

PROGRESS

PROMOTING GENDER RIGHTS, EQUALITY SKILLS IN SPORT



Co-funded by
the European Union

PROGRESS TOOLKIT

IMPROVE GENDER EQUALITY
IN YOUR SPORTS ORGANISATION

TABLE OF CONTENT

GETTING TO KNOW THE PROGRESS TOOLKIT	3
GENERAL FRAMEWORK FOR FACILITATORS	5
A flexible and practical resource	5
Learning through participation	5
PROGRESSIVE PATHWAY	6
ACTIVITY 1: THE PRIVILEGE WALK	9
ACTIVITY 2: RECOGNISE HATE SPEECH IN SPORT	12
ACTIVITY 3: BASKETBALL FOR ALL	18
ACTIVITY 4: EXPLORING LGBTQIA+ CONCEPTS	22
ACTIVITY 5: RESPONDING TO HATE SPEECH: ATHLETES' ROLE	26
ACTIVITY 6: BUILDING INCLUSIVE COACHING	30
ACTIVITY 7: FOOTBALL TACKLES HOMOPHOBIA	33
ACTIVITY 8: RESPONDING TO HATE SPEECH: SPORT EDUCATORS' ROLE	35
ACTIVITY 9: THE THEATRE OF THE OPPRESSED	39
ACTIVITY 10: HATE SPEECH IN SPORT EDUCATORS	42
ACTIVITY 11: ATHLETES RESPOND TO HATE SPEECH	46
ACTIVITY 12: CREATING SAFER AND MORE INCLUSIVE SPORTS ENVIRONMENTS	50
ACTIVITY 13: DEVELOPING A SPORTS ORGANISATION MINI EQUALITY ACTION PLAN....	55
ACTIVITY 14: DEVELOPING A MUNICIPAL MINI EQUALITY ACTION PLAN	61

GETTING TO KNOW THE PROGRESS TOOLKIT

Sport is much more than physical activity or competition. It is a powerful social environment where values are transmitted, identities are shaped, and relationships are built. Every training session, match, or club activity contributes to creating a culture that can either reinforce existing inequalities or promote respect, fairness, and inclusion.

Although significant progress has been made in recent years, gender inequalities and discrimination linked to sexual orientation, gender identity and expression, and other intersecting characteristics continue to affect many sport environments. Stereotypes influence participation, access to leadership positions, coaching practices, and everyday interactions. For many sport educators, however, translating equality principles into concrete actions remains a challenge.

The PROGRESS Toolkit has been developed to help bridge this gap. It complements the **PROGRESS Training Module** by providing a collection of practical, ready-to-use activities that enable sport educators, coaches, trainers, and facilitators to promote gender equality and LGBTQIA+ inclusion in their everyday practice.

Rather than providing additional theoretical content, this Toolkit focuses on action. **It offers adaptable educational activities that encourage participants to reflect on stereotypes, recognise discriminatory situations, strengthen inclusive behaviours, and implement concrete changes within their own sport organisations.**

Designed for a wide variety of sport settings (including grassroots clubs, federations, municipal sport services, community organisations, and adult education contexts), the Toolkit can be used by both experienced trainers and professionals with little or no previous expertise in gender equality. Activities require limited equipment, can easily be adapted to different audiences, and may be delivered as standalone sessions or combined into longer learning programmes.

The Toolkit follows a progressive pathway that encourages participants to move from awareness to action:

- **Awareness:** recognising stereotypes, unconscious biases, and barriers to participation
- **Practice:** developing inclusive coaching methods and everyday behaviours.
- **Intervention:** responding appropriately to discrimination, exclusion, or hate speech
- **Systemic Change:** embedding equality principles into organisational culture, policies, and leadership

Each activity has been developed according to non-formal education principles and promotes participation, dialogue, critical thinking, and experiential learning. Rather than delivering predetermined answers, the activities encourage participants to analyse their own practices, exchange perspectives, and identify realistic actions that can be implemented in their own contexts.

Ultimately, the PROGRESS Toolkit aims to make gender equality tangible and achievable. By providing practical educational resources, it empowers sport professionals to become everyday agents of change and contribute to creating safer, fairer, and more inclusive sport environments.



GENERAL FRAMEWORK FOR FACILITATORS

The PROGRESS Toolkit has been designed to help sport educators, coaches, trainers, and facilitators translate gender equality and inclusion principles into concrete educational practice. It complements the PROGRESS Training Module by providing a collection of practical, ready-to-use activities that can be implemented independently or integrated into existing training programmes.

The Toolkit is intended for professionals working in a wide variety of sport settings, regardless of their previous experience with gender equality or LGBTQIA+ inclusion. Rather than developing specialist expertise, its purpose is to facilitate reflection, encourage dialogue, and support positive changes in everyday practice.

A flexible and practical resource

The activities are designed to be easily adapted to different sports, participant profiles, group sizes, and time constraints. They may be used as standalone awareness-raising sessions, combined into longer workshops, or delivered alongside the PROGRESS Training Module.

Each activity follows a common structure, including learning objectives, required materials, facilitation steps, debriefing questions, and adaptation suggestions, making the Toolkit easy to use in a variety of contexts.

Learning through participation

The Toolkit is based on non-formal education and experiential learning. Activities encourage participants to reflect on their own experiences, exchange perspectives, and identify practical actions that can strengthen equality and inclusion in their daily work. Creating a respectful and safe learning environment is essential. Facilitators should encourage open dialogue, ensure that all participants feel heard, and guide discussions in line with the principles of equality, inclusion, and non-discrimination.

Ultimately, the Toolkit aims to support sport professionals in moving from awareness to action by providing practical resources that contribute to more inclusive, equitable, and welcoming sport environments.

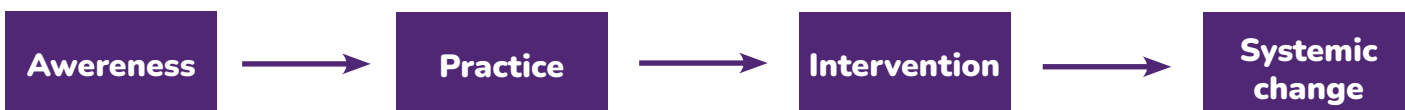
PROGRESSIVE PATHWAY

The activities in the PROGRESS Toolkit are organised into four thematic blocks that reflect a progressive educational approach. While each activity can be delivered independently, facilitators are encouraged to combine activities from different blocks to build a coherent learning journey adapted to their participants' needs and available time.

Progression is not intended to be rigid. Depending on the context, facilitators may choose to focus on a single theme or design a complete pathway that gradually moves participants from reflection to practical action.

Each thematic block includes one or more activities supported by practical tools, discussion questions, and debriefing guidance. Together, they help participants strengthen their understanding of equality issues, develop inclusive practices, respond to challenging situations, and identify concrete actions that can be implemented within their own sport organisations.

The table below provides an overview of the four thematic blocks and the learning objectives associated with each stage of the pathway:



Progressive approach: Awareness to action

Topic	Activity type	Purpose	Expected outcome
1. Awareness Stereotypes and barriers in sport	Spot the stereotype	Objective: To sensitize sports people about the systemic nature of underrepresentation and how gender stereotypes shape participation and opportunities, being reproduced from grassroots to elite sport	Participants identify stereotypes and better understand how they influence participation, opportunities, and behaviours in sport
2. Practice Inclusive in daily practice	Inclusive training session	Objective: To provide practical tools for applying inclusive practices in daily coaching, focusing on inclusive language , organizing mixed-gender sessions , and creating safe space protocols to address the lack of pedagogical capacity among professionals	Participants strengthen their ability to apply inclusive practices in their daily coaching and interactions
3. Intervention Preventing and responding to discrimination	Role-play scenarios	Objective: To equip professionals to act as cultural gatekeepers by practicing how to recognise and respond to hostile language and discriminatory behavior (e.g. transphobia, homophobia) using defined reporting and follow-up channels	Participants practise effective responses and become more confident in managing challenging situations
4. Systemic change Leadership and institutional change	Strategic activities	Objective: To move beyond compliance by encouraging participants to design and implement concrete actions in their local context, translating inclusion into a strategic priority (e.g. recruitment, anti-discrimination policies, KPIs, evaluation)	Participants develop realistic actions to improve policies, practices, or organisational culture within their own sport setting

AWARENESS

Stereotypes and barriers in the sports sector



ACTIVITY ① THE PRIVILEGE WALK



The Privilege Walk is an experiential activity that helps participants explore how privilege, discrimination, and social inequalities shape individual experiences in sport and beyond. By stepping into the shoes of different identities, participants are encouraged to develop empathy, reflect on barriers to participation, and better understand how unequal opportunities can affect inclusion, access, and a sense of belonging in sport.

