and how to deal with the consequences of rule breaking. An example:

RULE	HOW DO WE DO THIS?	IF WE BREAK THE RULE
Always use kind words with your teammates	<ul style="list-style-type: none"> <li>- Keeping a calm tone when discussing with a teammate</li> <li>- Avoid swear words</li> <li>- Listening before talking</li> </ul>	Teammates should give gentle feedback that the rule is broken, and to try and be kinder. Apologies would be nice.

After designing the rules, a deck of cards (as many as the final rules) ([see Annex 6.2](#)) will be presented to the athletes: every week, some of them will take the responsibility to try and take care that one rule is respected and to intervene if it’s broken. The coach can select different players every week and they’ll have the possibility to choose which rule they want to endorse.

TAKE-HOME TASK
<b>For the next week, focus on the rule that feels harder for you to respect and try to notice every time you break it or are about to do so. It’s a good exercise to break it less and less!</b>



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### 3.3.6.2 Age group: 15-18 years old

Creating anti-bullying social norms	60 minutes
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The activity will be the same as the younger group, with a more stimulating discussion. After step 1, some useful prompt questions might be the following:

- Can you tell how this bullock game was a metaphor for bullying?
- Did you notice something in the behaviour of the bullies or of the victim while the allies were joining? Why do you think that is?
- Do you think the same process would happen in everyday life?
- “The rules of the games changed from “the victim vs all” to “a group of allies against the bullies’ and this determined a change in the bullies’ behaviour. What do you think this metaphor means?”
- “Indeed. The bystanders changed their status from bully supporters to victim’s allies. This means that a group can change its rules to make everyone feel included and, when this happens, bullies have no choice but to stop bullying. Shall we try to create our new rules?”.

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REQUIRED MATERIALS	
10-14 years old	15-18 years old
Footballs	Footballs
Bibs to divide the teams	Bibs to divide the teams



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10 cones	10 cones
Whistle	Whistle
Annex 6.1	Annex 6.1
Marker	Marker
Post-its	Post-its
Pens	Pens

### 3.3.7 Activity 7 - “Follow the leader”

#### General description of the activity

This activity is aimed at reinforcing the team’s anti-bullying rules by using captains as role models. Captains have a social influence on their teammates and are likely to be followed by the other players: entitling them with the role of providing the way to fight bullying is, therefore, likely to have a strong impact on their football mates.

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#### 3.3.7.1 Age group: 10-14 years old

Creating anti-bullying social norms	45 minutes
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#### STEP 1 – Captain, have a look!

**TIME: 30 minutes**

The coach will design a training in three different small groups and will appoint one player per each group to lead the team. Before the training starts, the coach will do two things:



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- Asking the “leaders” to make sure that not only the activities are carried out seriously, but also that the agreed rules of conduct are respected
- Secretly appointing one “bully” per group to perform behaviours (overtly or more subtly) contrary to team norms (e.g., responding badly to teammates, excluding someone from the exercise, teasing, etc.) against one (ALSO INFORMED) victim.

The captain will have to find strategies to endorse the rules of conduct without becoming aggressive. The coach must support the captain in this without prevaricating them, for teammates to notice the captain’s commitment to the rules.

## STEP 2 – Discussion

- **TIME: 15 minutes**

The coach’s game will be revealed and a discussion will be activated with some prompt questions:

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For the “leader”:

- What was the most difficult part for you?
- How did it make you feel to defend your teammates?

For everyone:

- How did the intervention of the captain make you feel?
- How important it is for the captain to be an example for you?
- Did someone else, other than the leader, intervene in your group? If yes, why did you do it? If not, why were you blocked?



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The coach should conclude the conversation underling that protecting each other is everyone's responsibility – not only the leader's, even if it is important that they set a good example. Most importantly, the main responsibility is the coach's themselves, so they should always ask for help if they need it.

TAKE-HOME TASK
<b>For the next week, try and act like a leader. Every time you see a teammate breaking a rule, gently remind them that, in the team, kindness and respect are important values.</b>

### 3.3.7.2 Age group: 15-18 years old

Creating anti-bullying social norms	45 minutes
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#### STEP 1 – Captain, have a look!

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*TIME: 30 minutes*

The team captain will design a circuit training of three different 10-minute activities and will be put in charge of handling it for the day. In this case, the help of the coach is not necessarily needed in the designing phase (however, the coach could ask for specifically targeted activities, e.g., to improve team cooperation) but they will revise the activities afterwards.

Before the training starts, the coach will secretly appoint one “bully” per group to perform behaviours (overtly or more subtly) contrary to team norms (e.g., responding badly to a teammate, excluding someone from the exercise, teasing, etc.) against one (ALSO INFORMED) victim.





The captain will have to detect those negative behaviours and find strategies to endorse the rules of conduct agreed upon by the team. If the team captain does not seem to realise that something bad is going on or does not intervene in the first 5 minutes, the coach might encourage them to ask their teammates to respect the code of conduct. The coach will support the captain in their resolution without prevaricating them, for teammates to notice the captain's commitment to the rules.

## STEP 2 – Discussion

- **TIME: 15 minutes**

The coach's game will be revealed, and a discussion will be activated with some prompt questions:

For the "leader":

- What was the most difficult part for you?
- How did it make you feel to defend your teammates?
- Do you understand the importance of your role and your responsibility in guaranteeing that everyone is safe and plays by the rules?

For everyone:

- How did the intervention of the captain make you feel?
- How important it is for the team captain to make everyone feel safe within the team?
- How important it is for the captain to be an example for you?
- Do you appreciate it when the captain reminds you to play by the rules? Do you look up to them?



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- Did someone else, other than the leader, intervene in your group? If yes, why did you do it? If not, why were you blocked?
- What can we do to be ready and defend each other from bullying?

