

# Combating Hate Speech in Sport Sport IS Respect: Educational Toolkit

## Part Two

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### Empowering session for sport educators

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This workshop outline is designed for sport educators and provides the outline of the sessions with these four main objectives to create a hate speech free and safe sport community:

- raising awareness and providing education to sport educators regarding hate speech and human rights principles,
- providing inspiration by using human rights education methods,
- providing support to accompany athletes victims of hate speech,
- encouraging the use of education through sport methods

#### **As a general approach to session outlines in this topic:**

1. It is important to understand that this session outline is meant as an inspiration to professional educators, and activities have to be adapted to the context and the actual group of participants,
2. We advise that this session outline is to be facilitated by practitioners with the necessary experiences and educational expertise in sport, with a good knowledge and relevant attitude towards non-discrimination,
3. This session outline will be open for feedback and comments from those practitioners who were inspired by it, have implemented the sessions or parts of it. Constructive comments concerning adaptations, variations and further ideas will be accepted after the end of the project.

#### **Why should we combat hate speech in sport?**

Hate speech is an attack on those who are often already vulnerable, and it sows the seeds for tension, further inequality and often violence. The Council of Europe is raising awareness about hate speech and the risks it poses for democracy and human rights, works to reduce the levels of acceptance of hate speech and to develop consensus on European policy instruments for combating hate speech.

"Hate speech is defined by the Committee of Ministers of the Council of Europe<sup>1</sup> as all types of expression that incite, promote, spread or justify violence, hatred or discrimination against a person or group of persons, or that denigrates them, by reason of their real or attributed

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<sup>1</sup>Recommendation CM/Rec(2022)16 of the Committee of Ministers to member States on combating hate speech [Recommendation on Combating Hate Speech - Combating Hate Speech \(coe.int\)](https://www.coe.int/en/web/cm-recommendations/recommendation-on-combating-hate-speech)

personal characteristics or status such as 'race', colour, language, religion, nationality, national or ethnic origin, age, disability, sex, gender identity and sexual orientation."

Hate speech undermines the principles of sport and destroys the spirit of the game. All sport stakeholders share responsibility in preventing hate speech and providing a safe space for all involved in sport. Sport is a key tool to promote social and personal values such as team spirit, discipline, perseverance and fair play, plus participating in sport can also develop other social skills which can be transferred to other fields of life. Moreover, all athletes should have a basic understanding of hate speech, its potential impact on the integrity of sport, and be equipped with skills to react and to counter it.

The role of the trainers, coaches and teachers is essential in creating a hate speech free and inclusive sport community. This specific workshop outline is prepared for sport educators providing a possible educational scenario aiming to empower, prevent and combat hate speech, creating a more inclusive sport environment.

## **The Sessions**

The aim of the sessions is to address issues of hate speech and discrimination in sport based on the principles of the European Sports Charter in the framework of the Sport IS Respect campaign to combating hate speech in sport.

**Time required:** 3 x 90 minutes, with two breaks of 20 minutes in between.

**Number of participants:** 12-24

**Profile of participants:** sport coaches, and / or PE teachers, trainers and other relevant sport educators

**Facilitators:** 1-2 facilitators are needed, depending on the size of the group

**Setting:** It is important to put the chairs of all participants and facilitator(s) into a circle without tables, to create an equal chance for everybody to fully participate. If the situation allows, comfortably sit on the floor in a circle. Ideally you can have the workshop in a sport hall / gym so that the group can also do the physical activities suggested in the outline.

**Materials needed:** A projector and screen will enable to show the videos and power point presentation. A soft ball, a ball specific to your sport, a whistle, a flipchart with paper, A4 or A3 sheets of paper, red cards, markers, scissors, bibs of two different colours.