Learning objective: To introduce the concepts of privilege, oppression, and their effects on everyone. It is designed to foster empathy for others and encourage a deeper understanding of experiences and challenges faced by others.



40 min



10 to 15 participants



Materials

- Printed and cut role cards
- Printed Privilege Walk question sheet (to be read to the group)
- A large open space

Phase	Time	Action
Introduction	10 min	Distribute one role card to each participant and ask them to read it individually. Explain that participants should imagine the life situation of the person described on their card while keeping their role confidential.
Main activity	15 min	Ask participants to line up. Read the question sheet related to social, economic and identity-based privileges. Participants take a step forward if the statement applies to their assigned character and remain in place if it does not. At the end of the activity, ask participants to observe their position and the differences between participants.
Reflection & debriefing	15 min	Facilitate a group discussion on participants' feelings, observations and learning outcomes. Encourage reflection on how inequalities and discrimination can influence access to sport.

FACILITATOR TIPS

- Establish a safe and respectful environment before starting the activity
- Remind participants that the objective is to understand structural inequalities, not to judge individual experiences
- Adapt identity cards and statements according to the profile and context of the group
- Allow time for participants to express emotions or reactions during the debriefing

Reflection questions

The following questions can guide the discussion:

- How did you feel during the activity?
- How did your assigned role influence your experience?
- What barriers or inequalities did you observe during the game?
- How did these situations affect your character's access to sport?
- Can you relate any of these situations to real-life experiences of discrimination or exclusion?
- Do you think sports environments are inclusive enough for LGBTQIA+ people and other underrepresented groups? Why?
- What could be done to make sport more inclusive?
- What is your main takeaway from this activity?



Role cards		Question sheet
You are a Roma boy	You are a girl with a disability	You are happy and willing to join a sport club You find it easy to change in the dressing room You can make friends easily in the team You can play and be yourself freely You feel comfortable socialising with your teammates after the training You are respected by your sporting peers You speak up for your team mates if they are bullied You are never bullied in your team You get a lot of support from your sporting achievements from your family 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
You are a boy from a refugee family	You are a lesbian girl	
You are who you are	You are a transgender girl	
You are a sport talented girl from a Muslim family	You are a religious Christian boy	
You are a black boy	You are a boy from a very poor family	
You are a bisexual boy who is talented in sport	You are a local girl with Asian origin	

ACTIVITY 2 RECOGNISE HATE SPEECH IN SPORT



Hate speech has no place in sport, yet it continues to affect athletes, coaches, officials, and supporters across all levels of participation. This activity helps participants recognise different forms of hate speech, distinguish them from offensive language, and reflect on their impact on individuals, sport, and society. Through discussion and interactive exercises, participants will strengthen their ability to identify, challenge, and respond to hate speech in a respectful and informed way.

Learning objective: To develop an understanding of hate speech in sport by recognising its different forms, understanding its impact on individuals, sport and society, and building the skills to effectively challenge and counter hate speech when it occurs.



90 min



Athletes



Materials

- A projector screen
- A soft ball
- A whistle, a flipchart, markers, scissors
- Additional annexes found on page 15 of the toolkit



Phase	Time	Action
Introduction	10 min	Start with a brainstorming activity: "What is hate speech?" Ask participants to share their understanding and examples from sport contexts. Use a short video to introduce the topic and invite participants to reflect on whether they have experienced or witnessed hate speech. Present the Council of Europe definition and explain why hate speech can represent a violation of human rights.
Main activity	60 min	Begin with a discussion on the difference between hate speech and offensive language. Explain that not all offensive expressions constitute hate speech, especially when they do not target a person's identity or encourage discrimination. Exercise 1 – Is hate speech free speech? Participants position themselves according to their opinion on whether hate speech can be considered freedom of expression. Facilitate a debate between both perspectives and discuss the limits of freedom of expression when it affects others' rights. Exercise 2 – Bad to worst! In small groups, participants rank examples of hate speech in sport from less to more severe. Each group explains its choices and discusses the potential impact of hate speech on athletes, coaches, referees, sport organisations and society. Highlight the importance of considering the context, intention, audience and consequences when analysing hate speech situations.
Reflection & debriefing	20 min	Facilitate a discussion on how participants can recognise and challenge hate speech in sport environments. Encourage reflection on personal responsibility and possible actions when witnessing or experiencing hate speech.

FACILITATOR TIPS

- Create a respectful environment where participants feel safe sharing experiences.
- Clarify that freedom of expression does not include calls for discrimination, hostility or violence.
- Adapt examples to the participants' sporting context.
- Be prepared to support participants if personal experiences of discrimination emerge.

Reflection questions

The following questions can guide the discussion:

- What is the difference between hate speech and offensive language?
- Why can hate speech have a stronger impact than other forms of verbal aggression?
- How can hate speech affect people's participation and sense of belonging in sport?
- What are the limits of freedom of expression in relation to human rights?
- How can athletes, coaches, clubs and organisations respond to hate speech?

Definitions

Offensive language is any disrespectful, insulting, or hurtful expression that may target a person or group, but it does not necessarily promote hatred or discrimination.

Hate speech is a more severe form of harmful expression that attacks or dehumanises individuals or groups based on characteristics such as identity, and can encourage discrimination, exclusion, or violence.



ANNEX FOR EXERCISE 1

Feel free to adapt these examples according to your own context

1. Said loudly by one male player in the dressing room.

"This team is for real men, not for queers."

2. A big transparent hold by two sports fans during a football match.

"Monkeys back to Africa! Europe for the White!"

3. A sport radio commentator in a live sports broadcast of a basketball match.

"Any idea for a Jewish investor for this club? They need a lot of money to be good."

4. An athlete tweeted on Twitter during the Olympics.

"With so many Africans in Greece... the West Nile mosquitoes will at least eat homemade food!"

5. An online news portal editorial complaining about the bad result of a female handball team.

"Sport or the kitchen? These girls cannot decide."

6. A sports minister in a speech delivered at a sports conference.

"Sport is our national pride. Our national sport heroes must be our people and not refugees."

7. A Physical Education teacher in a primary school during a Physical Education session. Shouting at a less successful boy.

"Do not do it like a girl. Try to be a real man, my little son."

8. Sports fans shouting at one of the opposition team players during a football match.

"Come out from the closet you faggot. We all know who you are."

9. The dean of a University for Sports and Physical Education during a meeting of teachers.

"We should not promote homosexuality in our university. Healthy means normal."

10. Among female professional handball team players after being informed the team will get less funds.

"We all know why we get less money. There are too many gipsies in our team. That's why."

11. A Facebook post of a sports celebrity with a million followers.

"What if the muslim girls want to play in burqas? We will write their names on it? Hehe..."

12. A well-known sport journalist writes in the national sport magazine.

"Sport is about competition and winning. Being rude is part of it. It is a man's world and will always be."

