



# PREVENTING BULLYING IN AND THROUGH FOOTBALL

## PINBALL

### 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.

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Age group: 10-14 years old

Creating anti-bullying social norms	60 minutes
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#### STEP 1 – The group makes the rules, the group can change them

*TIME: 30 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 five minutes, the coach will blow the whistle, asking one bystander to become an “ally”, and help the victim. After another five minutes, 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. At this moment, the bullies will not be able to exclude the victim anymore (see below for a graphical representation).

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?”.

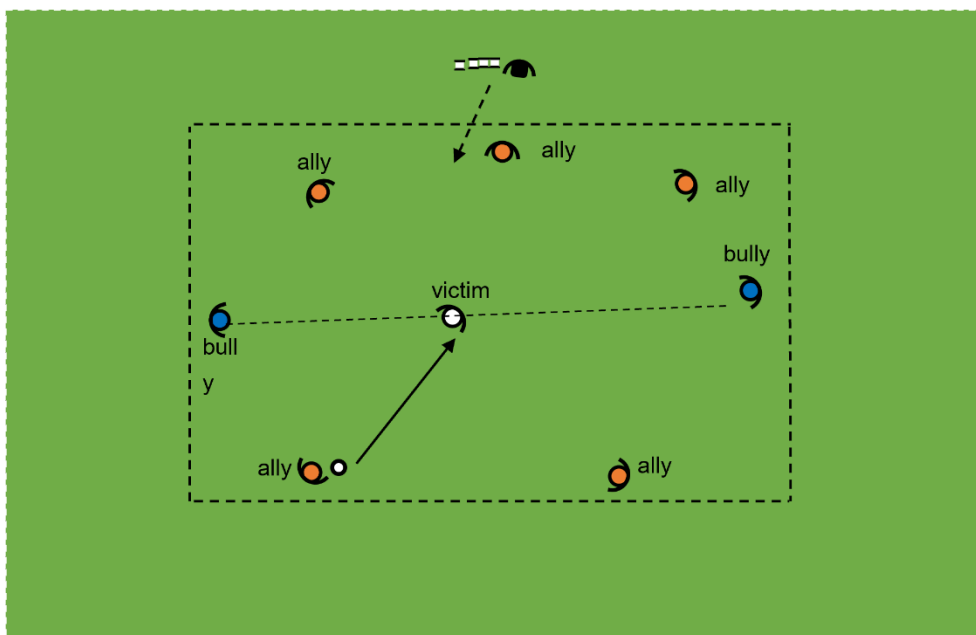


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Here it is important that you underline how the power of the bully relies in the bystanders' silent approval. As soon as the bystanders stand up for the victim(s), the bully cannot be one anymore.



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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 (see below). Whenever a team scores, they’ll have the possibility to write down an anti-bullying rule they deem relevant 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”.

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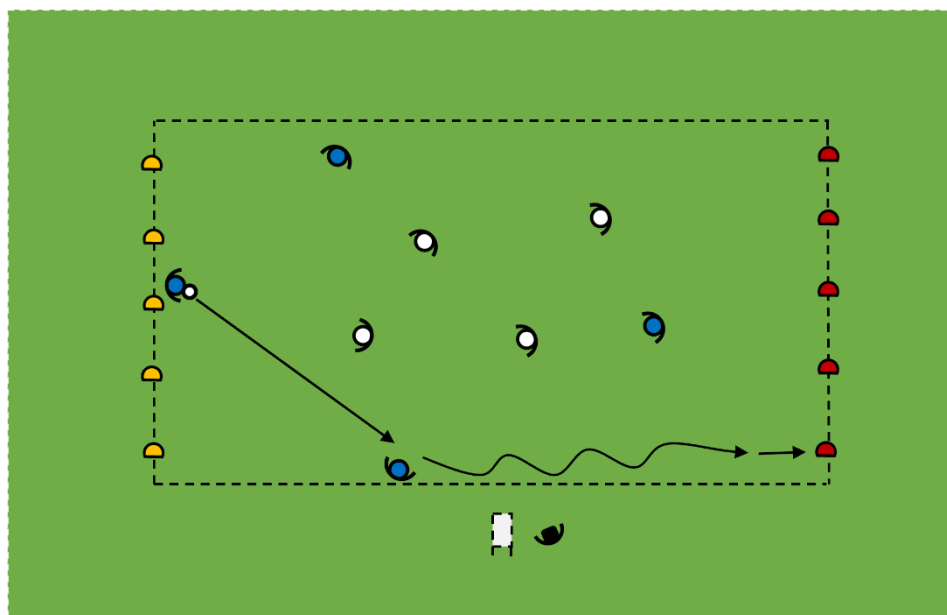
These internal rules will be written on a document ([see Annex 6.1](#)), including some examples and specifications, and how to deal with the consequences of rule breaking. An example:

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

**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!**

### COACH TO COACH: SOME PRACTICAL SUGGESTIONS

**Here is a suggestion from coaches who already implemented the activities within their teams.**

- **It is important to review the rules after practice or at the beginning of the following training. It would be useful to summarize and publish the final team rules as official.**



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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?”

Here it is important that you underline how the power of the bully relies in the bystanders’ silent approval. As soon as the bystanders stand up for the victim(s), the bully cannot be one anymore.





