



PREVENTING BULLYING IN AND THROUGH FOOTBALL

PINBALL

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

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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.

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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 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.



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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.

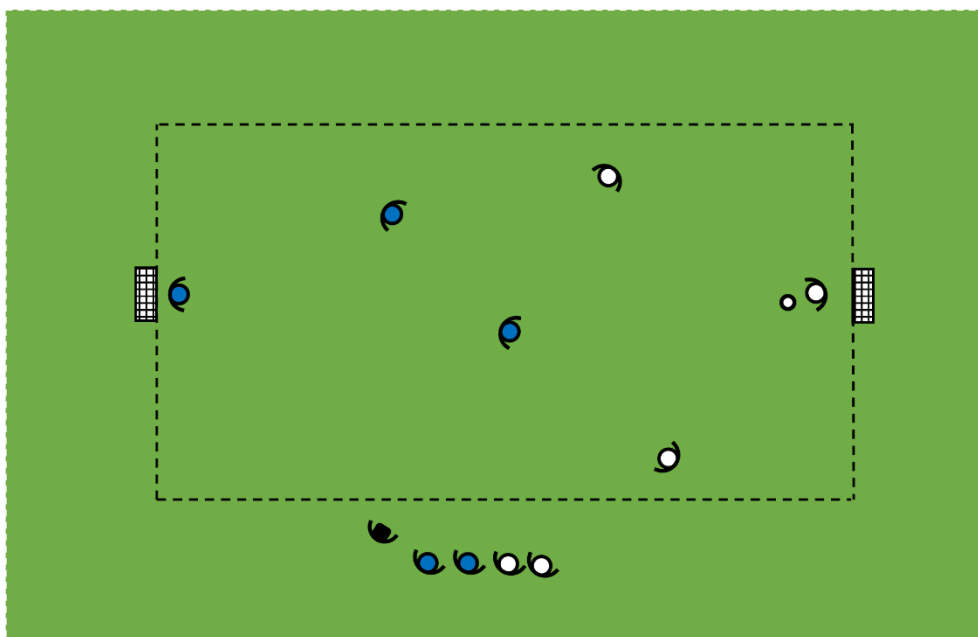
While the scenarios are playing, all the other children will be asked to look at them with great attention and to try and notice similarities and differences. After this, in a 5-minute discussion, the players will have to discuss all the similarities and differences between the scenarios, e.g., “There 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 questions:

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

The comments can be noted on a cardboard divided by the topic by the coach [ACTORS-FEATURES-CONSEQUENCES] and kept to be used during the second step of the activity.

The activity is graphically represented below.





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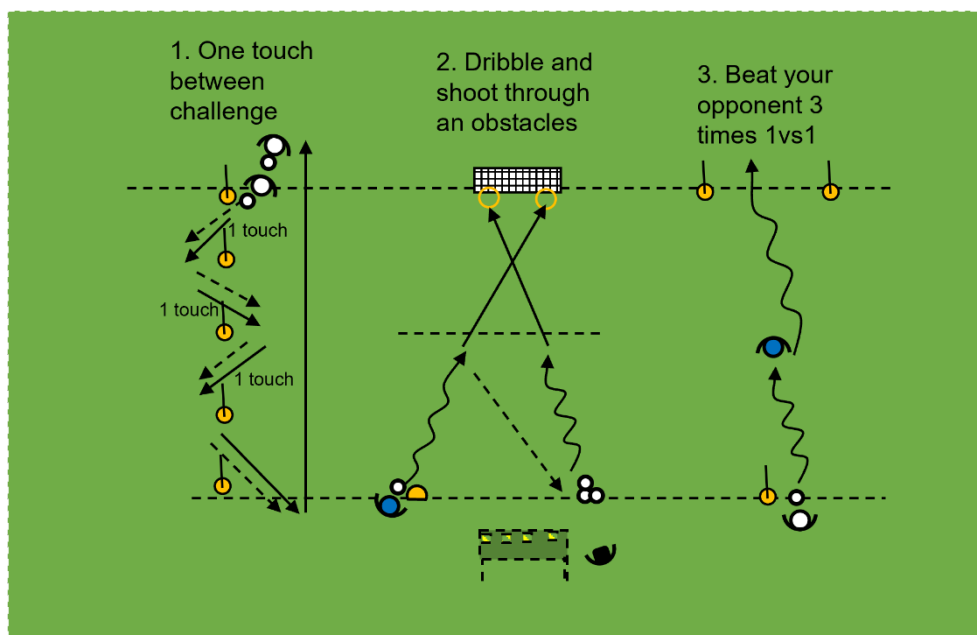
STEP 2 – Characteristics of bullying

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 1.1 – age 10-14](#)), namely ACTORS, FEATURES or CONSEQUENCES, that will help them learn more about the topic.

A graphical representation of possible activities is provided below.

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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?
- 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?

If the players go more in-depth, here are some more challenging questions and reflections you can propose:

- Did you think that bullying happens a lot or not? Did you happen to witness it?
- It is important that we acknowledge this happens more frequently than we knew. Some times people struggle even if we don't know it. This is why it is important to be gentle and respectful with others.

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.*



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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.

COACH TO COACH: SOME PRACTICAL SUGGESTIONS

Here are some practical suggestions from coaches who already implemented the activities within their teams.