ANNEX FOR EXERCISE 2

It is important that the participants implement a real Education Through Sport (ETS) activity so that they have their own experience. In case you have no time to play, 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 exercise and ask them to discuss how and in what situation could they use it in their own sport community.

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:

1. 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'.
2. 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.
3. 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.
4. Read out the statements, one by one. Leave some time for participants to position themselves after each statement.
5. 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.
6. 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.
7. Then invite the two groups to play a DodgeBall between the two sides of the room. Participants cannot cross the middle line.
8. After a few minutes, read out the next statement. When you have gone through all statements, bring the group back together for a debriefing.

ANNEX FOR EXERCISE 2

Statements:

1. Hate speech is only speech so it cannot be harmful.
2. We should not interfere with the conflicts between other athletes / students.
3. Sport is about competition and not about social problems.
4. Hate speech is part of sport, it is not serious.
5. 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.

ACTIVITY 3 BASKETBALL FOR ALL



Basketball for All is an experiential activity that uses sport as a powerful tool to explore discrimination, inclusion, and equal opportunities. By taking on different identities and experiencing how unequal access can affect participation, participants are encouraged to develop empathy, challenge stereotypes, and reflect on the barriers that many people face in sport. The debriefing then connects these experiences to real-life situations and identifies practical ways to foster more inclusive sporting environments.

Learning objective: To build empathy and solidarity with people facing discrimination in sport, while raising awareness of inequalities, discrimination, and unequal opportunities based on gender identity, sexual orientation, and other backgrounds.



90 min



Athletes



Materials

- Printed role cards
- Basketball balls
- Bibs to differentiate teams
- An accessible basketball court or gym equipped with basketball hoops



Phase	Time	Action
Introduction	20 min	Prepare the activity by selecting and adapting role cards according to the group context. Distribute one role card to each participant and ask them to read it individually. Explain that participants should try to understand the perspective of their assigned character while avoiding stereotypes or acting. Prepare the situations that will be introduced during the game and explain the objective of the activity: to explore how different personal circumstances can create opportunities or barriers to participation in sport. Assign a referee/timekeeper if needed.
Main activity	40 min	Divide participants into teams and organise a sport game (e.g. basketball). Before starting, explain that different situations will be introduced during the game and that participants should react according to their assigned role. Every few minutes, introduce a new situation related to inclusion, belonging or access to sport (e.g. feeling accepted by teammates, being comfortable in changing rooms, receiving support from family, or being able to talk openly about personal life). Participants reflect on whether the situation applies to their character. If the situation represents a barrier for their character, they experience a temporary restriction during the game, illustrating how discrimination or exclusion can affect participation and opportunities in sport. Continue introducing situations throughout the game.
Reflection & debriefing	30 min	Begin with a short de-rolling exercise to help participants step out of their assigned roles and return to their own perspectives. Facilitate a group discussion about feelings, observations and learning outcomes. Encourage participants to analyse how different identities and backgrounds influenced access, confidence and participation during the activity.

Example situations

During the game, introduce situations exploring different aspects of inclusion:

- You feel comfortable being yourself within your team.
- Your teammates respect and support you.
- You can talk about your private life without fear.
- Your family supports your participation in sport.
- You feel equal to other members of the team.
- You can easily find a sport environment where you feel accepted.
- You receive recognition and support for your sporting achievements.

FACILITATOR NOTE

- Create a safe and respectful atmosphere before starting the activity, especially as some roles may relate to sensitive experiences.
- Explain that participants are exploring social realities and structural barriers, not personally representing or judging specific groups.
- Encourage participants to avoid stereotypes and focus on the experiences and challenges represented by the roles.
- Adapt the role cards and situations according to the participants' age, background and sporting context.
- Consider having two facilitators: one managing the game and one observing participants, managing timing and supporting the debriefing.
- Allow sufficient time for reflection after the activity, as participants may experience strong emotions or new perspectives.

ANNEX: LIST OF ROLE CARDS

Feel free to adapt these examples according to your own context

You are a 14-year-old girl who wants to play football.	You are a boy with a disability.	You are an Olympic athlete and a refugee at the peak of your career.	You are a bisexual boy with considerable talent in sports.
You are a boy with a physical disability who can run.	You are an Italian girl who likes sports.	You are a Black Olympic athlete at the peak of your career.	You are a lesbian refugee girl who enjoys sports.
You are a 15-year-old girl who wears a veil and plays sports.	You are a high-level female football player.	You are a white boy born in a large Italian city. You play football.	You are a gay boy who plays football.
You identify as non-binary or gender-fluid. You play football.	You have just arrived in Italy from Romania and are starting to play football in a small-town team.	You are a transgender boy who plays football.	You are a 14-year-old boy born in Nigeria who has recently arrived in Italy.

ACTIVITY 4 EXPLORING LGBTQIA+ CONCEPTS



This interactive quiz provides a fun and engaging way to explore key concepts related to LGBTQIA+ identities, terminology, and inclusion in sport. Using real-life examples from the sporting world, participants are encouraged to challenge misconceptions, strengthen their understanding of inclusive language, and reflect on how greater awareness can contribute to creating safer, more welcoming, and more respectful sporting environments for everyone.

Learning objective: Foster engaging, low-pressure discussions and learning about LGBTQIA+ identities and terminology through a fun quiz competition. Reinforce understanding by incorporating relatable examples from the sports world.



30 min to 1 hour



10 to 30 participants



Materials

- Participants' phones with internet access
- Free Mentimeter or Slido account (or other interactive polling tools)
- Classroom/office room

Phase	Time	Action
Introduction	10 min	Introduce the objectives of the activity and explain that the quiz is designed as a learning experience rather than a competition. Invite participants to join the quiz using the selected polling platform and begin with a short brainstorming activity on LGBTQIA+ terminology to assess participants' initial knowledge.
Main activity	20 min	Conduct the interactive quiz using Mentimeter, Slido or a similar platform. The quiz covers key concepts such as sexual orientation, gender identity, gender expression, sex characteristics, discrimination, microaggressions, allyship and inclusive language. After each question, reveal the correct answer, provide a short explanation and use the accompanying visual example to illustrate the concept through real-life situations in sport. Encourage participants to ask questions and discuss misconceptions throughout the activity.
Reflection & debriefing	15 min	Facilitate a group discussion on the main learning outcomes. Encourage participants to reflect on new concepts they discovered, how language can contribute to inclusion or exclusion, and how greater awareness can help create more welcoming sport environments.

The quiz includes questions covering:

- LGBTQIA+ terminology and definitions
- Gender identity, gender expression and sex characteristics
- Sexual orientation
- Cisgender and transgender identities
- Discrimination and microaggressions
- Allyship and inclusive behaviours
- Respectful language (e.g. pronouns and deadnaming)
- LGBTQIA+ inclusion in sport

Facilitators are encouraged to use the **PROGRESS Guide to key concepts: Gender Equality In Sport** as additional resources to prepare for this activity.

FACILITATOR NOTE

- Emphasise that the objective is learning rather than testing participants' knowledge.
- Encourage participation from everyone, regardless of their previous understanding of LGBTQIA+ concepts.
- Use incorrect answers as opportunities to clarify terminology and address common misconceptions.
- Facilitate respectful discussions and ensure participants feel comfortable asking questions.
- Adapt the number and complexity of questions according to the group's knowledge and available time.

Reflection questions

- Which concept was new or most surprising to you?
- Why is it important to understand LGBTQIA+ terminology in sport?
- How can language contribute to creating either inclusive or exclusionary sport environments?
- What can coaches, athletes and sport organisations do to promote respectful communication?
- How will today's discussion influence your own behaviour or professional practice?