REQUIRED MATERIALS	
10-14 years old	15-18 years old
Footballs	Footballs
Materials needed for the circuit	Materials needed for the circuit

### 3.3.8 Activity 8 - “We can change society”

#### General description of the activity

This final activity has numerous purposes: first, it is aimed at the final adherence to the anti-bullying norms developed by the team; second, it is meant for the Club to validate that effort by designing a Club anti-bullying policy that officially includes the team’s internal rules; third, it encourages youngsters to take action as role models and present their anti-bullying campaign to their peers during an official event. This will also increase the adherence to the rules themselves due to the mechanism of “cognitive dissonance” because of which -after publicly standing for a cause- it is way harder to then behave inconsistently with it.

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#### 3.3.8.1 Age group: 10-14 years old

Involving youngsters in anti-bullying campaigns	60 minutes + 1 tournament day
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## STEP 1 – Our anti-bullying policy

*TIME: 45 minutes*

This activity will not be on the field but will aim at the organization of a big on-field event in which the players will be the protagonist. Starting from the document produced in Activity 5, youngsters will be divided into five groups, each of which will take care of better defining and explaining a rule. A symbol or illustration might also be invented to represent each rule. Ultimately, each group will come up with a slogan that will be used during the “Anti-bullying tournament” that will be organized by the Club, inviting some of the schools in the neighbourhood and other teams/Clubs. The groups will work separately for 30 minutes, while, for the last 15, they will present each other with their rule and the final slogan for the tournament will be negotiated and selected. A template will be provided to the Clubs that the athletes can use as a reference (see Annex 8.1).

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## STEP 2 – A solemn commitment

*TIME: 15 minutes*

The coach will explain that the whole Club has been inspired by the team’s work to become a more friendly environment, and they formulated/integrated a code of conducts that addresses bullying and harassment. This policy, which could be designed based on the suggested template (Annex 8.1), will have the players’ rules as a manifesto and will be presented during a big public event involving other football teams and schools, in which youngsters will be the protagonist. The coach can introduce the conversation by quoting the Convention on the Rights of the Child, art 12 (respect for children’s views), “Every child has the right to express their



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views in any matter that concerns them”. Players will therefore act as role models by asking for support from the community, e.g., proposing schools adopt their rules and creating an anti-bullying partnership. The solemn commitment will be motioned by all the members of the team who will sign the final document and the commitment to respect and disseminate the drafted standards. The first signature will be made by the captain and the last one by the coach. This also stresses adult responsibility. Children and young people under the age of 18 have the right to speak out and be listened to, as well as have their rights met.

### STEP 3 – The tournament

***TIME: A whole day/afternoon***

Players will be asked to help organise the public Anti-bullying event, which will be a tournament followed by the policy presentation, in which youngsters will take the stage to present their rules and slogan. After the tournament, awards will be offered to the teams showing better adherence to the inclusion norms and representatives of football teams (e.g., the captains) and schools could receive a copy of the policy from the team captain as a symbol of their commitment to implement the rules.

***We now present an example of one way the tournament can be organized. Please, remember that each Club can decide how to organize their own tournament, the goal is to disseminate the anti-bullying rules to either other Clubs or schools. In this sense, a simple four-Clubs tournament preceded or followed by a presentation is fine, as well as inviting 1-2 classrooms from a school. Other forms of tournament are welcomed as well.***



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By including a Club and a couple of classrooms, 8 mixed football teams can be created. The football tournament will be played on 4 fields simultaneously and each team will be identified and numbered from 1 to 8 (e.g., via jerseys of different colours). The 4 fields will be created by the coach, dividing an entire soccer field into 4 with the use of cones, two small doors will be placed at the ends of each field. The 7 matches will be played simultaneously in 4 fields lasting 15 minutes each, with 5 minutes of recovery between one and the other. It will be necessary to adopt a rotation principle to allow youngsters to compete with more teams ([see Annex 8.2](#)).

During the 5 minutes of recovery after each match, the players of each team will choose a player who showed the best inclusive behaviour. The players with the most votes at the end of the tournament will be awarded a prize in the end. The scores will be recorded on cardboard ([see Annex 8.3](#)).

### TAKE-HOME TASK

**Be a multiplier! Talk to your friends and classmates about the anti-bullying policy you and your Club designed and invite them to watch the tournament.**

#### 3.3.8.2 Age group: 15-18 years old

Involving youngsters in anti-bullying campaigns

**60 minutes + 1  
tournament day**



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MODENA E REGGIO EMILIA

FORMODENA



## STEP 1 – Our anti-bullying policy

*TIME: 50 minutes*

The activity is the same as above, with some differences: during the one-hour policy definition, youngsters will be presented with the Club policy from the start and will have the possibility to propose modifications to it (20 minutes). Here the coach will explain from the beginning that the whole Club has been inspired by the team's anti-bullying work, and they formulated/integrated a code of conducts that addresses bullying and harassment (see Annex 8.1 for the anti-bullying policy template) and will ask for their “expert” opinion about the document. This is because they are mature enough to be actively involved in the Club's policies and this kind of commitment will be very rewarding for them. Subsequently, youngsters will have the possibility to finalize their rules of conduct by dividing into small groups (20 minutes) and jointly creating a slogan for the public event (10 minutes).

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## STEP 2 – A solemn commitment

*TIME: 10 minutes*

The solemn commitment will be motioned by all the members of the team who will sign the final document and the commitment to respect and disseminate the drafted standards. The first signature will be made by the captain and the last one by the coach.

## STEP 3 – The tournament

*TIME: A whole day/afternoon*

The public event and tournament will be designed as proposed above, with a couple of small differences. First, players will be given more organisational responsibilities and could





potentially be asked to come up with ideas to foster the message of inclusion and non-violence within the tournament (e.g., by designing a specific pre-tournament game or conducting one of the PINBALL activities they deemed more useful within the other teams). Secondly, while the players will have the possibility to play a game against an age-matched team, they will also act as referees for games between younger categories – so that they will even more actively behave as role models for younger children. Referees will have a PINBALL blue card ([see Annex 8.4](#)) that will give 1 extra score to those children who will act accordingly to the inclusive principles of the tournament. The final score of the tournament will be given by the game score + the sum of the PINBALL cards and the most respectful players will be awarded by the PINBALL players' captains.