1. In STEP 1, if the group is large (30 players or more) you should divide it into several small groups that can play the role-play in parallel.
2. It is important to provide a strong guidance during the activity so that the players feel safe during the role-play: Show your presence and be heard.
3. In STEP 2, you can adapt the materials if printing and cutting out the cards is challenging. For instance, you could utilize tokens to be collected during the game and just print a single set of cards to be “traded” in the end of the game. This way, you will still be able to discuss the materials but you won’t have to cut out the cards or craft them.

Age group: 15-18 years old

Offering information on bullying

50 minutes

STEP 1 – The bullying role play

TIME: 20 minutes



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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 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?

If the players go more in-depth, here are some more challenging questions and reflections you can propose:

- Did you think that bullying happens a lot or not? Did you happen to witness it?
- It is important that we acknowledge this happens more frequently than we knew. Some times people struggle even if we don't know it. This is why it is important to be gentle and respectful with others.

A subsequent 10-minute discussion will allow the players to find the similarities among their answers, which will be eventually recorded on cardboard.

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 1.1 – age 15-18), namely ACTORS, FEATURES or CONSEQUENCES, with more information about the topic. Each player can 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 1.1
Marker	Marker
Envelopes	Sheets and pens
Footballs	Envelopes
Materials needed for the challenges	Footballs
	Materials needed for the challenges





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 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.

Age group: 10-14 years old

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

TIME: 30 minutes

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.



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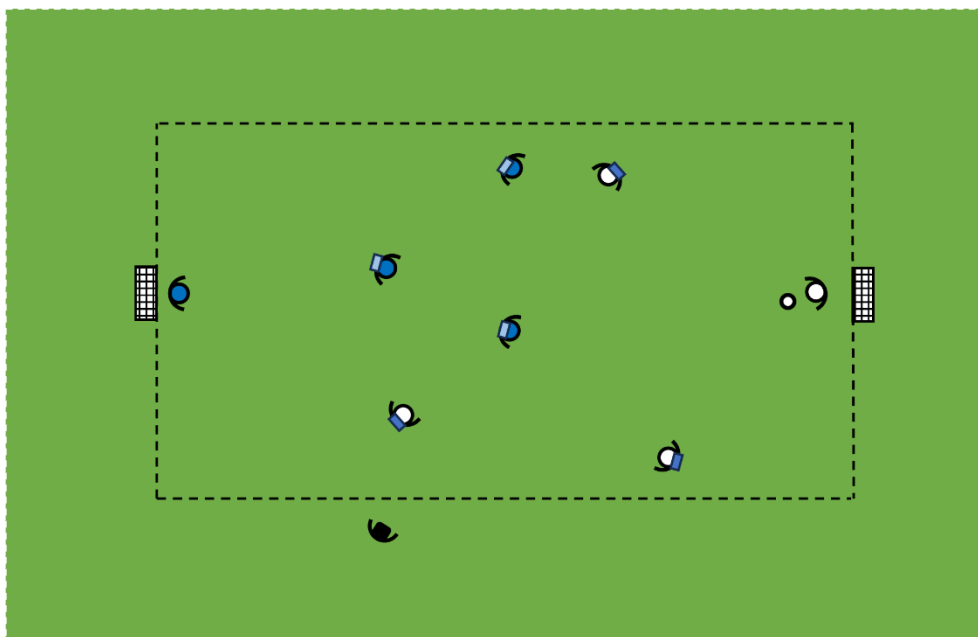




- Always pass me the ball as soon as possible.
- Comment unpleasantly on my plays.
- Give me lots of compliments on how much effort I put into my play.
- Console me if I make a mistake.
- If I make a mistake, make me feel worse.

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. The activity is graphically represented below.

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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.

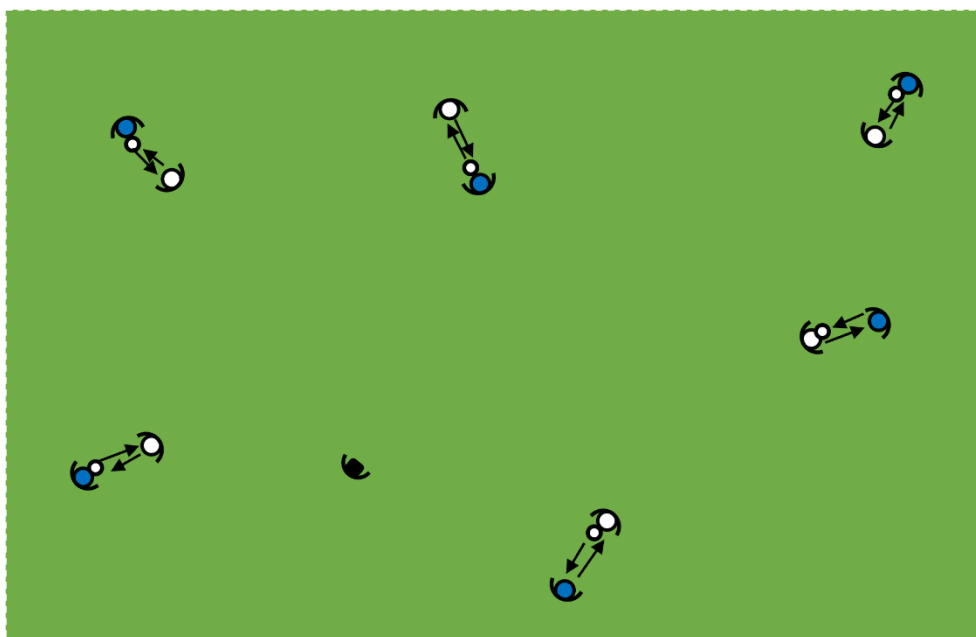
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The coach will quickly collect the players' first reactions:

- 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?