ANNEX: QUIZ

1. What does the acronym LGBTQIA+ stand for?

- Lesbian, Gay, Black, Tokenism, Queer/Questioning, Indigenous, Asexual, plus
- Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual, plus
- Lesbian, Gender Identity, Black, Transgender, Queer/Questioning, Intersex, Ally, plus
- Lesbian, Gender Identity, Bisexual, Transgender, Queer/Questioning, Indigenous, Ally, plus

2. Which term refers to an individual's subjective sense of self as female, male, or across a gender spectrum?

- Sexual identity
- Gender expression
- Gender identity
- Sexual orientation

3. Which term refers to the biological characteristics by which individuals are typically classified based on chromosomes, hormone levels, external and internal genitalia, and reproductive organs?

- Sexual identity
- Gender expression
- Gender identity
- Sex characteristics

4. Which term refers to the enduring pattern of an individual's emotional, sexual and/or romantic attraction?

- Sexual orientation
- Gender expression
- Sexual identity
- Gender identity

5. Which term refers to how a person publicly presents their gender (e.g. clothing, hairstyle, body language or voice)?

- Sexual identity
- Gender expression
- Gender identity
- Sexual expression

6. A person whose gender identity does not align with the gender they were assigned at birth is:

- Cisgender
- Transgender
- Pansexual
- Homosexual

7. Someone whose gender identity and expression align with the sex they were assigned at birth is:

- Transgender
- Intersex
- Cisgender
- BIPOC (Black, Indigenous and People of Colour)

8. Discrimination is:

- The prejudicial treatment of people on the grounds of personal characteristics (e.g. ethnicity, age, sex, sexual orientation, gender identity or disability).
- Judging another culture solely based on the standards and values of one's own culture.
- Referring to the unearned advantages associated with being White.
- A form of stereotyping based on preconceived ideas about a person's character.

9. Microaggressions are:

- Systems or behaviours that disadvantage groups through institutions or informal practices.
- A learned fear and self-hatred based on oppressive stereotypes.
- Everyday verbal or non-verbal interactions, whether intentional or unintentional, that communicate hostile, derogatory or negative messages towards people because they belong to a marginalised group.
- A form of psychological manipulation that makes someone question their own experience (gaslighting).

10. What is the worldwide percentage of LGBTQIA+ people according to the *Ipsos LGBT+ Pride Survey (2023)*?

- 5%
- 9%
- 12%
- 15%

11. When someone from a non-marginalised group actively supports and shows solidarity with a marginalised group, they are called:

- Xenophobia
- Cisgender
- Gaslighting
- Ally

12. What does the term "deadnaming" refer to?

- Insulting an LGBTQIA+ person.
- Speaking negatively about someone who has died.
- Calling a transgender person by the name they used before affirming their gender.
- When a transgender person creates a new name and "lays the old one to rest."

ACTIVITY 5

RESPONDING TO HATE SPEECH: ATHLETES' ROLE



Hate speech undermines the values of respect, fairness, and inclusion that sport is meant to promote. This activity helps athletes recognise different forms of hate speech, understand how it differs from offensive language, and reflect on its impact on individuals, teams, and society. Through interactive discussions and practical exercises, participants will develop the confidence and skills to challenge hate speech and contribute to creating safer and more inclusive sporting environments.

Learning objective: To understand and recognise hate speech in sport, develop arguments to challenge it, and understand its impact on individuals, sport, and society.



90 min



Athletes



Materials

- A projector and screen
- Powerpoint presentation.
- A soft ball (or a ball specific to your sport)
- Whistle
- Flipchart with paper
- Sheets of paper, red cards, markers, scissors
- Bibs of two different colours



Phase	Time	Action
Introduction	10 min	Introduce the idea that preventing and addressing hate speech is a shared responsibility involving athletes, coaches, officials, clubs and spectators. Invite participants to brainstorm the question: "What should athletes do when they witness hate speech?" Record their ideas on a flipchart and discuss which actions may be the most difficult to put into practice and why.
Main activity	70 min	Divide participants into small groups and invite them to share examples of hate speech they have witnessed or experienced in sport. Each group selects one situation to present to the whole group. Together, choose one example to explore further. The selected group prepares and performs a short role-play illustrating the incident. Ensure that the scene includes different roles, such as the person targeted, the person responsible for the hate speech, allies, and bystanders. After the performance, facilitate a discussion to identify each actor's role, analyse their behaviours and explore possible alternatives. Invite participants to replay the scene by replacing different characters (except the offender) and testing new ways of responding to the situation. Encourage several replays to explore different strategies for supporting the targeted person and preventing escalation.
Reflection & debriefing	10 min	Ask participants to reflect on what they can personally do when witnessing hate speech in sport. Encourage discussion on individual and collective responsibility, and identify practical actions that participants feel ready to implement in their own sport environments. Conclude with a short round of feedback, inviting participants to share one key learning point or one action they will take following the activity.

Reflection questions

- What different roles did you observe in the situation?
- How could bystanders or allies have changed the outcome?
- What barriers might prevent people from intervening?
- What practical actions can athletes, coaches and clubs take to respond to hate speech?
- What are you personally willing to do to create a safer and more inclusive sport environment?

ANNEX: HATE SPEECH ROLE-PLAY GUIDE

Role Description

Target (Offended person): Person who is subjected to hate speech.

Offender: Person responsible for the hate speech.

Ally of the target: Person who supports or defends the offended person.

Ally of the offender: Person who encourages, justifies or supports the offender.

*Depending on the group size, additional bystanders, coaches, referees, teammates or spectators may be included.

A smiling man with dreadlocks is the central focus, looking towards the camera. He is on a blue basketball court. In the background, there are several black plastic chairs. In the foreground, the hands and arms of other people are visible, suggesting a group activity or game.

PRACTICE

Inclusive in daily practice

ACTIVITY 6 BUILDING INCLUSIVE COACHING



This activity invites coaches and trainers to reflect on how communication, feedback, group organisation, and unconscious bias can influence athletes' experiences. Through practical exercises and realistic training scenarios, participants will develop concrete strategies to foster equal participation, promote respectful interactions, and create training sessions where everyone feels valued, supported, and included.

Learning objective: To apply inclusive communication during training sessions, identify and adapt gendered coaching habits, ensure fair participation and feedback for all participants, and reduce unconscious bias through practice and reflection.



60 min



10 to 30 participants



Materials

- Flipchart/whiteboard
- Markers
- "Inclusive Checklist"
- Printed "Bias & Language Cards"
- Stopwatch

Phase	Time	Action
Introduction	10 min	Explain that inclusion is not only about policies but also about everyday coaching practices. Highlight that coaches influence athletes through their communication, organisation of activities and daily interactions. Introduce the session as an opportunity to reflect on and improve coaching habits that may unintentionally reinforce stereotypes or exclude some participants.

Main activity	30 min	Exercise 1 – Language & Behaviour Audit (10 min): In pairs, participants analyse common coaching phrases or behaviours using the Bias & Language Situations annex. They identify the assumptions behind each example, discuss their potential impact on athletes, and propose more inclusive alternatives. Exercise 2 – Coaching Practice Redesign (20 min): Divide participants into small groups and assign each group a typical coaching situation (e.g. warm-up, pairing athletes, giving feedback or selecting team leaders). Groups redesign the activity using inclusive coaching principles such as equal participation, inclusive communication and mixed grouping based on learning objectives rather than gender. Each group presents a short role-play demonstrating their redesigned approach while another participant uses the Inclusive Coaching Checklist to provide feedback.
Reflection & debriefing	20 min	Ask participants to reflect on what they can personally do when witnessing hate speech in sport. Encourage discussion on individual and collective responsibility, and identify practical actions that participants feel ready to implement in their own sport environments. Conclude with a short round of feedback, inviting participants to share one key learning point or one action they will take following the activity.

FACILITATOR NOTE

- Encourage honest reflection rather than seeking "perfect" answers.
- Emphasise that inclusive coaching is a continuous learning process.
- Adapt the coaching scenarios to the participants' sports whenever possible.
- Focus discussions on practical solutions rather than theoretical concepts.
- Reinforce positive examples of inclusive coaching behaviours shared by participants.