### **The objective of the session:**

- To enable sport educators to recognise and address hate speech with athletes of any sport
- To raise awareness of human rights principles of sport, and to provide inspiration to use human rights education methods in the sport community
- To enable sport educators to provide support to those who are already victims of hate speech
- To encourage the use of education through sport methods to address hate speech and discrimination in sport within their sport community

### **Approach:**

- **Social context:** Ensuring the understanding of social responsibility regarding the impact of hate speech both on sport and on society.
- **Educational:** Referring to the educational dimension of sport and the educational role and power of sport coaches, and to the pedagogic potentials of sports in developing transferable social competences.
- **Motivating:** Using the enthusiasm and the love of sports, the playfulness and the competitive nature.

### Session 1 - Understanding hate speech in sport

Objective: to deconstruct hate speech and understand its potential impact on sport

Content: oppressive narratives, stereotypes, prejudice, discrimination

Exercise: theatre of the oppressed as follows

### Session 2 - Addressing hate speech in sport

Objective: to elaborate the role of the sport educator and to equip them with tools to combat hate speech in sport

Content: role of the coach, safe space, counteractions

Exercise: dos and don'ts, creating safe / hate speech free space, case management

### Session 3 - Promoting human rights in sport

Objective: to understand human rights approach and to promote human rights through sport

Content: human rights in sport, human rights education, culture of respect

Exercise: human rights, compass

### Step by step session flow

TIME	Learning objective	Description
<b>Session 1 – Understanding hate speech in sport</b>		
10'	<p>Understanding and recognising hate speech in sport.</p> <p>Being able to raise awareness on hate speech in sport.</p> <p>Being able to understand the potential impact of hate</p>	<p><b>BRAINSTORMING: What is hate speech?</b></p> <p>INSTRUCTIONS: Watch this short video <a href="https://www.facebook.com/TNTsports/videos/hope-united-what-is-hate-speech/149149943901492/">https://www.facebook.com/TNTsports/videos/hope-united-what-is-hate-speech/149149943901492/</a></p> <p>This video is an example of the Hope United NGO activities to raise awareness among the general public on hate speech in the UK</p> <p>INSTRUCTIONS: ask participants if they experienced hate speech in sport, and if so what? Have they been targeted, or have they witnessed it?</p> <p>EXPLAIN: It is hate speech that is intended to insult, offend, or intimidate a person because of some trait</p>

	<p>speech on individuals, on sport and on society.</p>	<p>(such as race, religion, gender identity, sexual orientation, national identity, or disability). Personal characteristics that we are born with or/ and chosen religious beliefs.</p> <p>READ: the Council of Europe definition – on the ppt presentation <a href="https://www.coe.int/en/web/freedom-expression/hate-speech">https://www.coe.int/en/web/freedom-expression/hate-speech</a></p> <p>EXPLAIN: Hate speech is a human right violation because it is a denial of the values of tolerance, inclusion, diversity and the very essence of human rights norms and principles. It may expose those targeted to discrimination, abuse and violence, but also social and economic exclusion. When left unchecked, expressions of hatred can even harm societies, peace and development, as it lays the ground for conflict, tension and human rights violations, including hate crimes.</p>
10'		<p><b>BRAINSTORMING: What is the difference between hate speech and offensive language?</b></p> <p>INSTRUCTIONS: Ask participants this question, at the end of this part ask them to share how they feel when they hear fans cursing, and how they feel when they are targeted by hate speech?</p> <p>List some softer examples of offensive speech: <i>you are a loser, a fumbler, you cannot play, go back to Ligue 3, idiot, dud</i> etc.</p> <p>EXPLAIN: Speech that is simply offensive, by using slur words – but poses no risk to others and their identity is not degraded – is generally NOT considered a human rights violation, this is not hate speech. This kind of behaviour degrades the speaker more than the targeted person(s). Swearing, cursing and calling people that are not targeting their identity and birth characteristics are not considered human rights violations.</p>
20'		<p><b>EXERCISE 1 - Is hate speech free speech?</b></p> <p>INSTRUCTIONS: Ask participants to stand on one side of the room if they think hate speech is part of free speech (as illustrating the freedom of opinion and expression), and on the other side of the room if they think that hate speech cannot be part of free speech. Give them an object to represent the microphone and ask them to present and argument in favour of their opinion. The microphone should be passed between the two sides, alternating one speaker from one side, then one speaker from the other side.</p>