REQUIRED MATERIALS	
10-14 years old	15-18 years old
FOR THE ACTIVITY	
The Activity 5 document	The Activity 5 document
Pens and markers	Pens and markers
Annex 8.1	Annex 8.1
Annex 8.2	Annex 8.2
FOR THE TOURNAMENT	
Footballs	Footballs
Bibs to divide the teams	Bibs to divide the teams
Goals	Goals



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Whistles	Whistles
Annex 8.3	Annex 8.3
Annex 8.4	Annex 8.4
Materials to create the playing fields	Materials to create the playing fields
Awards	Awards
Food/water for the participants	Food/water for the participants
Microphones/projector for the presentation	Microphones/projector for the presentation
	Annex 8.5



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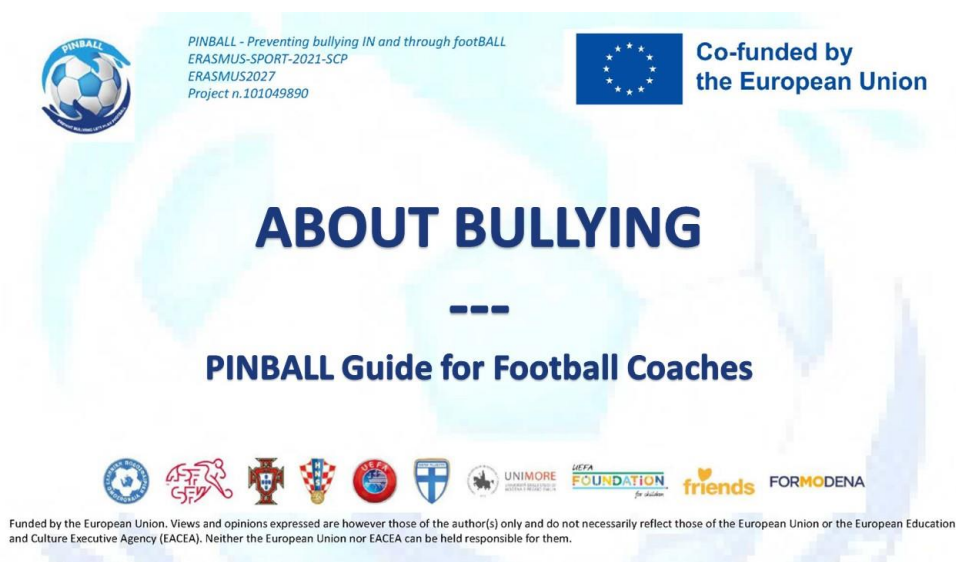




## Appendix

### Preliminary activity materials

#### Annex preliminary.1







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## BULLYING: Actors involved



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## BULLYING: Identikit

- 1 An aggressive behaviour, including both physical and psychological violence
- 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



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## BULLYING: General categorization



Verbal



Social



Physical



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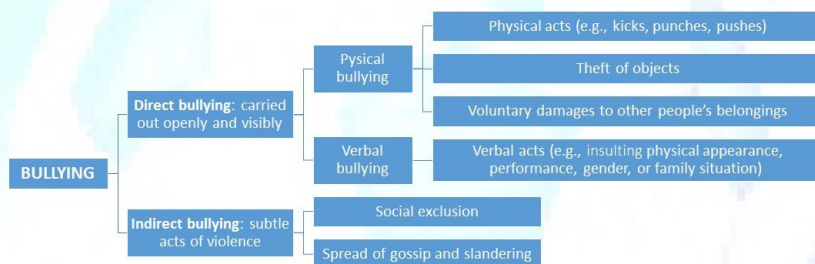


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## BULLYING: How many types?



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## BULLYING based on...?

### Interpersonal bullying

- Based on the victim's individual characteristics (for example, body size or performance)

### Bias-based bullying

- Based on the victim's belonging to a certain group (for example, ethnic background or disability)



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## Consequences of BULLYING

### Consequences for the bullies

Antisocial behaviours, substance abuse, psychiatric disorders  
 Work failure  
 Poor relationships  
 Physical illness

### Consequences for the victims

Post-traumatic stress (nightmares, distress, and somatic disturbances)  
 Social isolation  
 Anxiety and depression (suicidal behaviour in the most extreme cases)  
 Deterioration in school performance

### Consequences for the bystanders

Somatic and psychological symptoms  
 Lower life satisfaction



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## Why does one not intervene?

- Nobody else reacts, so it can't be that serious?
- Is it really my responsibility to react?
- Am I making a fool of myself?
- Will I get targeted myself?
- The one that is targeted might actually deserve it?
- What do I say? Can I do this?



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## What makes people intervene?

- Practice empathy
- Act as a role model!
- Discuss and practice taking a stand.
- Social security makes it natural to react.
- Information about what makes you intervene and what makes you not intervene.



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## PINBALL Research: coaches against bullying

QUESTIONS TO COACHES	PERCENTAGES
Activities to promote a positive social climate and team spirit	"Every week" (61,48%)
Activities to detect and tackle bullying within the team	"Never" (36,13%) or "1 to 4 times a year" (25,11%).
Club protocols against bullying	"No protocol" (37,80%) or "I don't know" (34,96%).



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## The convention on the Rights of the Child



**Article 2**  
Non-discrimination



**Article 3**  
Best interests



**Article 6**  
The right to survive  
and develop



**Article 12**  
The right to have  
your views taken  
seriously



**Article 19**  
Protection from abuse  
and neglect



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## Which kind of actions?