Reflection questions

- Which coaching habits were the most difficult to recognise or change?
- How did the redesigned activities promote greater inclusion?
- What unconscious biases emerged during the discussions?
- Which inclusive practices could be implemented immediately in your coaching sessions?
- How can small changes in communication improve athletes' experiences?

ANNEX: HATE SPEECH ROLE-PLAY GUIDE

"You need to be tougher. Don't play like that."

"Let's separate the group: boys on one side, girls on the other."

"This drill is too technical for beginners; let's start with the girls' group first."

"We need some strong players to demonstrate. Let's ask the boys."

"Great job! You play really well... especially for a girl."

"Don't worry, this exercise is not too difficult. Even beginners can do it."

"We need to pick two captains: one boy and one girl."

"Come on guys, let's start training!"

"The boys can help carry the equipment because they are stronger."

"You should try another sport; this one is probably not for you."

"We don't have any LGBTQIA+ athletes in our team, so inclusion is not really an issue for us."

"Don't use that word here. We are all friends, so it is only a joke."

"You are very talented for someone from your background."

"We should avoid talking about personal life in the team; sport is only about performance."

"We should make sure everyone feels comfortable, but we cannot change the way we normally train."

ACTIVITY 7 FOOTBALL TACKLES HOMOPHOBIA



This activity uses a video and guided discussions to encourage coaches and team staff to reflect on the impact of homophobia in football, explore ways to create safer and more inclusive environments, and identify practical actions to challenge discrimination. By fostering open dialogue, participants are encouraged to become active allies for respect, diversity, and inclusion both on and off the pitch.

Learning objective: To raise awareness and engage the full football landscape and society in the fight against discrimination.



60 min



Coaches and team staff



Materials

- Laptop
- Projector

Phase	Time	Action
Introduction	15 min	Introduce the topic by explaining that football should be a safe and inclusive environment for everyone. Establish a respectful space for discussion and briefly introduce key concepts such as homophobia, sexual orientation and LGBTQIA+ discrimination. Explain that participants will watch a short video and reflect on how individuals and teams can contribute to preventing discrimination.

Main activity	30 min	Show the UEFA video on homophobia in football: <i>Outraged video on homophobia</i> (UEFA) After the video, facilitate a group discussion around three main topics: 1. Homophobia and LGBTQIA+ discrimination: Explore participants' reactions to the situations presented and discuss how they would respond if they or a teammate experienced discrimination. 2. The rainbow flag and symbols of inclusion: Discuss why visibility and signs of support can be important for LGBTQIA+ people in football. 3. Creating inclusive football environments: Encourage participants to identify what makes players feel safe, respected and able to be themselves within a team.
Reflection & debriefing	15 min	Conclude by reinforcing the key messages: everyone has a role to play in creating inclusive football environments; discrimination should never be accepted; and sport values such as respect and teamwork should apply to everyone.

FACILITATOR NOTE

- Establish ground rules for respectful dialogue before starting the discussion.
- Avoid putting participants on the spot by asking whether they personally identify as LGBTQIA+.
- Focus discussions on behaviours, attitudes and team culture rather than individuals.
- Encourage participants to think about the role of allies and bystanders.
- Be prepared to provide information about support services or reporting mechanisms if participants raise concerns.

Reflection questions

- What reactions did you have while watching the video?
- What would you do if you or a teammate experienced homophobia?
- What might prevent someone from speaking up?
- Why can symbols of inclusion, such as the rainbow flag, be important in football?
- What makes someone feel welcome in a football team?
- How can players, coaches and clubs create a safer environment?

ACTIVITY 8

RESPONDING TO HATE SPEECH: SPORT EDUCATORS' ROLE



This activity helps participants recognise different forms of hate speech, understand their consequences for individuals, sport, and society, and reflect on their own responsibilities when responding to discriminatory behaviour. Through discussion and role-playing, participants will explore practical strategies to address hate speech and promote a culture of respect within their clubs, teams, and organisations.

Learning objective: To understand and recognise hate speech in sport, raise awareness of its different forms, and recognise its impact on individuals, sport, and society.



90 min



Sport Educators



Materials

- A projector and screen
- Powerpoint presentation.
- A soft ball (or a ball specific to your sport)
- Whistle
- Flipchart with paper
- Sheets of paper, red cards, markers, scissors
- Bibs of two different colours

Phase	Time	Action
Introduction	10 min	Begin by showing the awareness-raising video on hate speech in sport. Invite participants to share whether they have witnessed or experienced hate speech in sport. Video link: https://www.facebook.com/TNTsports/videos/hope-united-what-is-hate-speech/149149943901492/2 Introduce the Council of Europe definition and explain the difference between hate speech and offensive language, highlighting that hate speech targets protected characteristics and constitutes a human rights issue. Council of Europe definition: https://www.coe.int/en/web/freedom-expression/hate-speech

Main activity	60 min	Exercise 1 – Ask participants to position themselves on one side of the room if they believe hate speech is protected by freedom of expression, or on the opposite side if they believe it is not. Using a symbolic microphone, participants take turns explaining and defending their viewpoints. Facilitate a respectful debate before concluding that freedom of expression does not protect speech that incites violence, hostility or discrimination against others. INSTRUCTIONS 1. Read the statement aloud: "Hate speech is protected by freedom of expression." 2. Ask participants to stand on the side that best reflects their opinion. 3. Give participants time to explain their position. 4. Encourage respectful debate by alternating speakers from each side. 5. Allow participants to change sides if the discussion changes their opinion. 6. Conclude by explaining that freedom of expression is a fundamental right, but it does not protect speech that incites violence, hostility or discrimination against others. Exercise 2 – Organise a simulated meeting involving three coaches and one club manager. Present realistic scenarios involving hate speech in sport, such as discriminatory comments from spectators, bullying based on sexual orientation, online hate speech or transphobic jokes within a team. Assign two participants a "red card" role, requiring them to argue against taking action, while the others propose appropriate responses. Allow observers to replace participants throughout the discussion to introduce new perspectives and solutions. Repeat the exercise with additional scenarios if time allows.
Reflection & debriefing	20 min	Facilitate a group discussion on the debate and role-play. Review the main arguments, highlighting those that challenged hate speech and those that risked normalising discrimination. Encourage participants to reflect on how similar situations could be addressed in their own clubs or organisations, and invite each participant to identify one practical action they can take to promote a safer and more inclusive sport environment.

FACILITATOR NOTE

- Create a respectful environment where participants feel comfortable expressing different viewpoints.
- Clearly distinguish between offensive language and hate speech before beginning the debate.
- During the role-play, ensure that discriminatory arguments are challenged during the debriefing to avoid reinforcing harmful messages.
- Encourage participants to propose realistic actions that can be implemented within sport organisations.
- Adapt the scenarios to the participants' sporting context if appropriate.

Reflection questions

- What distinguishes hate speech from offensive language?
- Should freedom of expression have limits in sport? Why?
- Which arguments during the role-play were the most convincing? Which were problematic?
- How should coaches, managers and clubs respond when hate speech occurs?
- What practical actions could improve inclusion and safety in your own organisation?



INTERVENTION

Preventing and responding to discrimination

ACTIVITY 9 THE THEATRE OF THE OPPRESSED

Learning objective: To explore the Theatre of the Oppressed, a participatory approach developed by Brazilian theatre practitioner Augusto Boal, engage as "spect-actors," and use Forum Theatre to explore oppressive situations and test alternative responses through dialogue and action.