		<p>EXPLAIN: We are free to express ourselves, even to the extent that our opinion may offend, shock or disturb others. But not everything is acceptable as free speech. The moment people start publicly to incite to violence, hostility or discrimination against a group of persons, then this is not free speech, IT IS hate speech. Freedom of expression cannot be applied to protect the violation of another person's human rights - as soon as the speech act questions the human rights of others (to life, to dignity, to identity, to believe etc.)</p> <p>REFERENCE: You can also refer to the Revised European Sports Charter (Chapters C and D) and highlight those elements clearly indicating the way to combating hate speech in sport.  <a href="https://edoc.coe.int/en/sport-for-all/11299-revised-european-sports-charter.html">https://edoc.coe.int/en/sport-for-all/11299-revised-european-sports-charter.html</a></p>
50'		<p><b>EXERCISE 2 - Role playing: Simulating the club leaders meeting</b></p> <p>SETTING: Put four chairs facing each other (2 and 2) in the middle of the circle of chairs. Write 'coach' on the back of three chairs, and 'manager' on one of the chairs, and put a red card on two of the chairs.</p> <p>INSTRUCTIONS: Explain that you will be observing a meeting of 3 coaches and 1 sport manager from the same sport club / association.</p> <p>Only those who are sitting on one of the 4 chairs in the middle can speak, the others in the outer circle can only observe (imagine there is a glass cube covering the middle, that allows them to listen to what is discussed).</p> <p>You start with four volunteers who are ready to take the challenge.</p> <p>During the discussion anyone from the outer circle can go and replace one of the four persons (by just going to the person, touching the shoulder of the person they wish to replace.)</p> <p>Those who sit on the chair with a red card will have to argue that the problem discussed is actually not a problem, and explain why they should not do anything about it.</p> <p>The four people will be asked to discuss the following issues:</p>

		<ol style="list-style-type: none"> <li>1. There are some athletes / students who complain that it is too much for them to experience comments about their origin from fans/ spectators during matches / games.</li> <li>2. One coach observed that one of the athletes / students are being bullied by some others, most probably for her/his sexual orientation.</li> <li>3. Some athletes / students who receive very threatening hate comments on their social media profile.</li> <li>4. The sports team is joking a lot about transgender people, and it is becoming a norm to have fun with these jokes.</li> <li>5. You can change / add other realistic issues to be discussed.</li> </ol> <p>You can change the issue when you feel that the discussion is concluded.</p> <p>DEBRIEFING: It is very important that you reflect on the discussions, one by one, and make sure that you do not accept / normalise the arguments of those who argued against any action. Ask participants how hard it was to argue for counter action or against action. Highlight which were the most interesting arguments, and which were dangerous arguments and why. Ask them about the situation in their sports club / association / school.</p>
<b>Session 2 – Addressing hate speech in sport</b>		
10'	Reflecting on the role and responsibility of coaches / PE teachers in preventing hate speech in sport.	<p><b>BRAINSTORMING: What should coaches / PE teachers do and why? And what should they not do?</b></p> <p>INSTRUCTIONS: Ask this question to participants and collect the different ideas on a flipchart one column for DOs, and one column for DON'Ts. When the flipchart is full, ask the group to underline the difficult DOs, and if they agree with the results.</p>
65'	Looking at possible ways and personal strategies to prevent hate speech and to	<p><b>EXERCISE 1: Actors in hate speech</b> Part 1: Group work – 10 minutes</p> <p>INSTRUCTIONS: Place participants in groups of 5-6, ask them to share their hate speech in sport incident (as witness or as victim), and choose one situation for their group. They should ideally choose a situation in which at least one coach / one PE teacher is involved.</p>