The activity is graphically represented below.





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 (if wished, on cardboard).

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- 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?



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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.

COACH TO COACH: SOME PRACTICAL SUGGESTIONS

Here are some practical suggestions from coaches who already implemented the activities within their teams.

- 1. If necessary, instead of printing and pasting the labels of the players' forehead, you can paste tape on the players' back and write their "role" with a mark.**
- 2. The take-home tasks are important! They help the players in keeping the information in mind between activities.**

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
Marker	Marker

Activity 3 – “Building a net”

General description of the activity

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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.

Age group: 10-14 years old

Psychological principle: Working on team cohesion	Timing: 45 minutes
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STEP 1 – Do we know each other?

TIME: 15 minutes





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:

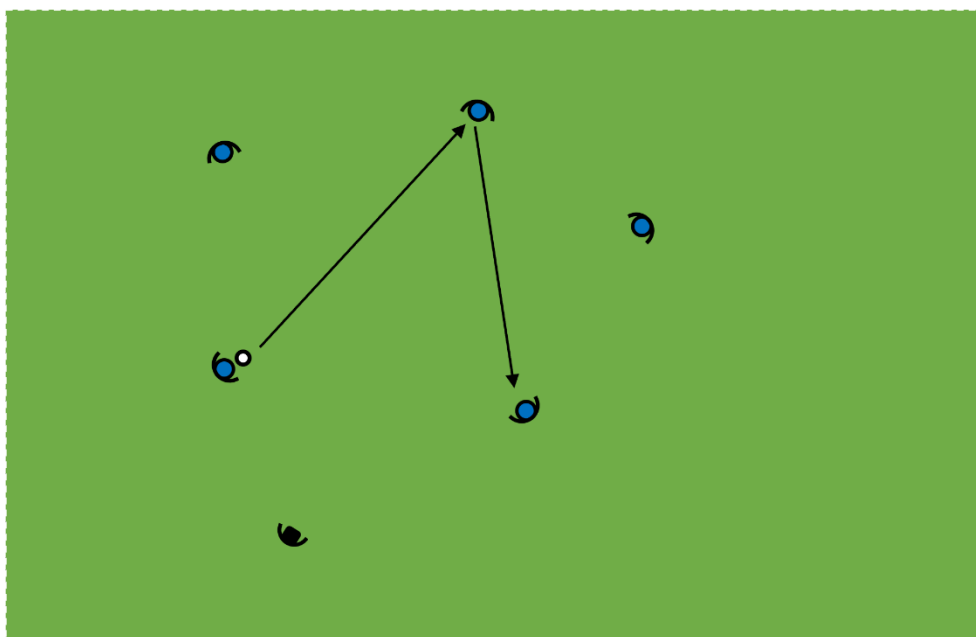
- The food you hated when you were little;
- Something about your pet or the pet you wish you had;
- Your favourite school subject and why;
- When you are not at football, what is your favourite hobby?

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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.

The activity is graphically represented below.





STEP 2 – I got you

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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 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
- **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.

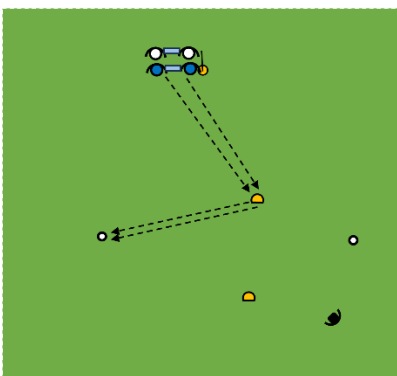
The aim will be to reach a marked goal via a simple trail.

The activity is graphically represented below.

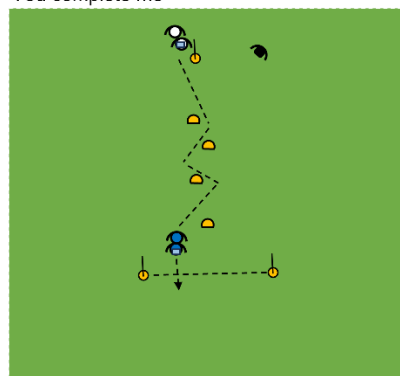
The race



Ties



You complete me



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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?

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?”.

If the players bring the discussion more in-depth, you can support them with the following consideration:

- Life is a bit like a football game: we do our best when we trust one another and work together towards a common goal. The goal of these exercises was for you to know each other better, so you can learn that you can count on your teammates, in and outside the football field.



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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!

COACH TO COACH: SOME PRACTICAL SUGGESTIONS

Here are some practical suggestions from coaches who already implemented the activities within their teams.

- 1. Trust, especially in newly formed teams, is not an easy topic. In the games, it is important that the “braves” start. If none feels confident in doing so, the coach could act as an example.**
- 2. You don't necessarily need to use blindfolds if you don't have them. You can cover the players' eyes by using bibs, hats, or even a cloth. To tie the players together, you can just tie their shoelaces to one another's.**
- 3. Print and use the prepared questions to enhance the discussion (or have them ready on your mobile phone): it is easier to delve into the topics if you have some guidance.**

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;



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- When you are not at football, what is your favourite hobby?