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## PINBALL Good Practices: how do we fight bullying?

1. Offering **information on bullying**, not only to youngsters but also to their educating community;
2. 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);
3. Creating **anti-bullying social norms** to be followed in and outside the football field;
4. Reflecting on the feelings that victims of bullying experience, thus developing stronger feelings of **empathy** towards them;
5. Actively involving youngsters in **anti-bullying campaigns**, so that they will experience agency in producing social change and becoming role models.



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# Thank you!

*"If an elephant has its foot on the tail of a mouse, and you say that you are neutral, the mouse will not appreciate your neutrality."*

— Desmond Tutu



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## Annex preliminary.2a

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### PREVENTING AND DETECTING BULLYING TIPS FOR COACHES: THE ANALYSIS OF THE SOCIAL ENVIRONMENT

One of the most important things you as a leader can do for social safety and to prevent violations and bullying is to reflect on how the group feels and functions together.

#### *Twenty-minute exercise*

Take some time to answer the following questions, which will allow depicting the current social climate within your team. Please, be as honest as you can. It is recommended that you use these stimuli recurrently to discuss with your colleagues your team's social climate. If you do this frequently enough, you'll be able to detect and prevent bullying episodes more easily.



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*Ask yourself the following five questions:*

1 - How well do the players work together? What can we do to even increase cohesion?

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2 - Is there anyone who is a bit outside of the social cohesion? How can we change that?

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3 - Has everyone been involved in the training? How can we make everyone even more involved?

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4 - Does the team feel safe? What can I do to make them feel even more secure?

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5 - Am I a good role model? Am I inclusive? How can I be an even better role model?

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### *Annex preliminary.2b*

#### **THE SOCIAL SAFETY MAP - A DISCOVERY TOOL**

To detect socially unsafe environments, it is important to make the hidden spaces where the children act visible. These places are at potential risks for offensive jargon or abuse that the children and young people don't want adult leaders to know about. By becoming aware of these places/zones, you can increase presence or routines there to prevent social insecurity or



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violations before they even occur. The purpose of drawing up a social safety map in one's association is to create a common understanding and overall picture of an area or a place. The "social safety map" also helps adult leaders to clarify roles and responsibilities among each other in the club. The exercise takes about 30-45 minutes to complete.

## STEP 1

Identify places based on adult presence by mapping where youngsters and adult leaders move and interact with each other.

**Materials:** A4 or A3 sheets and pens. If you already have an up-to-date and clear sketch of your facilities, it is of course fine to use it as a starting point.

**Procedure:** Start by drawing up the outer frames of the facility. Place the hall/field, the changing room, the cafe, and other buildings where the youngsters go in and out. When the foundation is ready, you place the areas and surfaces that are known holding points/activity places for children and young people in your club. It is in these places/zones that you adults are most often, where your presence is visible and where you interact with the children.

### **Questions:**

- Where is the adult presence?
- Where do the children see you (adult leaders)?
- Where do you interact with the children?
- Where can children retreat, where neither other children nor adults usually are?



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There are certainly places, nooks and crannies on the map where children and young people withdraw, perhaps to be by themselves without the physical and social presence of adults. Also mark out those of these places that you know on the map.

**Group discussion:** When you have reflected individually, you collect your thoughts together in the working group. Some questions to guide the group discussion can be:

- Have you identified the same places?
- Do you see different challenges?

## STEP 2

Identify places characterized by unclear (hot spots) and clear (cold spots) frameworks, rules and activities. **Hot spots** are places where children and young people want to be, where it's fun, stimulating, and exciting to be, but where frameworks and rules may not always be completely clear to everyone. **Cold spots** are places where the framework for activity and play is so obvious that children and young people know what is expected of them and what they are allowed to do there.

**Procedure:** Think about which three places you consider to be hot spots. Think about which three places you consider to be cold spots.

**Group discussion:** Check with fellow leaders, what places have they identified? Mark out the locations on the map.

- What has created these Hot Spots?
- What efforts have you made to create these cold spots?



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### *Annex preliminary.3*

## DISCUSSING BULLYING SCENARIOS

### *Twenty-minute exercise*

The following scenarios depict bullying situations that can happen during a training or a game. Form a couple of groups and select a scenario, then discuss together by using the proposed prompt-questions. We'll derive together a list of possible actions to intervene in case of bullying.

#### *- Scenario 1*

You are the coach for a group of children aged 12-13 y.o. Most of the group have trained and competed together for several years. The atmosphere is mainly good, but lately you have noticed a jargon in the group that involves some addressing each other with words such as gay, sissy, stupid, etc. When you bring this up to the team, you are answered that it is for fun and not taken seriously by anyone.

#### *- Scenario 2*

You have just finished training and are talking to your 14-year-old player Sarah as she is waiting for her parents to pick her up. The team has really developed recently and you encourage Sarah to enter her first tournament. At first Sarah responds evasively but after a while she tells you that she has heard many offensive comments about her technique and weight when she has posted videos of herself playing. She does not want to be a part of the first match because she feels anxious and uncomfortable after what she has been exposed to on social media. She also says that she has stopped posting pictures and videos of herself because of what has happened.



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### - Scenario 3

You are the coach of a group of young players who have and will compete together. In the team, there is a clear hierarchy among the young people, which even you as a coach have noticed. However, it has not come to your attention that there would have been any cases of bullying in the team. On the other hand, during training and at competitions, you have heard some harsh jargon from the midfielders. Some time ago you got a new player to the club who didn't know anyone before, Ali. At first he is accepted by the others, but as the team participates in competitions, comments from the others begin to come. Comments and ostracism are now getting worse and worse.

#### **Questions (for all the scenarios)**

1 - Why do you think these situations occur?

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2 - If such a situation arises, how can you effectively act to tackle it?

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3 - How can we work preventively against this problem?