	<p>defend victims of hate speech in their sport community.</p>	<p>Part 2: Groups presentation and selection of an example – 10 minutes</p> <p>Ask each group to present their incident to the entire group, ask the whole group if all of these are examples of hate speech, and ask which situation they would like to put under a magnifying lens now. Come to a decision with one incident, please state that all hate speech incidents are worth looking into, and later - if they have time - they can also look at the other incidents too, but due to time you can only look into one example together. Make sure that you choose a hate speech incident*!</p> <p>*A hate incident is any incident based on someone's prejudice towards them by reason of their real or attributed personal characteristics or status such as "race", colour, language, religion, nationality, national or ethnic origin, age, disability, sex, gender identity and sexual orientation."</p> <p>Part 3: Scene preparation – 10 minutes</p> <p>Ask the group of the selected incident to prepare a 3 minute scene of the incident, give them 10 minutes to rehearse outside, while the others can either reflect on and discuss other incidents (all together or in their small groups). You might give the others a 10 minute break if needed.</p> <p>You must help the selected group to ensure that there is a hate speech offender, a hate speech victim (offended), one ally to the victim, one ally to the offender, and 1-2 neutral observers who do not intervene but very much present with clear roles. The person whose incident is chosen cannot be the offended person, especially if he/she/they was the victim.</p> <p>Part 4: Scene performance – 10 minutes</p> <p>Ask the group to set the scene and rehearse it 2-3 times. Then they perform it in front of the whole group, they can play it twice if the audience wants.</p> <p>Part 5: Discussion – 25 minutes</p> <p>The questions to be asked from the audience:</p> <ol style="list-style-type: none"> <li>1. What happens? What is the plot?</li> <li>2. Who is the offended? (explain the word oppressed)</li> <li>3. Who is the offender?</li> <li>4. Who is the ally (supporter) of each?</li> <li>5. Who are the others?</li> </ol>
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		<p>When all answers are correct, you can turn to the performers and ask each</p> <ol style="list-style-type: none"> <li>6. How they feel in this role, and what is their purpose in this situation?</li> </ol> <p>Then you can ask the audience how they could change the situation so that the offended person is protected, safeguarded? Anyone from the audience can replace any of the performers except for the offender and replay the scene with the change they visioned.</p> <p>After each replay you shall ask the same 6 questions above, and you can replay the scene with another change from the audience as many times as much time you have. Make sure that the process is dynamic. Take another story as example if you have time.</p>
<p><b>Session 3 - Promoting human rights in sport</b></p>		
<p>15'</p>	<p>Understanding the potential of the education through sport in combating hate speech in sport.</p> <p>Looking at some possible physical exercises to address hate speech in sport.</p> <p>Inspiring the participants to use sport as a tool for social learning too.</p>	<p><b>BRAINSTORMING: What is education for / by / through sport?</b></p> <p><b>INSTRUCTIONS:</b> address this question to determine what participants think.</p> <p><b>EXPLAIN THE THEORY:</b></p> <ol style="list-style-type: none"> <li>1. <b>Education FOR Sport</b> addresses the improvement of skills related to successful sport: winning competitions and/or accolades and beating records. The purpose of sport in this context is to serve the development of individual and collective competencies, to improve physical performance related to sport activities. This concept is a highly important dimension of modern sport, however, it has limited relevance on its own in the context of non-formal education. The implementation of the educational function of sport means to prioritise the pursuit of educational goals.</li> <li>2. <b>Education BY Sport</b> is a more complex process and includes the implicit benefits and social values of sport. With this approach, the aim is to reconcile sport goals and societal wellbeing. Sport, as a collective exercise and physical activity, within this approach works towards improving wellbeing, identity, solidarity and social inclusion. Most grassroot sport communities have significant educational impact at both individual and community levels. The</li> </ol>