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

- 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?

If the players bring the discussion more in-depth, you can support them with the following consideration:

- Life is a bit like a football game: we do our best when we trust one another and work together towards a common goal. The goal of these exercises was for you to know each other better, so you can learn that you can count on your teammates, in and outside the football field.

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



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Blindfolds	Blindfolds
Material to design a simple trail	Material to design a simple trail

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.

Age group: 10-14 years old

Psychological principle: Working on team cohesion	Timing: 45 minutes
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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. 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 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 keep the count of the winner of each round. The team that scores at least 2 points



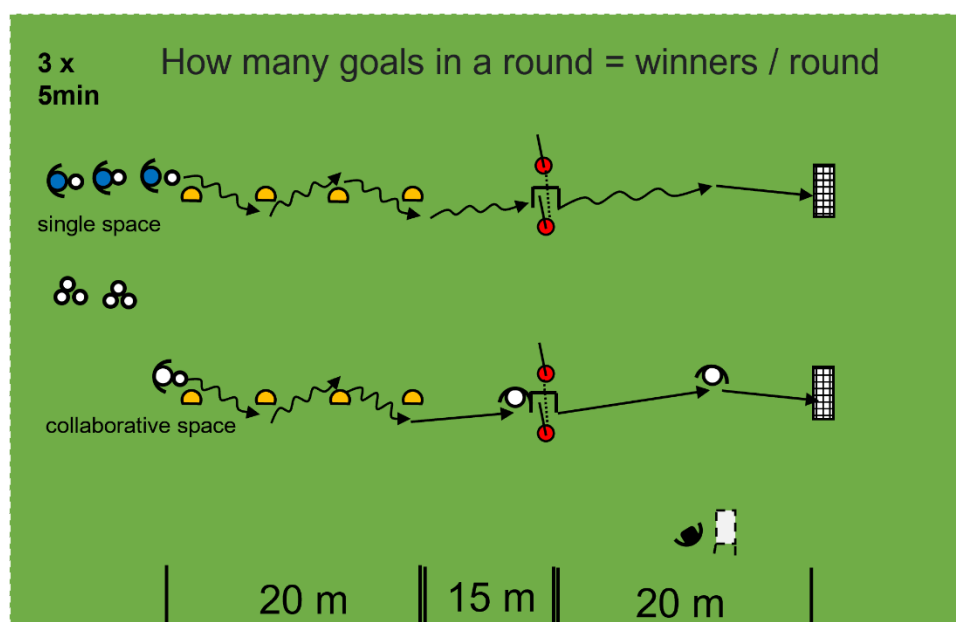


will be the winner. Team 1 will work in a “cooperative mode”, while team 2 on an “individualistic mode”.

- **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.

The game is graphically represented below.

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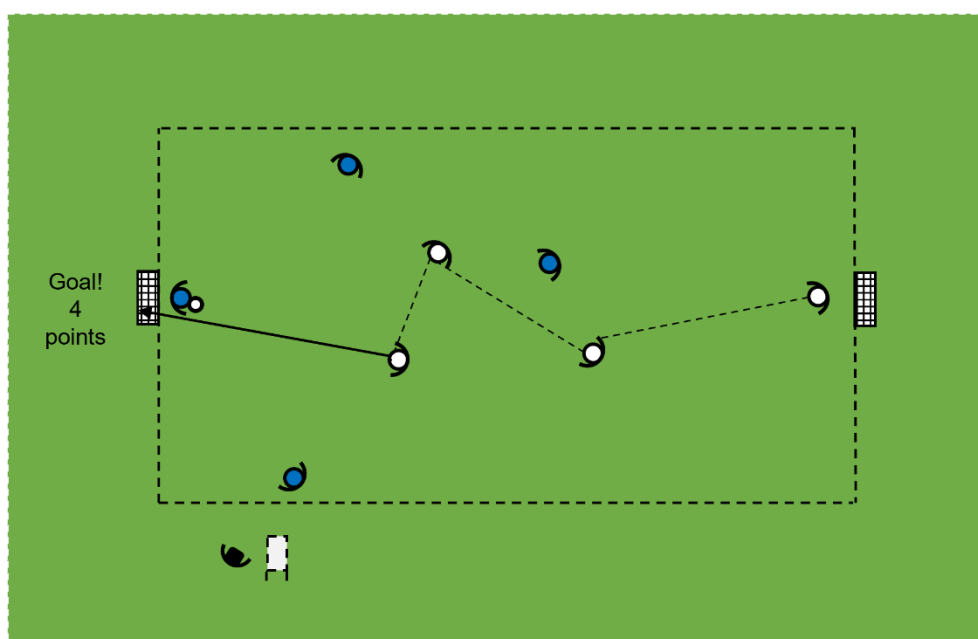




STEP 2 – Share when it counts

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, if deemed useful. The activity is graphically represented below.



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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!