1.5 to 3 hours



10 to 30 participants



Materials

- Chairs and tables
- Simple objects/props
- Pens and markers
- Sticky notes
- Flip chart

Phase	Time	Action
Introduction	20 min	Introduce the Theatre of the Oppressed as a participatory method developed to explore situations of injustice, discrimination and unequal power relationships through theatre. Explain that participants are not expected to be actors; instead, they will use simple role-play to analyse real-life situations, reflect on different perspectives and experiment with alternative ways of responding. Emphasise that participants are "spect-actors" rather than passive spectators, meaning they are encouraged to observe, question, intervene and test possible solutions during the activity. Establish a safe and respectful environment by agreeing on ground rules such as active listening, confidentiality, mutual respect and voluntary participation. Finally, introduce the different roles used throughout the activity: • Oppressor: a person who exercises power or discriminates against others • Oppressed person: the individual experiencing discrimination or exclusion • Ally of the oppressor: someone who supports, encourages or remains complicit in the oppressive behaviour • Ally of the oppressed: someone who supports the targeted person, challenges discrimination and promotes inclusion • Neutral observer: someone who witnesses the situation but chooses not to intervene

Main activity Ice-breaker	10 min	We recommend starting with a short icebreaker connected to the theme of inclusion and discrimination in sport. Invite participants to briefly share a moment when they felt included, excluded, supported, or witnessed unfair treatment in a sport environment. Remind participants that sharing is voluntary and that listening respectfully is equally important.
Main activity	1 to 2 hours	Step 1 – Creating the scenes (20 min): Divide participants into small groups and assign each group a scenario related to discrimination in sport (e.g. locker room, competition, coaching, spectators, social media or sport events). Each group prepares a short scene (maximum two minutes) illustrating an oppressive situation using the different character roles. Step 2 – Performing the scenes (10 min): Each group performs its scene without interruption while the rest of the participants observe carefully, paying attention to the relationships, power dynamics and behaviours displayed. Step 3 – Forum Theatre intervention (30 min): Replay each scene. At any moment, spectators may stop the action, replace one of the characters (except the oppressor, if preferred), and demonstrate an alternative response that could improve the situation. After each intervention, briefly discuss whether the proposed strategy realistically changes the outcome before continuing with additional interventions. Encourage multiple participants to test different approaches and explore various possibilities for action.
Reflection & debriefing	30 min	Facilitate a group discussion on the emotions, power dynamics and alternative solutions explored during the performances. Encourage participants to reflect on how the situations relate to their own sport environments and identify practical ways to challenge discrimination and support inclusion. Conclude by asking each participant to share one key takeaway and one concrete action they will implement in their own sporting context, reinforcing that everyone can contribute to creating safer and more inclusive sport environments.

FACILITATOR NOTE

- Establish clear ground rules before starting, including respect, confidentiality and voluntary participation.
- Remind participants that the objective is to explore solutions rather than to identify "perfect" answers.
- Encourage realistic interventions that could genuinely happen in sport settings.
- Ensure discussions remain respectful, especially when sensitive topics emerge.
- Allow participants to step out of a role if they become uncomfortable.
- Focus on learning through experimentation rather than theatrical performance.
- End the activity with practical actions participants can apply in their own context.

Reflection questions

Understanding the situation

- What forms of discrimination or exclusion did you observe?
- Who held power in the scene? How was this power exercised?

Exploring alternatives

- Which intervention seemed most effective?
- What made it difficult to challenge the situation?
- What other actions could have been taken?

Linking to practice

- Have you experienced or witnessed similar situations in sport?
- What can athletes, coaches or teammates do differently?
- What will you personally do if you encounter a similar situation?

ACTIVITY 10 HATE SPEECH IN SPORT EDUCATORS



Using interactive discussions and role-playing exercises, this activity encourages participants to reflect on the impact of hate speech in sport, examine different responses to challenging situations, and develop practical strategies to prevent discrimination and promote inclusion within their sports organisations.

Learning objective: To reflect on the role and responsibility of coaches and PE teachers in preventing hate speech in sport, identify practical strategies to prevent it, and support and defend victims within their sport community.



90 min



Sports Educators



Materials

- A projector and screen
- Power point presentation.
- A soft ball (or a ball specific to your sport)
- Whistle
- Flipchart with paper
- Sheets of paper, red cards, markers, scissors
- Bibs of two different colours

Phase	Time	Action
Introduction	10 min	Begin by showing the awareness-raising video on hate speech in sport. Invite participants to share whether they have witnessed or experienced hate speech in sport. Video link: https://www.facebook.com/TNTsports/videos/hope-united-what-is-hate-speech/149149943901492/2 Introduce the Council of Europe definition and explain the difference between hate speech and offensive language, highlighting that hate speech targets protected characteristics and constitutes a human rights issue. Council of Europe definition: https://www.coe.int/en/web/freedom-expression/hate-speech

Main activity	60 min	Exercise 1 – Is hate speech free speech? Invite participants to position themselves according to their opinion on the statement: “Hate speech is protected by freedom of expression.” Ask participants to explain and defend their position using a symbolic microphone passed between both sides. Encourage respectful discussion and reflection on the balance between freedom of expression and the protection of human rights. Conclude by explaining that freedom of expression does not protect speech that promotes violence, hostility or discrimination. Exercise 2 – Club Leadership Meeting: Responding to Hate Speech Preparation: Before the activity, place four chairs in the centre of the room, facing each other (two chairs on each side), representing a club management meeting. Label three chairs as “Coach” and one chair as “Sport Manager”. Place a red card on two of the chairs. Participants sitting on these chairs will be asked to argue that the situation discussed is not a serious problem or that no action is needed. Ask the remaining participants to sit around the central area as observers. Explain that they are observing the discussion through an imaginary “glass cube”: they can listen carefully, analyse the arguments, and intervene by replacing one participant when they want to introduce a new perspective. Instructions: Explain that the group will observe a meeting between three coaches and one sport manager from the same sport club or association. The club is facing different situations related to hate speech and discriminatory behaviours. Only the four participants sitting in the centre can speak. At any moment, observers can replace one of the speakers by approaching them and touching their shoulders. The new participant takes over the role and introduces their perspective.
Reflection & debriefing	20 min	Facilitate a short reflection on the role-playing exercise and the different perspectives expressed during the discussion. Encourage participants to analyse the arguments used and identify which responses helped challenge hate speech and which ones risked normalising it. Guiding questions: ● How difficult was it to argue for or against taking action? Why? ● Which arguments were the most convincing or challenging? ● Were there any arguments that could unintentionally normalise hate speech? ● How does this relate to situations that can happen in your club, team, or sports environment?

FACILITATOR NOTE

- Remind participants that the objective is not to identify "bad people" but to explore how organisations can respond.
- During the role-play, allow disagreement but ensure discriminatory arguments are addressed during the debriefing.
- Encourage participants to think beyond individual reactions and consider organisational measures (policies, reporting systems, education, communication).
- Connect discussions to participants' real responsibilities in sport.



Scenario 1 – Racist comments from spectators

Several athletes report repeated racist comments from spectators during matches. Some players feel uncomfortable and consider stopping participation.

Discussion question:

What should the club do?

Scenario 2 – Homophobic bullying within the team

A coach notices that one athlete is regularly mocked because teammates believe they are LGBTQIA+.

Discussion question:

How should the coaching staff react?

Scenario 3 – Online hate speech

An athlete receives threatening and discriminatory messages on social media after a competition.

Discussion question:

What responsibilities does the club have?

Scenario 4 – Normalised transphobic jokes

A team regularly makes jokes about transgender people. Most players see it as harmless, but some feel uncomfortable.

Discussion question:

Should the club intervene? Why?

Scenario 5 – Adapted scenario

Facilitators can create additional examples based on participants' own sporting context.

ACTIVITY 11 ATHLETES RESPOND TO HATE SPEECH



Through reflection, role-play, and group discussion, this activity encourages participants to explore how they can respond to hate speech, support victims, and become active contributors to a safe, respectful, and inclusive sporting environment.