		<p>development of social competencies relating to fair play, following rules, teamwork and cooperation toward common goals are all developed by engagement in sport activities. Grassroot sport engagement can involve a lot of education by sport, which is sometimes more and sometimes less consciously planned by coaches, trainers and teachers. Many parents and guardians have this concept in mind when they encourage their children to join a sport team or start a sport activity. As a study of college graduates found, former student-athletes (students who were practicing in sport) are more likely than non-student-athletes (students who were not involved in sport) to be thriving in life with <b>purpose, social skills, community work and physical well-being</b> largely due to the support systems their sports team provided for them (2020 Gallup research<sup>2</sup>).</p> <p>3. The definition: <b>Education THROUGH Sport (ETS)</b> is a non-formal educational approach that works with sport and physical activity towards the development of the social key competencies of individuals and groups, in order to contribute to transferable personal development and sustainable social transformation (from sport to other real-life situations). ETS is using sport with the explicit intention to transmit softs skills and values.</p> <p>Make sure that the participants understand the difference among the three approaches. It is important to note that each of the three are equally important and have different impact, different role and also different tools, and can be mixed in practice.</p> <p><i>A power point presentation will help to separate the three concepts.</i></p>
65'		<p>You can choose from the ETS exercises below, or if you have time, you can play both with the participants. It is important that the participants implement a real ETS activity so that they have their own experience. In case you have no time to play any of the two, or you do not have the proper space to play sport / do a physical activity safely with the group, you can also create some groups of 3 participants and give them the printout of the descriptions of the two exercises and ask them to</p>

<sup>2</sup> 2020 [Gallup study shows positive life outcomes for college athletes \(insidehighered.com\)](https://www.insidehighered.com/news/2020/06/01/gallup-study-shows-positive-life-outcomes-for-college-athletes)

		<p>discuss how and in what situation could they use it in their own sport community.</p> <p><b>ETS EXERCISE N° 1: Where do you stand in sport?</b></p> <p>It is an exercise to practise arguing and advocating on the topic of hate speech in sport, combined with the well-known DodgeBall game.</p> <p>SETTING: Divide the room / space in two with a visible line between the two parts, and put out two signs - marking the two parts of the room: 'Agree' and 'Disagree' (A4 or A3 sheet of paper).</p> <p>You will use a medium sized <u>soft ball</u>.</p> <p>INSTRUCTIONS:</p> <ol style="list-style-type: none"><li>1. Tell participants that this is a competition between the two sides of the room. Explain that you are going to read a series of statements with which participants may agree to a greater or lesser extent.</li><li>2. Ask people to position themselves on one side of the line or the other. Positions closer or further from the middle line indicate the level of agreement and disagreement.</li><li>3. Read out the statements, one by one. Leave some time for people to position themselves after each statement.</li><li>4. Ask participants to explain why they have chosen their position. Give the ball to the person who wants to express the opinion and warn them that they can only talk if they have the ball in their hand. Explain that participants are allowed to change their position during the discussion. Try to leave time for everyone to discuss.</li><li>5. Ask participants if they want to reconsider their position after discussion. For those who have done so, ask them why they have changed their mind.</li><li>6. Invite the two groups to play a Dodgeball<sup>3</sup> between the two sides of the room. Participants cannot cross the middle line.</li><li>7. After a few minutes, read out the next statement. When you have gone through all statements, bring the group back together for a debriefing.</li></ol>
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<sup>3</sup> Dodgeball IDA rules: <https://www.youtube.com/watch?v=bJ1vEQKX-hE>