COACH TO COACH: SOME PRACTICAL SUGGESTIONS

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

- **It could be useful if you briefly chat with the players during the exercises and prompt them with the questions while playing the games. You can then set aside the final 10 minutes for discussions after the exercises.**



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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
Goals	Goals
Whistle	Whistle
Marker	Marker

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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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

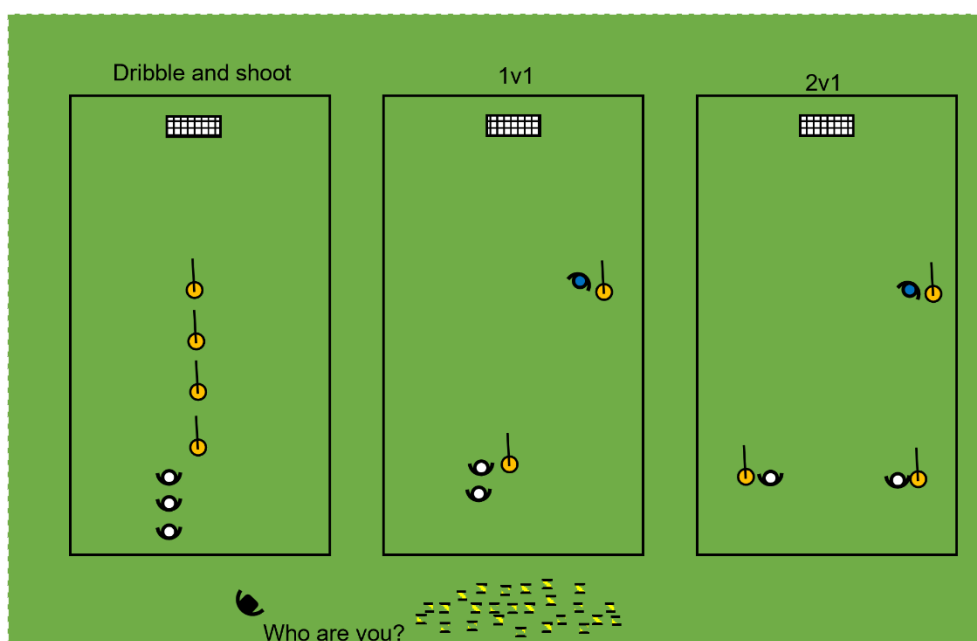




players will be asked to answer is, “Who are you? Imagine introducing yourself to someone who has never seen you. Choose three images that you think best describe who you are”.

The images will be divided into four categories (individual football - group football - other individual - other group) (see Annex 5.1 – age 10-14). 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.

A graphical representation of a possible circuit is presented below.

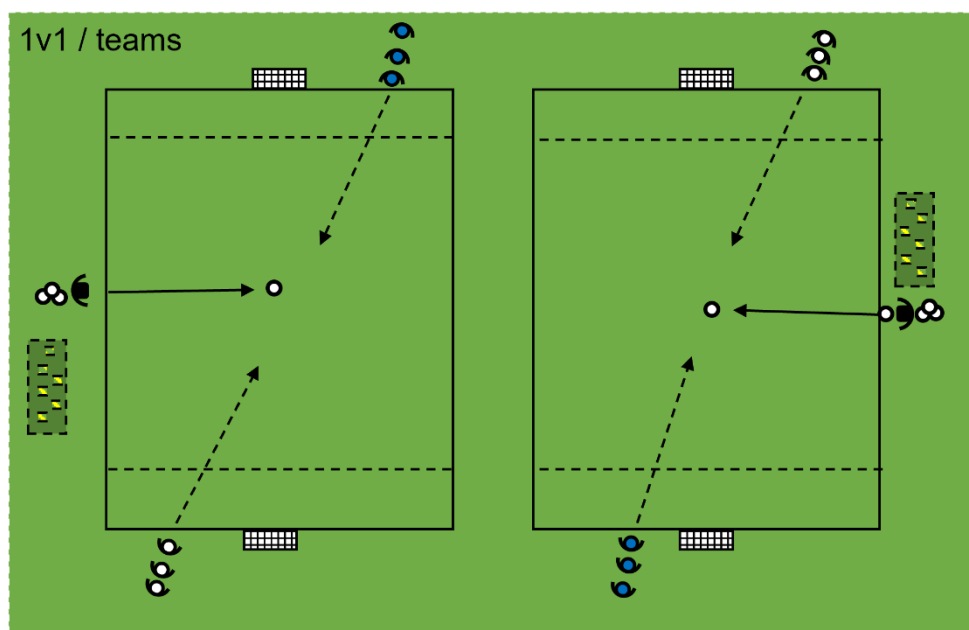




STEP 2 – Who are we?

TIME: 20 minutes

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. 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 5.2) the one that, in their opinion, better answers to the question: “What does being a member of this team mean to you?” (see below).



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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, if deemed useful. 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?

You can encourage and summarize the conversation with some reflections, such as:

- A team is a lot like a family: we care about each other and we join our efforts towards a common goal: this is why we (me included!) consider so important to be part of this team, and we derive this feelings of pride and friendship from it. Members of families and teams stick together and help one another, even when the times are hard.

30

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!

COACH TO COACH: SOME PRACTICAL SUGGESTIONS

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

- The images are necessary for a good result in this activity. Prior to the activity implementation, set time aside for printing and cutting the images made available in the template, or crafting your own images.



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Age group: 15-18 years old

Working on team identity	45 minutes
--------------------------	------------

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 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?

You can encourage and summarize the conversation with some reflections, such as:

- A team is a lot like a family: we care about each other and we join our efforts towards a common goal: this is why we (me included!) consider so important to be part of this team, and we derive this feelings of pride and friendship from it. Members of families and teams stick together and help one another, even when the times are hard.





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
4 boxes to put the images/labels	3 boxes to put the images
Cardboard	Post-its
Marker	3 or 4 pens/markers for the players
	Cardboard
	Marker

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.