REQUIRED MATERIALS	
10-14 years old	15-18 years old
Footballs	Footballs
Bibs to divide the teams	Bibs to divide the teams
10 cones	10 cones
Whistle	Whistle
Annex 6.1	Annex 6.1
Annex 6.2	Annex 6.2
Marker	Marker
Post-its	Post-its
Pens	Pens

### 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.

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

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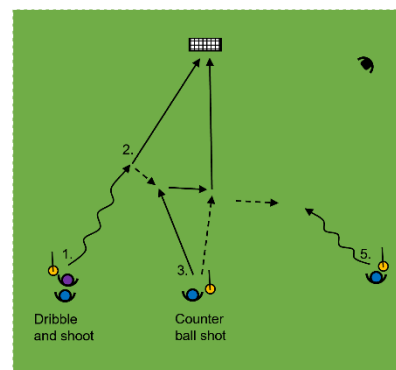
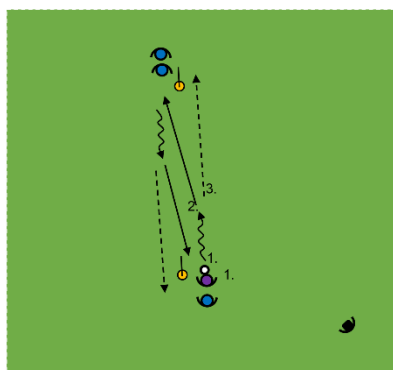
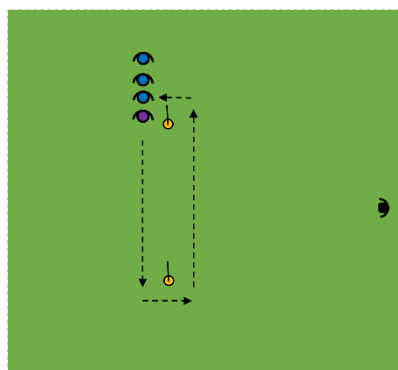
## STEP 1 – Captain, have a look!

*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:

- 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:

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

**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.**



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## COACH TO COACH: SOME PRACTICAL SUGGESTIONS

Here is a suggestion from coaches who already implemented the activities within their teams.

- The role of captains is important in a team, and this is why the exercise works very well. However, it is important that the coach guides and supports the captain: a good way to do this would be to have a quick discussion with the captain(s) prior to the beginning of the exercise.

Age group: 15-18 years old

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

*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



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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?

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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?
- 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?

You can conclude the discussion by offering the following input:

- You look up to your captains and to us coaches to do good choices. I will always do my best to support you in your football choices and in being good teammates. However, it is important that you all keep in mind to be one-anothers' "counsellor" when you feel that a teammate is acting aggressively towards someone else. In a team, we help each other doing things right.

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

### 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.





Age group: 10-14 years old

Involving youngsters in anti-bullying campaigns	<b>60 minutes + 1 tournament day</b>
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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 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

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*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*



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*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.*

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.

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 if considered useful.

### 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.**



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Age group: 15-18 years old

Involving youngsters in anti-bullying campaigns	<b>60 minutes + 1 tournament day</b>
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## 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 8.2) 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.

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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





FOR THE TOURNAMENT	
Footballs	Footballs
Bibs to divide the teams	Bibs to divide the teams
Goals	Goals
Whistles	Whistles
Annex 8.2	Annex 8.2
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





## Appendix

### 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			












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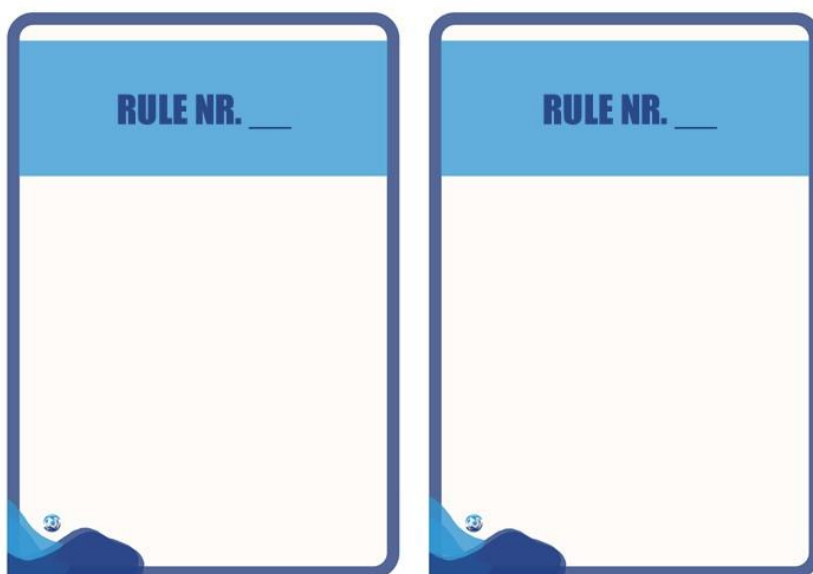




## Annex 6.2



Annex 6.2



Annex 6.2

[TO BE PRINTED AS MANY TIMES AS NEEDED]





## 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 8.4



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