		<p><u>Statements:</u></p> <ol style="list-style-type: none"><li>1. Hate speech is only speech so it cannot be harmful.</li><li>2. We should not interfere with the conflicts between other athletes / students.</li><li>3. Sport is about competition and not about social problems.</li><li>4. Hate speech is part of sport, it is not serious.</li><li>5. When you witness that someone is offended you should report it immediately.</li></ol> <p>In the end you can have a closing discussion with the group about the ease to decide, and what they learned during this activity.</p> <hr/> <p><b>ETS EXERCISE N° 2: Play for your right to sport!</b></p> <p>This is the well-known "Take a step forward" exercise adapted to hate speech in sport and combined with basketball (you can also play it with other collective ball sports: handball, football, rugby, volleyball etc.).</p> <p><b>MATERIAL:</b> You will need a relevant ball, a whistle, a flipchart with the statements on separate pages (big letters!), bibs to differentiate the two teams and a relevant sport field.</p> <p><b>INSTRUCTIONS:</b></p> <ol style="list-style-type: none"><li>1. Create two teams with equal number of players (maximum 12 each). Give each player a role card, using the same set of cards for both teams (see role cards in <i>Annex 2</i>), and ask them to imagine the person described on their card. Spend 5 minutes trying to find out the life of this person. Ask the players to keep this role in their mind, but not to play/act their character, only react to the statements (see <i>Annex 2</i>). Let them play for 5 minutes without counting points.</li><li>2. Explain the rules of the game if needed, and start to play two rounds, each round lasting 10 or 15 minutes. Explain that in every 2 minutes during play, one statement (<i>see Annex 2</i>) will be</li></ol>
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		<p>shown and described to all players during the game.</p> <ol style="list-style-type: none"><li>3. All players should decide how that situation would affect their role. If any player feels that the situation described is fully applicable to the role from their card, they can continue to play on without any restrictions.</li><li>4. <b>At the same time, if any player feels that the situation described is not applicable at all to the role on their card, they stop moving for 1 minute (count to 60).</b> During this minute, they can continue to pass the ball but they cannot move from the spot. The two teams can play together for 20 or 30 minutes in total (2 times at 10 or 15 minutes) with a short break in between. This creates room for about 8-10 situations to be displayed.</li></ol> <p>Run a short 'de-role' exercise before debriefing. For example, you can ask the players to say goodbye to the imaginary role that they played in their own way, perhaps waving to them as they leave or stepping out of their shoes etc. Ask the group to move into a circle, sitting (on the floor or on a tatami) or standing comfortably. Ask the following questions one by one, and let the players talk and react to each other. Keep the discussion trusting, open, and respectful.</p> <p>Debriefing questions:</p> <ol style="list-style-type: none"><li>1. How did you feel during the game? Explain to the participants that they can reveal their role whenever they wish.</li><li>2. How many times did you stop, and why?</li><li>3. Who had the same roles? Did you stop for the same statements? If not, why?</li><li>4. What do you think of your role's level of access to sport?</li><li>5. What could you do to improve the inclusivity of your team?</li><li>6. Who has the most difficulties in joining sport activities? How could you help them?</li><li>7. Do you think everybody has the right to participate in sport?</li></ol>
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		<p>8. What is the reality?</p> <p>You can find many other adaptable ETS exercises in the resources listed in <i>Annex 3</i>.</p>
10'	Concluding the reflection and learning with the participants	<p>Ask the following questions from the group, and anyone can express their thoughts (measure the time: maximum 1 minute / person):</p> <ol style="list-style-type: none"><li>1. What are your open questions?</li><li>2. What did you learn?</li><li>3. What will you use in your education activities from now on?</li></ol>

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## ANNEX 1 - Cards

*Please feel free to adapt these examples to your own cultural reality*

<p>1. Said loudly by one male player in the dressing room.</p> <p><b>“This team is for real men, not for queers.”</b></p>	<p>2. A big transparent hold by two sports fans during a football match.</p> <p><b>“Monkeys back to Africa! Europe for the White!”</b></p>
<p>3. A sport radio commentator in a live sportscast of a basketball match.</p> <p><b>“Any idea for a Jewish investor for this club? They need a lot of money to be good.”</b></p>	<p>4. An athlete tweeted on Twitter during the Olympics.</p> <p><b>“With so many Africans in Greece... the West Nile mosquitoes will at least eat homemade food!”</b></p>
<p>5. An online news portal editorial complaining about the bad result of a female handball team.</p> <p><b>“Sport or the kitchen? These girls cannot decide.”</b></p>	<p>6. A sports minister in a speech delivered in a sport conference.</p> <p><b>“Sport is our national pride. Our national sport heroes must be our people and not refugees.”</b></p>
<p>7. A PE teacher in a primary school during a PE session. Shouting at a less successful boy.</p> <p><b>“Do not do it like a girl. Try to be a real man, my little son.”</b></p>	<p>8. Sports fans shouting at one of the opposition team players during a football match.</p> <p><b>“Come out from the closet you faggot. We all know who you are.”</b></p>