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

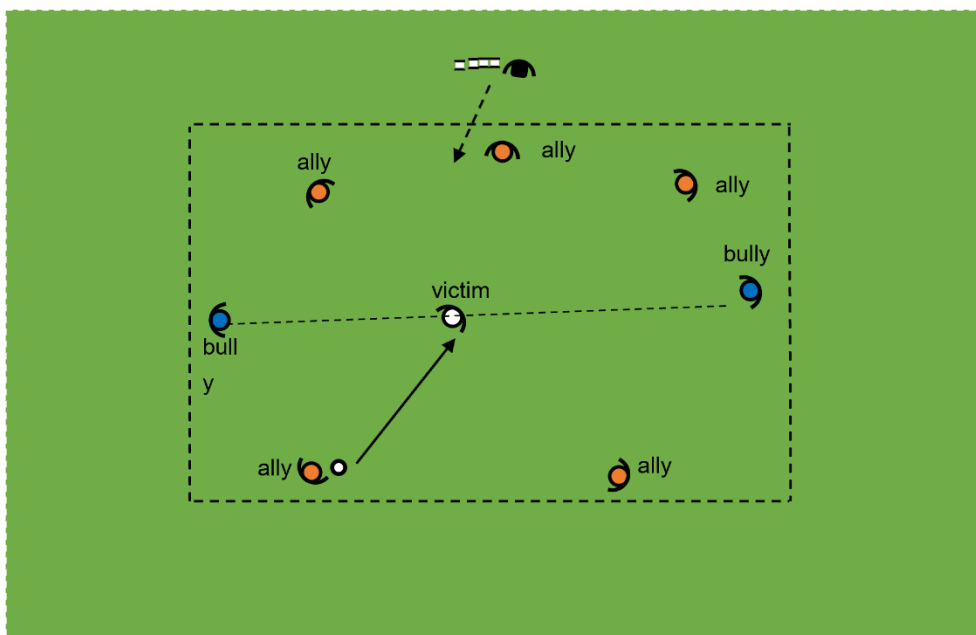




away from the situation”; “If you don’t feel comfortable to intervene, you could also go and get help from your coach or another adult”].

- “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?”.

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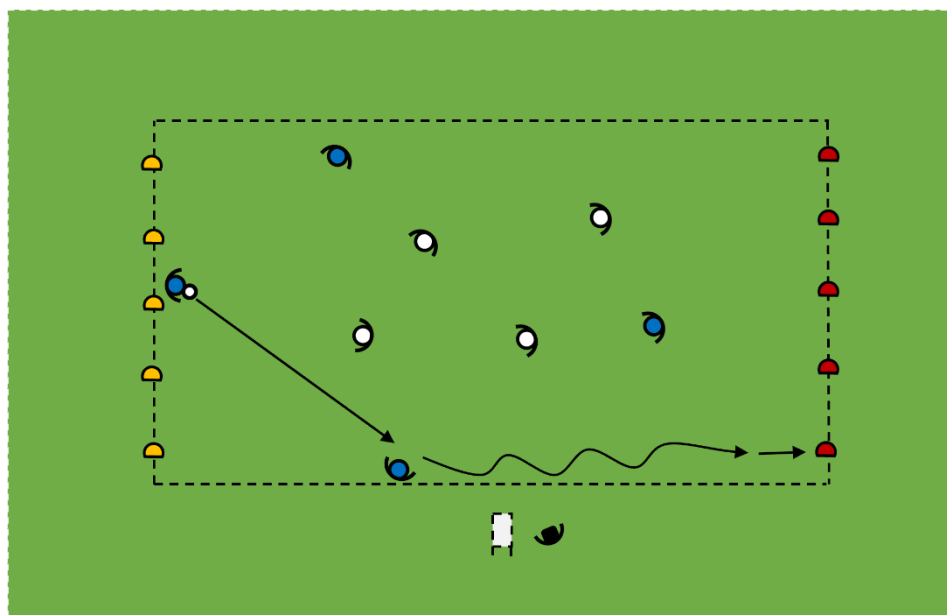
These internal rules will be written on a document ([see Annex 6.1](#)), including some examples and specifications, and how to deal with the consequences of rule breaking. An example:

RULE	HOW DO WE DO THIS?	IF WE BREAK THE RULE
Always use kind words with your teammates	<ul style="list-style-type: none"> - Keeping a calm tone when discussing with a teammate - Avoid swear words - Listening before talking 	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
-------------------------------------	------------

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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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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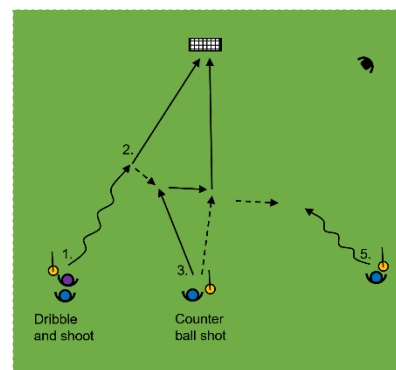
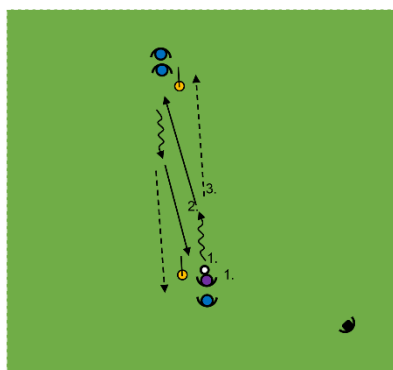
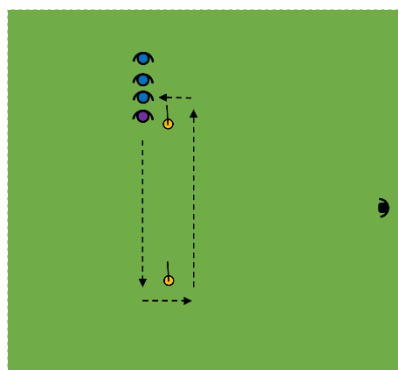
STEP 1 – Captain, have a look!