Learning objective: To reflect on the role and responsibility of athletes in addressing hate speech in sport, identify personal strategies to prevent it, and support and defend victims within their sport community.



At least 90 min



Athletes



Materials

- A projector and screen
- Power point presentation.
- A soft ball (or a ball specific to your sport)
- Whistle
- Flipchart with paper
- Sheets of paper, red cards, markers, scissors
- Bibs of two different colours

Phase	Time	Action
Introduction	15 min	Explain that preventing and addressing hate speech requires the involvement of the entire sport community. Athletes, coaches, staff, officials and spectators all have a role to play in creating safe, respectful and inclusive sport environments. Brainstorming: Ask participants: "What should athletes do to prevent and respond to hate speech in sport?" Collect their ideas on a flipchart. Once the ideas are collected, invite participants to identify the actions they find the most difficult to apply and discuss why these situations can be challenging.

Main activity	60 min	Step 1 - Divide participants into small groups of 5–6 people. Ask them to share examples of hate speech situations they have experienced, witnessed or heard about in sport. Each group selects one situation to explore further. Encourage them to choose a situation involving athletes whenever possible. Step 2 – Selecting and preparing the scene: Each group presents their situation to the whole group. Discuss whether the examples correspond to hate speech situations and select one case to analyse through role-play. Remind participants that all situations are important, but due to time constraints only one will be explored in depth. The selected group prepares a short scene (maximum three minutes) illustrating the situation. Support them in assigning the different roles: • Oppressor: a person who exercises power or discriminates against others • Oppressed person: the individual experiencing discrimination or exclusion • Ally of the oppressor: someone who supports, encourages or remains complicit in the oppressive behaviour • Ally of the oppressed: someone who supports the targeted person, challenges discrimination and promotes inclusion • Neutral observer: someone who witnesses the situation but chooses not to intervene Ensure that the person who originally experienced the situation is not required to play the role of the targeted person. Step 3 – The group performs the scene in front of the participants. Encourage observers to pay attention to the relationships, behaviours and power dynamics between the characters. The scene can be performed again if needed. Step 4 – Replay the scene and invite participants from the audience to stop the action and replace one of the characters (except the person using hate speech) to demonstrate an alternative response. After each intervention, discuss how the change influenced the situation and whether it could realistically help protect the targeted person and challenge hate speech. Encourage participants to explore different strategies and perspectives.
---------------	--------	---

Reflection & debriefing	20 min	Facilitate a group discussion on the emotions, responsibilities and possible responses explored during the activity. Ask participants: • What can I do, and what am I ready to do when I witness hate speech? • How can athletes support each other and contribute to safer sport environments? Conclude by reinforcing that preventing and combating hate speech is a collective responsibility. Everyone has a role in creating sport environments where all individuals are respected, protected and able to participate fully.
----------------------------	--------	--

FACILITATOR NOTE

- Establish clear ground rules before starting, including respect, confidentiality and voluntary participation.
- Remind participants that the objective is to explore possible responses and solutions, not to judge individuals or past situations.
- Avoid putting participants in uncomfortable situations and ensure that personal experiences of hate speech are shared only on a voluntary basis.
- Ensure that role-play does not reproduce harmful language unnecessarily and that discussions remain respectful.
- Encourage participants to focus on the role of allies and on realistic actions athletes can take to prevent and challenge hate speech.

SYSTEMIC CHANGE

Leadership and institutional change

ACTIVITY 12 CREATING SAFER AND MORE INCLUSIVE SPORTS ENVIRONMENTS

Learning objective: To understand how to create safer and more inclusive sport and educational environments, assess group needs and personal attitudes, develop practical strategies to promote respect and diversity, and apply inclusive approaches in different contexts.



2 to 3 hours



Athletes



Materials

- Projector and screen
- Internet access
- Pens and paper
- Self-assessment tables
- Questionnaires
- Role cards

Phase	Time	Action
Introduction	20 min	Explain that creating a safer and more inclusive sport environment means ensuring that every participant feels respected, valued and able to participate fully, regardless of their gender, gender identity, sexual orientation or any other personal characteristic. Emphasise that inclusion is not only about responding to discrimination when it occurs, but also about proactively creating a culture where respect, diversity and equal opportunities are promoted every day. Highlight that achieving this requires both individual commitment and collective action. Athletes, coaches, officials, volunteers and club leaders all contribute to shaping the team culture through their attitudes, behaviours and language. Invite participants to reflect on the following questions: • <i>What makes you feel safe and included in a team?</i> • <i>What behaviours or situations can make someone feel excluded?</i> • <i>What responsibilities do individuals and the group have in creating an inclusive sporting environment?</i> Record participants' ideas on a flipchart and explain that the activity will help them assess their own attitudes, better understand the needs of their group and identify practical actions to make their sport environment more inclusive.

Main activity	80 min	Step 1 – Distribute the self-assessment questionnaire and invite participants to reflect individually on their own attitudes towards diversity, equality and inclusion. Allow sufficient time for completion before facilitating a short discussion on key observations. Step 2 – Explain the importance of understanding the characteristics and needs of a group before planning inclusive activities. Participants complete a short questionnaire to identify strengths, potential barriers and areas for improvement within a sport team. Discuss the results collectively and reflect on what they reveal about the group's level of inclusiveness. Step 3 – Divide participants into small groups of four to six. Each group identifies practical actions that could help make their club or team more inclusive. Encourage them to consider different aspects, such as communication, behaviour, team rules, safe spaces, reporting mechanisms and everyday practices. Step 4 – Each group prepares a short action plan presenting three to five concrete measures they could realistically implement within their own sporting environment. Invite each group to present their ideas to the rest of the participants and facilitate a discussion on their feasibility and potential impact.
Reflecting & debriefing	20 min	Facilitate a discussion using questions such as: • <i>What did you learn about your own role in creating an inclusive environment?</i> • <i>Which actions could be implemented immediately in your club or team?</i> • <i>What barriers might prevent these actions from being successful, and how could they be overcome?</i>

ANNEX STEP 1: SELF-ASSESSMENT QUESTIONNAIRE

Know yourself

This self-assessment table is designed for your personal reflection. For each statement, please rate yourself on a scale from 1 to 5, where:

1 = Not true at all, 2 = Mostly not true, 3 = Partly true, 4 = Mostly true, 5 = Strongly true

If you respond with a rating of 1 or 2, consider how you might develop this area further, both personally and within your professional role, whether as a Coach, PE teachers, Childhood and Youth Educator, Youth Worker, Team Building and Diversity Consultant.

1. I respect Human Rights and the dignity of all different gender identities and sexual orientations.

Not true at all | 1 | 2 | 3 | 4 | 5 | Strongly true

2. I believe that creating equal opportunities free from discrimination is essential.

Not true at all | 1 | 2 | 3 | 4 | 5 | Strongly true

3. I celebrate the diversity of identities in the world and the richness and resources that this diversity brings to a community.

Not true at all | 1 | 2 | 3 | 4 | 5 | Strongly true

4. I believe that learning and community building can help resolve conflicts peacefully, without violence.

Not true at all | 1 | 2 | 3 | 4 | 5 | Strongly true

Emphasise that this questionnaire is intended to establish a starting point rather than judge the group.

Question 1 – Values

Which SIX values do you consider the most important for creating a safe and inclusive sport environment?

- ☐ Respect
- ☐ Solidarity
- ☐ Diversity
- ☐ Dignity
- ☐ Equality
- ☐ Non-violence
- ☐ Teamwork
- ☐ Fair play
- ☐ Responsibility
- ☐ Commitment
- ☐ Discipline
- ☐ Competition
- ☐ Performance
- ☐ Leadership
- ☐ Success

Scoring:

Award **2 points** for each of the following values selected:

- Respect
- Solidarity
- Diversity
- Dignity
- Equality
- Non-violence

Award **1 point** for every other value selected.