#### Annex preliminary.4

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### “LEADING EXERCISES”: A 10-STEP GUIDE FOR COACHES

Below are ten small suggestions that might help coaches and leaders in general in promoting a safe environment and prevent bullying episodes when leading the PINBALL activities/exercises. Feel free to try and implement them in your daily practice!

**1 - Never force anyone to participate in an exercise.** Some people need more time and to participate in their own way. Prepare yourself for how to handle a situation where someone does not want to be involved. Perhaps the youngster can sit quietly next to you and observe, or even join in and comment on the exercise. It is also important to consider why the person does not want to participate, what could be the reason behind it?



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**2 - Give to everyone the opportunity to listen.** It is important to gather the group, preferably in a circle, and then give the instructions so that everyone has good conditions to be able to take part in the instruction.

**3 - Prepare!** Plan how to carry out the exercise and learn it yourself if you haven't done it before.

**4 - Be clear when instructing and explaining.** Avoid expressions such as "So now everyone should know what to do". A more positive way to rephrase the concept is "Do you have any questions"?

**5 - Nourish the discussion.** Motivate and explain to the group why you are doing an exercise and talk afterwards about how the participants thought it went.

**6 - Take care of everyone.** It is your responsibility as a leader to divide the participants into groups so that no one are in risk of feeling singled out or left out.

**7 - Make everyone feel listened to.** Start from a democratic approach and be aware of how you allocate space in the group. It is important to reflect that you as a leader either reinforce or challenge roles within the group. Let everyone speak.

**8 - Feel free to propose a short reflection with the group after each exercise.** What went well and what could have been done better? Why did it happen the way it did?

**9 - Give positive feedback!** Round off with your views and reinforce what was positive.

**10 - Be attentive.** Keep in mind that you can adjust the exercises based on the feedback of your athletes: if some topics feel disturbing, you can always ask them to provide a general comment or use anonymous post-its.



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## Annex preliminary.5

# Take action – step by step

A student has been subjected to degrading treatment at your school. What do you do now? Here is a summary of the steps Friends recommend to take in order to put a stop to the degrading treatment. A more detailed description of the process and its steps can be found in part 2 of the web course "Always take action".

### 1. Intervening

All adults working at the school should always intervene when they witness, or suspect that a student has been subjected to, degrading treatment. It is important that you clearly show that you have seen or know about what happened and that it will not be tolerated. Exactly what you should do must be assessed on a case-by-case basis. It is important that the incident is documented, for example using an incident report.

### 2. Reporting

After intervening you need to report what happened to the people who need the information, in accordance with local regulations. The principal should be informed. Members of the staff who should continue to work with the issue, and their responsibilities in this process should be clearly defined. Preferably, the legal guardians should be contacted on the same day the degrading treatment took place, or as soon as the school finds out about it.

### 3. Investigating

When a student has been subjected to degrading treatment or bullying, the school needs to find out how it could happen. The investigation should include all the students involved, not only the victim. The notes taken during conversations and the conclusions from the investigation should be included in the documentation.

### 4. Analysing the causes

In order to create effective countermeasures, it is important to understand the underlying causes as much as possible. For that reason, we recommend that you conduct a root cause analysis based on four different perspectives: individual, group, organisation and society.

### 5. Designing countermeasures

These measures are your tools for stopping the degrading treatment in the short term, and preventing similar treatment from occurring again. Based on what you know about the degrading treatment that took place, you need to assess the measures required to remedy the problem.

### 6. Follow-up

Continuous follow-up is an essential part of your efforts. That is how you find out whether you have stopped the degrading treatment, monitor how the students involved are feeling and assess whether you need to adjust the measures that have been implemented – or if you need to implement new ones.

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## Activity 1 “Tell me more” materials

### Annex 1.1

ACTORS	FEATURES	CONSEQUENCES



annex 1.1

### Annex 1.2



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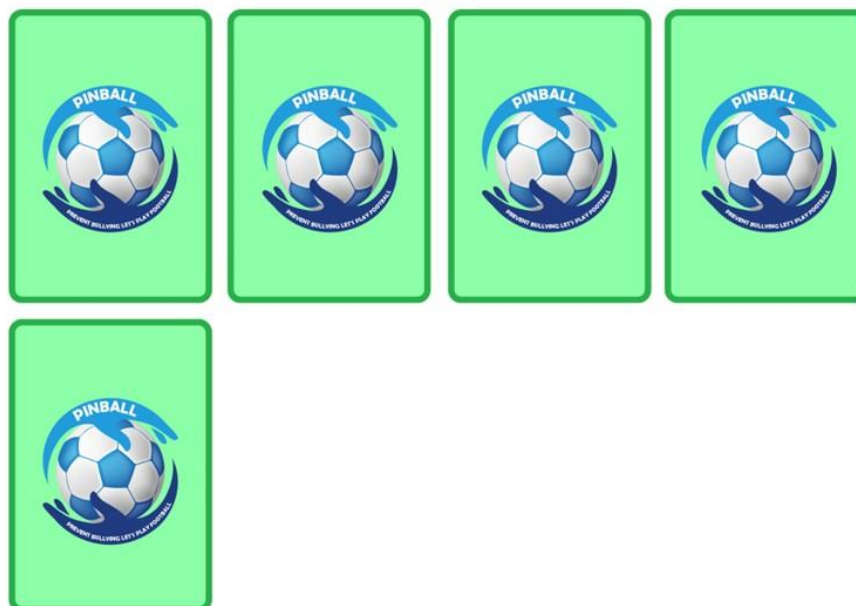
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<b>Verbal bullying</b>  Bad words, insults, making fun of someone for their dressing, physical appearance, or family situations - for example	<b>Bully</b>  Someone strong that is aggressive towards weaker peers trying to show power or to obtain something from them	<b>Victim</b>  Someone who is repeatedly mistreated by the bully and feels weak and scared	<b>Bystanders</b>  People that witness bullying. They can either be supporters to the bully, silent observers or victims allies («defenders»)
<b>Physical bullying</b>  Kicks, punches, pushes but also ruining other people's belongings on purpose	<b>Social isolation</b>  Speaking badly of someone behind their back to isolate them	<b>Interpersonal bullying</b>  Bullying is based on someone's personal features (such as being overweight or shy)	<b>Bias-based bullying</b>  Bullying happens because the victim belongs to a certain group (for example, because they are foreign)