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	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 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

45

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	60 minutes + 1 tournament day
---	--------------------------------------

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



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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

Activity 1 “Tell me more” materials









Annex 1.1 (age 10-14)



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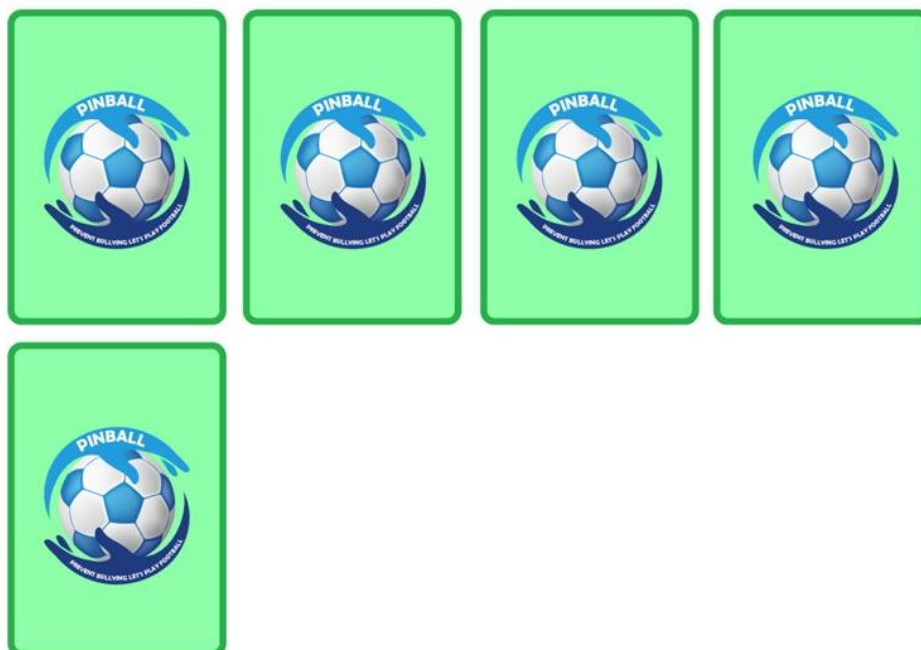


Verbal bullying  Bad words, insults, making fun of someone for their dressing, physical appearance, or family situations - for example	Bully  Someone strong that is aggressive towards weaker peers trying to show power or to obtain something from them	Victim  Someone who is repeatedly mistreated by the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





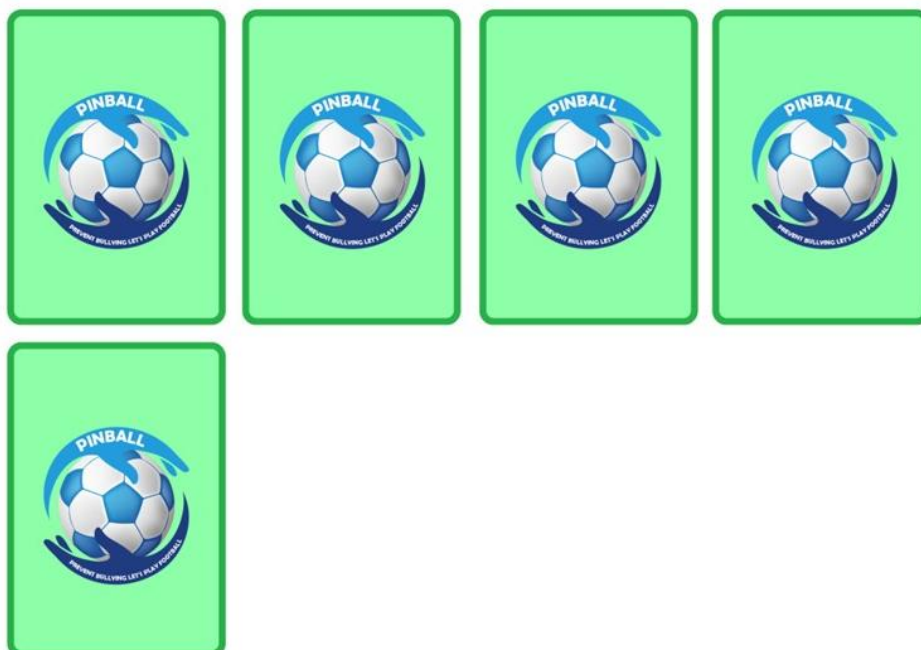
Annex 1.1 (age 15-18)