<p>9. The dekan of a University of Sports and PE during a meeting of teachers.</p> <p><b>“We should not promote homosexuality in our University. Healthy means normal.”</b></p>	<p>10. Among female professional handball team players after being informed the team will get less funds.</p> <p><b>“We all know why we get less money. There are too many gipsies in our team. That’s why.”</b></p>
<p>11. A facebook post of a sports celebrity with a million followers.</p> <p><b>“What if the muslim girls want to play in burqas? We will write their names on it? Hehe...”</b></p>	<p>12. A well known sport journalist writes in the national sport magazine.</p> <p><b>“Sport is about competition and winning. Being rude is part of it. It is a man’s world and will always be.”</b></p>

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## **ANNEX 2 - Education THROUGH Sport (ETS) exercises**

You can choose from these two Education THROUGH Sport (ETS) exercises below, or if you have time, you can play both with the athletes participants. It is important that the participants implement a real ETS activity so that they have their own experience. In case you have no time to play any of the two, or you do not have the proper space to play sport / do physical activity safely with the group, you can also create some groups of 3 participants and give them the printout of the descriptions of the two exercises and ask them to discuss how and in what situation could they use it in their own sport community.

### **Exercise 1 - Where do you stand in sport?**

It is an exercise to practise arguing and advocating on the topic of hate speech in sport, combined with the well-known DodgeBall game. You will need a medium sized soft ball.

#### **INSTRUCTIONS:**

8. Divide the room / space in two parts, with a visible line between the two sides, and put up two signs (on A4 or A3 sheets) one on each side of the room: 'Agree' and 'Disagree'.
9. Tell participants that this is a competition between the two sides of the room. Explain that you are going to read a series of statements with which participants may agree to a greater or lesser extent.
10. Ask participants to position themselves on one side of the line or the other. Positions closer or further from the middle line indicate the level of agreement and disagreement.
11. Read out the statements, one by one. Leave some time for participants to position themselves after each statement.
12. Ask participants to explain why they have chosen their position. Give the ball to the person who wants to express their opinion, and inform them that they can only talk if they have the ball in their hand. Explain that participants are allowed to change their position during the discussion. Try to leave time for everyone to discuss.
13. Ask participants if they want to reconsider their position after discussion. For those who have done so, ask them why they have changed their minds.
14. Then invite the two groups to play a DodgeBall between the two sides of the room. Participants cannot cross the middle line.
15. After a few minutes, read out the next statement. When you have gone through all statements, bring the group back together for a debriefing.

#### **Statements:**

6. Hate speech is only speech so it cannot be harmful.
7. We should not interfere with the conflicts between other athletes / students.
8. Sport is about competition and not about social problems.
9. Hate speech is part of sport, it is not serious.
10. When you witness that someone is offended you should report it immediately.

In the end you can have a closing discussion with the group about how easy it was to decide, and what they learned during this activity.

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## Exercise 2 - Play for your right to sport!

It is the well-known "Take a step forward" exercise, adapted to hate speech in sport and combined with basketball (you can also play it with other collective ball sports: handball, football, rugby, volleyball etc.). You will need a relevant ball, a whistle, a flipchart with the statements on separate pages (big letters!), bibs to differentiate the two teams and a relevant sport field.