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**Consequences for victims (1)**

Victims of bullying can feel very sad and scared to the point they cannot leave their homes on their own

**Consequences for bullies (1)**

When grown up, bullies have less friends and worse jobs than other people

**Consequences for victims (2)**

Victims of bullying tend to feel insecure and stop going to school

**Consequences for bullies (2)**

When grown up, bullies are more likely to have illnesses than other people

**Consequences for bystanders**

People who witness bullying tend to feel worse than peers in their everyday life

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<b>Verbal bullying</b>  Humiliating by insulting, for example, their dressing, physical appearance, gender or family situation	<b>Bully</b>  Individual, often more physically fit than the victim, who acts on aggressive behaviours to assert their powers, taking advantage from that situation	<b>Victim</b>  Individual characterized by physical or mental weaknesses, who cannot defend themselves and is subject to the aggressiveness of the bully	<b>Bystanders</b>  Individuals who witness the bullying phenomenon. They can either be supporters to the bully, silent observers or victim's allies («defenders»)
<b>Physical bullying</b>  Direct physical acts (e.g., kicks, punches, pushes), but also theft of objects and/or voluntary damages to other people's belongings	<b>Social isolation</b>  Isolation, spread of gossip and slandering	<b>Interpersonal bullying</b>  The aggressive behavior is perpetrated due to the individual characteristics on the part of the victims (e.g., being overweight/shy)	<b>Bias-based bullying</b>  The aggressive behavior is perpetrated due to the victim's belongings to social groups (e.g., ethnicity, sexual orientation, disability or religion)

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**Consequences for victims (1)**

Victims of bullying tend to develop anxiety and depression

**Consequences for bullies (1)**

Research shows that bullies are more likely, when adults, to work failure, poor relationships and physical illness

**Consequences for victims (2)**

Victims of bullying tend to have a deterioration in school performance and can even end up abandoning their studies prematurely

**Consequences for bullies (2)**

Bullies, when adults, can manifest very aggressive behaviours and have mental illnesses (more than average)

**Consequences for bystanders**

A recent study showed that bystanders of bullying are more likely to report lower satisfaction than youngsters who are not bystanders

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## Annex 1.3

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### WHO ARE THE ACTORS INVOLVED IN THIS SCENARIO?

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### WHAT ALLOWS THE BULLY TO ACT AS THEY DO?

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### WHAT ARE THE CONSEQUENCES OF BULLYING FOR ALL THE ACTORS INVOLVED?

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## Activity 2 “How does it feel?” materials

### Annex 2.1



annex 2.1

### Annex 2.2



Annex 2.2



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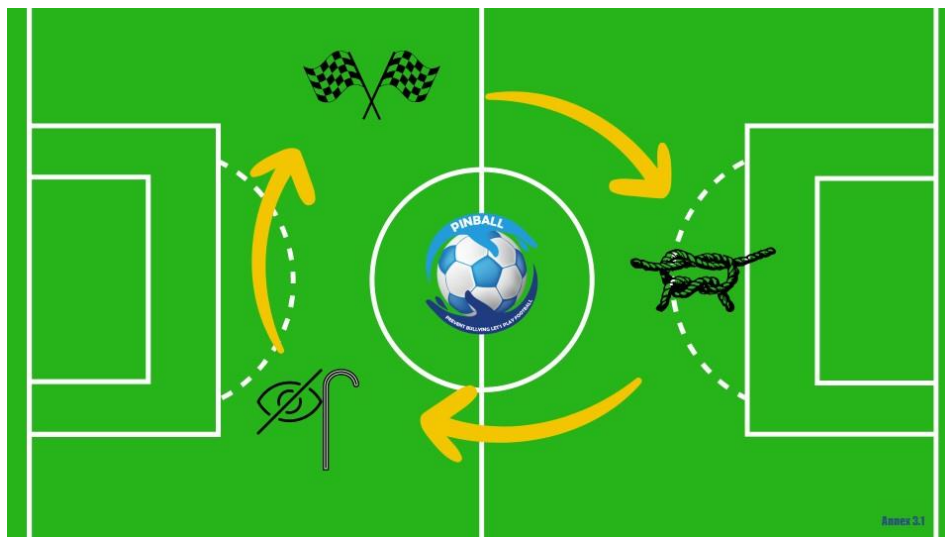






### Activity 3 “Building a net” materials

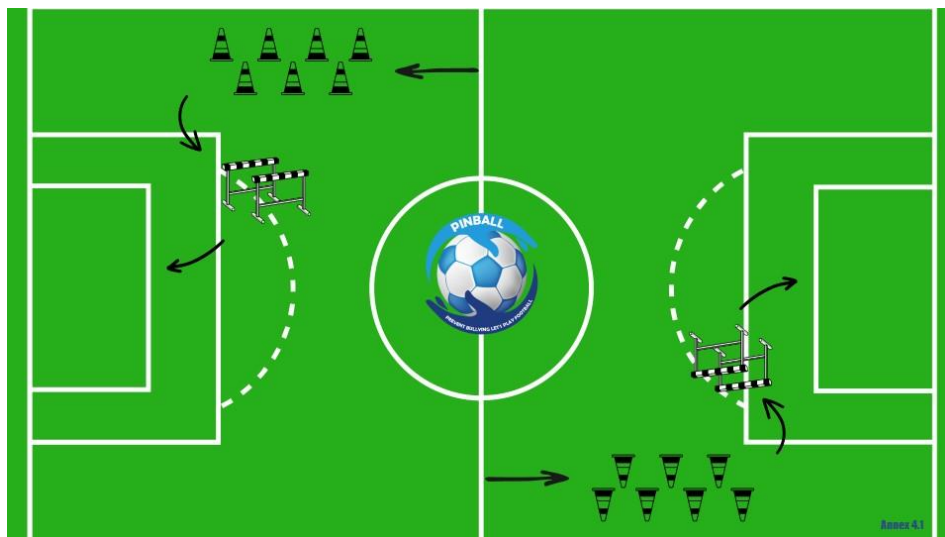
#### Annex 3.1



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### Activity 4 “We go together” materials