Verbal bullying Humiliating by insulting, for example, their dressing, physical appearance, gender or family situation	Bully Individual, often more physically fit than the victim, who acts on aggressive behaviours to assert their powers, taking advantage from that situation	Victim Individual characterized by physical or mental weaknesses, who cannot defend themselves and is subject to the aggressiveness of the bully	Bystanders Individuals who witness the bullying phenomenon. They can either be supporters to the bully, silent observers or victim's allies («defenders»)
Physical bullying Direct physical acts (e.g., kicks, punches, pushes), but also theft of objects and/or voluntary damages to other people's belongings	Social isolation Isolation, spread of gossip and slandering	Interpersonal bullying The aggressive behavior is perpetrated due to the individual characteristics on the part of the victims (e.g., being overweight/shy)	Bias-based bullying 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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Activity 2 “How does it feel?” materials

Annex 2.1





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

Annex 5.1



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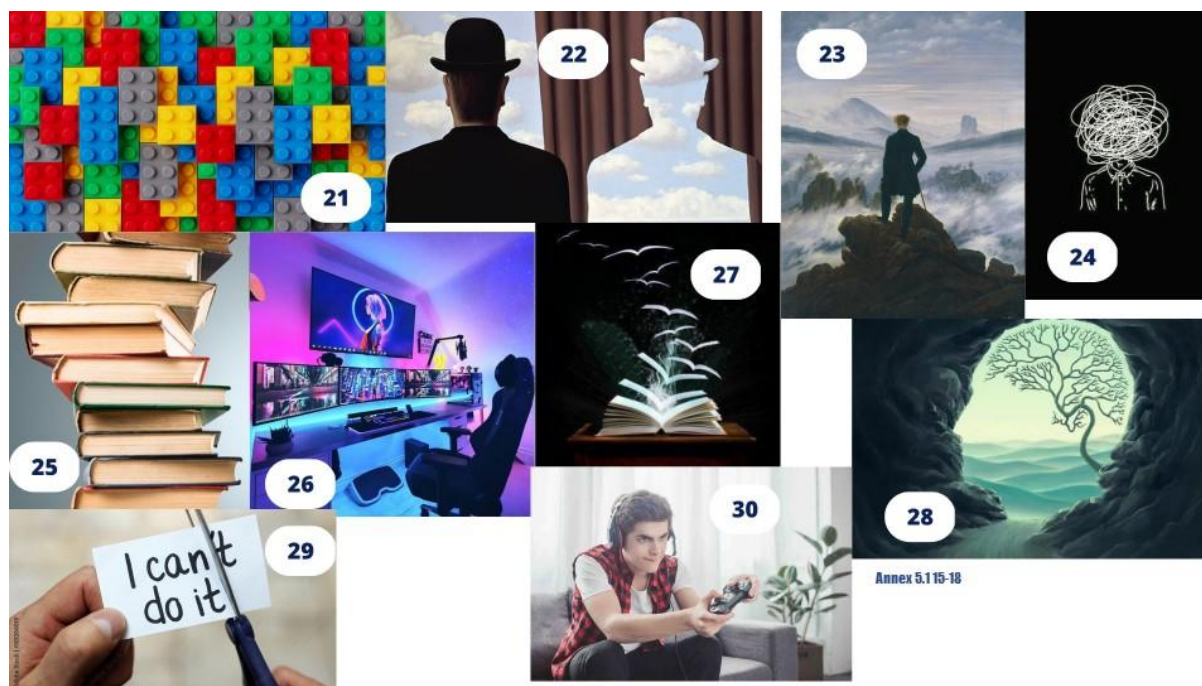


Annex 5.115-10



Annex 5.115-18





Annex 5.115-18



Annex 5.115-18



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Annex 5.2

	UNION
	FAMILY
	FRIENDSHIP
	TRUST
	SUPPORT
	PRIDE
	VALUES
	WIN TOGETHER
	LEARN
	FUN
	PASSION
	FUTURE



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

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			

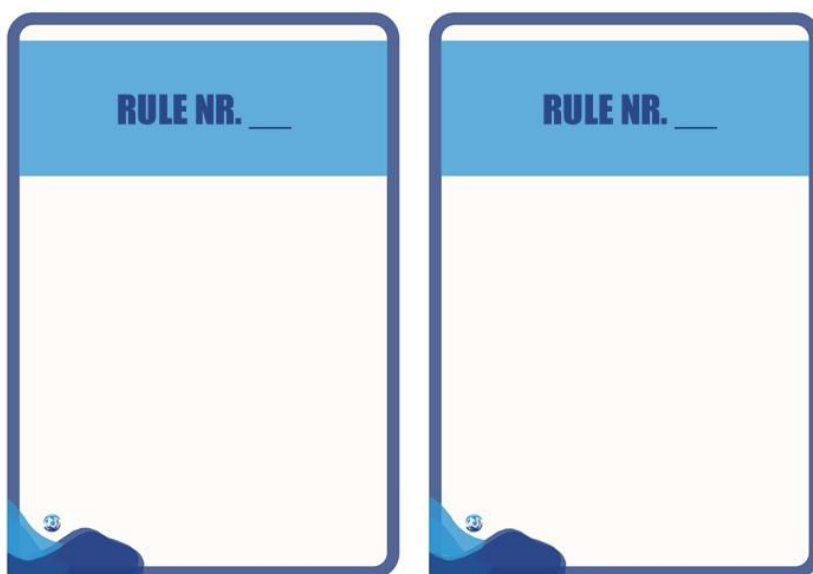




Annex 6.2



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].

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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