1. Create two teams of equal numbers of players (maximum 12 each). Give each player a role card, using the same set of cards for both teams (see role cards in *Annex 3*), and ask them to imagine the person described on their card. Spend 5 minutes trying to find out the life of this person. Ask the players to keep this role in their mind, but not to play/act their character, only react to the statements (see *Annex 3*). Let them play for 5 minutes without counting points.
2. Explain the rules of the game if needed, and then have them play for two rounds, each round lasting 10 or 15 minutes. Explain that in every 2 minutes during play, one statement (*see Annex 3*) will be shown and described to all players during the game.
3. All players should decide how that situation would affect their role. If any player feels that the situation described is fully applicable to the role from their card, they can continue to play on without any restrictions.
4. At the same time, if any player feels that the situation described is not applicable at all to the role on their card, they then stop moving for 1 minute (they can count to 60). During this minute, they can continue to pass the ball but they cannot move from the spot. The two teams can play together for 20 or 30 minutes in total (2 times at 10 or 15 minutes) with a short break in between. This creates room for about 8-10 situations to be displayed.

Run a short 'de-role' exercise before debriefing. For example, you can ask the players to say goodbye to the imaginary role that they played in their own way, perhaps waving to them as they leave or stepping out of their shoes etc. Ask the group to move into a circle, sitting or standing comfortably (on the floor or on a tatami). Ask the following questions one by one, and let the players talk and react to each other. Keep the discussion trusting, open, and respectful.

Debriefing questions:

1. How did you feel during the game? Explain to the participants that they can reveal their role whenever they wish.
2. How many times did you stop, and why?
3. Who had the same roles? Did you stop for the same statements? If not, why?
4. What do you think of your role's level of access to sport?
5. What could you do to improve the inclusivity of your team?
6. Who has the most difficulties in joining sport? How could you help them?
7. Do you think everybody has the right to participate in sport?
8. What is the reality?

You can find many other adaptable ETS exercises in the resources listed in [Annex 4](#).

### **ANNEX 3 - Role cards for the exercise "Play for your right to sport!"**

*Cut out the role cards in two seats, depending on the size of your group. Write each statement on different flip chart papers with big readable capital letters. You can adapt / change the role cards and the statements to your own cultural context.*

<b>Role cards</b>		<b>Situations</b>
You are a Roma boy	You are a disabled girl	You are happy and willing to join a sport club
You are a boy from a refugee family	You are a lesbian girl	You find it easy to change in the dressing room You can make friends easily in the team
You are who you are	You are a transgender girl	You can play and be yourself freely You are never targeted by hate speech
You are a sport talented girl from a Muslim family	You are a religious Christian boy	You speak up for your teammates if they are targeted by hate speech You are never bullied in your team
You are a boy with african origin	You are boy from a very poor family	You get a lot of support for your sport achievements from your family
You are a bisexual boy who is talented in sport	You are a local girl with Asian origin	You can speak about your private life at ease You feel like an equal member of the group You can find a sport club easily for yourself

## **ANNEX 4 - Resources**

### **Revised European Sports Charter (2021, Council of Europe)**

<https://edoc.coe.int/en/sport-for-all/11299-revised-european-sports-charter.html>

### **BOOKMARKS, manual for combating hate speech for young people**

<https://rm.coe.int/bookmarksen2020-web2/16809e5789>

Especially these exercises:

Bookmarks, Play it again (p.92)

Bookmarks, Roots and branches (p.108)

Bookmarks, Saying it worse (p.112)

### **COMPASS, manual for human rights education for young people**

<https://www.coe.int/en/web/compass>

### **Outsport Toolkit, manual for LGBTIQI inclusive sport communities**

<https://www.throughsport.eu/resources/>

### **Sport for Active citizenship manual**

<https://www.throughsport.eu/resources/>

### **Educational Workshop on the European Sports Charter**

<https://docs.google.com/document/d/12Xrmu1kD13KugWTkXVBkDhE9GbJJgOhV/edit?usp=sharing&ouid=104006976100672428861&rtpof=true&sd=true>