#### Annex 4.1



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*Annex 4.2*

TEAM 1	TEAM 2



Annex 4.2

*Annex 4.3*

TEAM 1	TEAM 2



Annex 4.3



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## Activity 5 “This is who we are...” materials

### Annex 5.1



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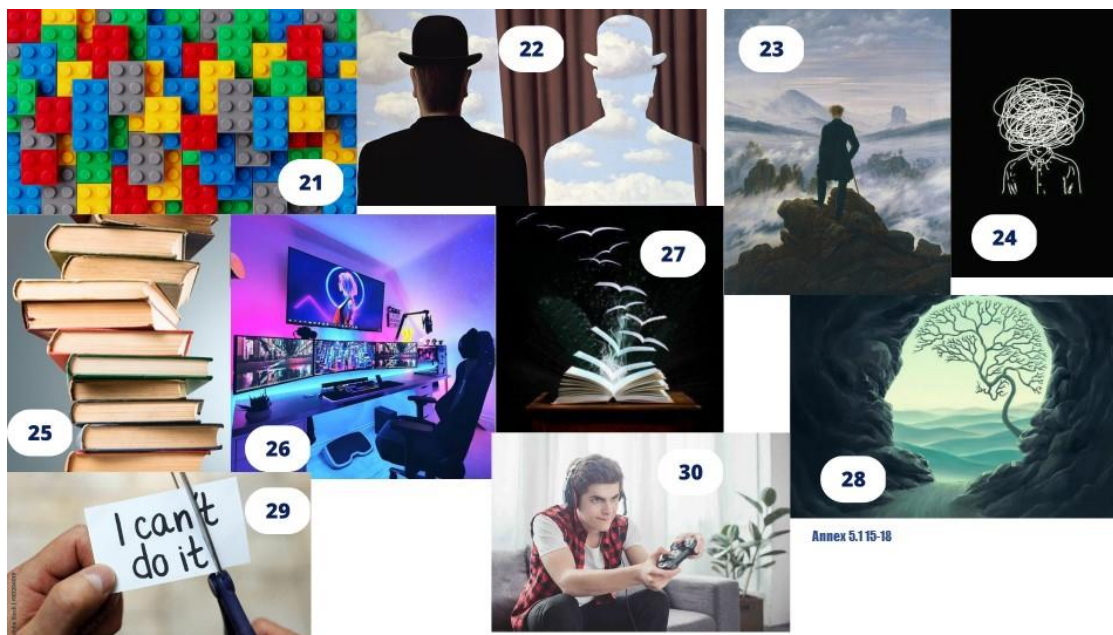
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Annex 5.1 15-18



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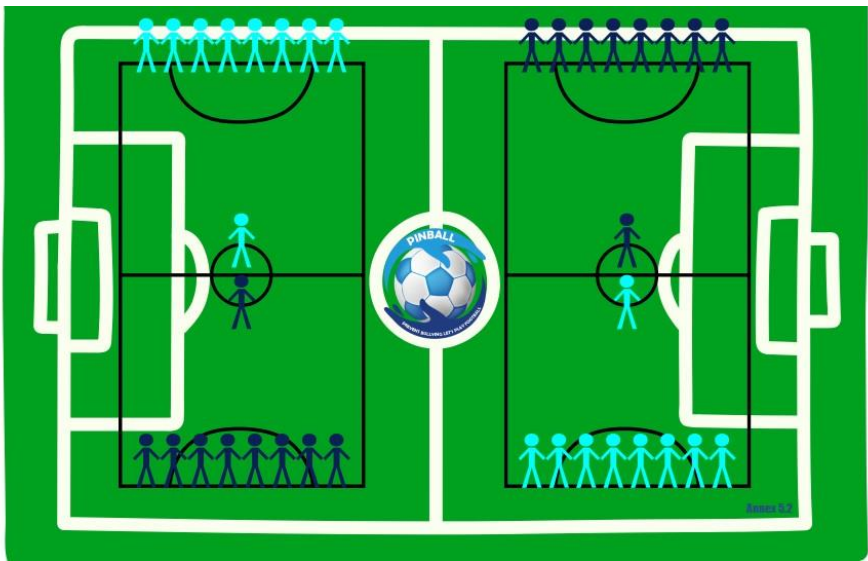
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Annex 5.2



Annex 5.3

	<b>UNION</b>
	<b>FAMILY</b>
	<b>FRIENDSHIP</b>
	<b>TRUST</b>
	<b>SUPPORT</b>
	<b>PRIDE</b>
	<b>VALUES</b>
	<b>WIN TOGETHER</b>
	<b>LEARN</b>
	<b>FUN</b>
	<b>PASSION</b>
	<b>FUTURE</b>

Annex 5.3



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## Annex 5.4

# WHAT DOES BEING A MEMBER OF THIS TEAM MEAN TO YOU?



Annex 5.4

## Activity 6 “...And this is how we do it!” 6 materials

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## Annex 6.1

### OUR RULES

- RULES SHOULD BE BRIEF AND EASY TO UNDERSTAND
- RULES SHOULD ALWAYS BE NEGOTIATED AND AGREED UPON BY ALL TEAMMATES
- RULES SHOULD BE EXPRESSED POSITIVELY, E.G. INSTEAD OF 'DON'T INSULT YOUR TEAMMATES', USE 'ALWAYS USE KIND WORDS WITH YOUR TEAMMATES'.

	RULE	HOW DO WE DO THIS?	IF WE BREAK THE RULE
1			
2			
3			
4			
5			



Annex 6.1



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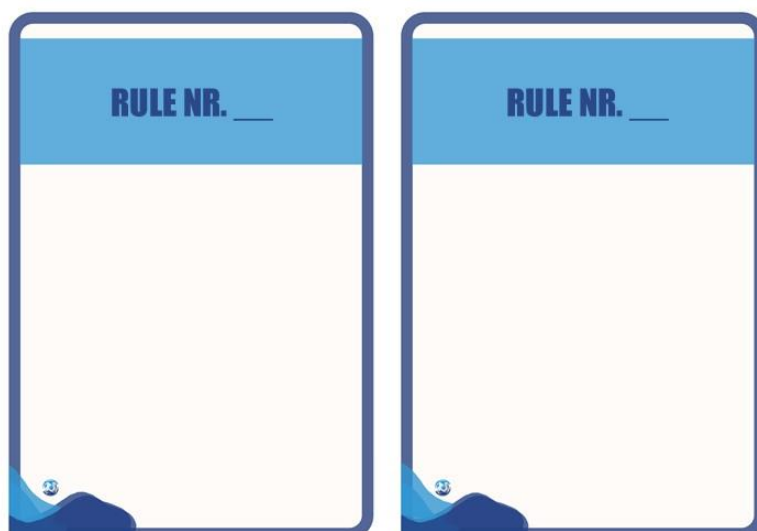




## Annex 6.2



Annex 6.2



Annex 6.2

[TO BE PRINTED AS MANY TIMES AS NEEDED]



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## Activity 8 “We can change society” materials

### Annex 8.1

#### ANTI-BULLYING POLICY EXAMPLE

##### **Bullying: what is it?**

[Here an extract of the PINBALL Research can be included:  
[https://pinballproject.eu/uploads/2022/12/PINBALL\\_Research.pdf](https://pinballproject.eu/uploads/2022/12/PINBALL_Research.pdf)].

##### **Statement Of Intent**

We are committed to providing a caring, friendly, and safe environment for all our members, so they can participate in football in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at [insert Club]. If bullying does occur, all club members and parents/carers should be able to tell their club about this and know that incidents will be dealt with promptly and effectively by the club. Moreover, [insert Club] is committed to playing its part to teach players to treat each other with respect.

##### **In case of bullying: referral procedure**

STEP 1. Each player, coach, parent, and/or staff member who is aware of bullying within the football context should refer it to the Club Welfare Officer or a member of the club’s committee.

STEP 2. Parents/carers will be informed and asked to come to discuss the problem.

STEP 3. [Insert appropriate action]



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STEP 4. The bullying behaviour must be investigated, and the bullying stopped quickly.

STEP 5. If mediation fails and the bullying is seen to continue the Club will initiate disciplinary action under the club constitution.

### Recommended Club Action

Possible actions the Club can undertake are outlined below:

1. Reconciliation by getting the parties together.
2. If this fails/is not appropriate, meetings with the parent/carer and child alleging bullying to get details of the allegation. Minutes should be taken.
3. Meetings with the parent/carer of both the victim and the bully to discuss the allegation. Minutes should be taken.
4. Sanction for the bully, e.g., temporary, or permanent suspension if the bullying continues. Consideration should be given as to whether a reconciliation meeting between parties is now appropriate.
5. All coaches involved with both individuals should be made aware of the concerns and outcome of the process.
6. More serious cases may be referred to the Police and/or Children's Social Care.

### Prevention

[Insert the Club's prevention policies and procedures here – including the PINBALL project].

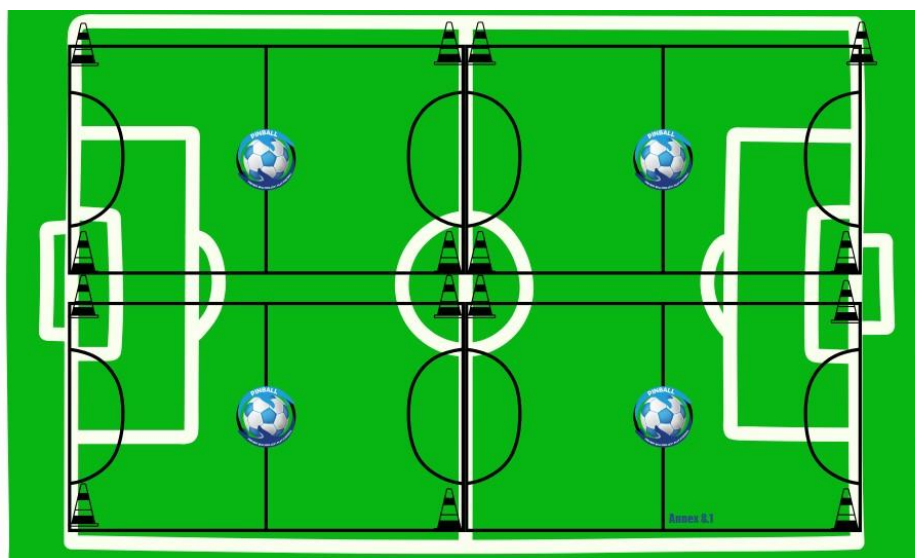


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## Annex 8.2



## Annex 8.3

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TEAM 1	TEAM 2	TEAM 3	TEAM 4
TEAM 5	TEAM 6	TEAM 7	TEAM 8



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## Annex 8.4



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