Question 2 – Responding to discrimination

Imagine that you hear discriminatory language directed at another participant during a training session. What would you most likely do?

- ☐ Ignore the situation because it is not my responsibility.
- ☐ Comfort the targeted person afterwards but do not intervene.
- ☐ Ask the person to stop because the behaviour is inappropriate.
- ☐ Challenge the behaviour and, if necessary, report the incident to a coach or another responsible person.

Scoring:

- Option 1 = **1 point**
- Option 2 = **2 points**
- Option 3 = **3 points**
- Option 4 = **4 points**

Question 3 – Inclusion in sport

Which statement best reflects your opinion?

- ☐ Inclusion is mainly the responsibility of coaches and club managers.
- ☐ Inclusion is important, but there is little that athletes can do to influence it.
- ☐ Everyone in the sport environment shares responsibility for creating an inclusive culture.
- ☐ Every member of the sport community has an active role in preventing discrimination and promoting respect and inclusion.

Scoring:

- Option 1 = **1 point**
- Option 2 = **2 points**
- Option 3 = **3 points**
- Option 4 = **4 points**

SCORING

Calculate each participant's score by:

Adding the points obtained in **Question 1**.

Adding the score from **Question 2**.

Adding the score from **Question 3**.

Then calculate the **average score** for the whole group.

INTERPRETING THE RESULTS

11–14 points: The group demonstrates a strong awareness of inclusion and is generally ready to engage in more advanced discussions and activities.

8–10 points: The group shows some awareness of inclusion, but additional work on attitudes, empathy and practical skills may be beneficial before exploring more complex topics.

Below 8 points: The group may hold limited awareness or discriminatory attitudes. In this case, facilitators should prioritise activities that build understanding, challenge stereotypes and promote respectful behaviours before progressing to more advanced discussions.

ACTIVITY 13 DEVELOPING A SPORTS ORGANISATION MINI EQUALITY ACTION PLAN



Through collaborative reflection and action planning, this activity supports participants in identifying priorities for gender equality within their sports organisation. It encourages participants to assess current practices, define realistic objectives and develop concrete actions that contribute to a more inclusive, equitable and gender-responsive organisation.

Learning objective: To assess the sports organisation's current approach to gender equality and inclusion, identify areas for improvement, and develop a practical Equality Action Plan with SMART objectives, clear responsibilities and realistic timelines.



90 min



5 to 20 participants



Materials

- Projector and screen
- Flipchart or whiteboard
- Markers
- Mini Equality Action Plan template

SMART objectives help ensure that actions are clear and achievable. Each objective should be:

- **Specific** – clearly define what you want to achieve.
- **Measurable** – include a way to monitor progress or success.
- **Achievable** – be realistic given the available resources.
- **Relevant** – contribute to promoting gender equality within the organisation.
- **Time-bound** – include a clear deadline for completion.

Example:



Increase women's participation in leadership.

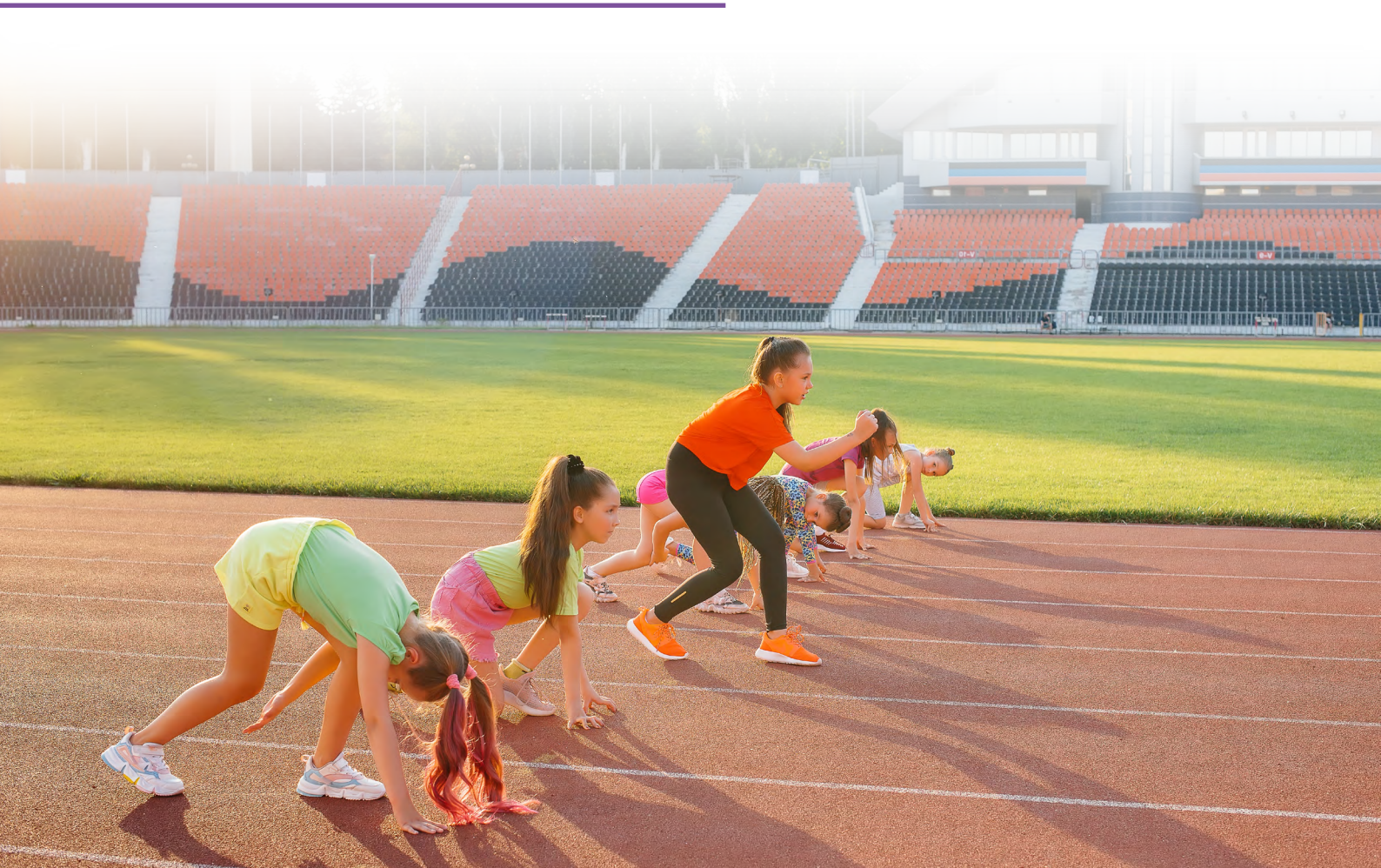


Increase the proportion of women on sports organisations committees from 30% to 40% by the end of the next season through targeted recruitment and mentoring initiatives.

Phase	Time	Action
Introduction	10 min	Explain that achieving gender equality within a sport organisation requires more than individual commitment, it also requires institutional change. Introduce the concept of an Equality Action Plan as a practical tool for identifying priorities, planning actions and monitoring progress. Present one or two examples of initiatives implemented by other sport organisations (e.g., inclusive communication, balanced representation in leadership, coach education or safeguarding policies). Explain that participants will work together to develop a realistic mini action plan for their own organisation.
Main activity	45 min	Step 1 – Divide participants into small groups, ideally according to their area of responsibility (e.g., communication, competitions, governance, coach education, development programmes). Distribute the self-assessment worksheet and ask each group to evaluate the current situation within their area. Step 2 – Based on the self-assessment, each group identifies one or two priority areas for improvement. They then formulate one SMART objective (Specific, Measurable, Achievable, Relevant and Time-bound). Step 3 – Each group completes a Mini Equality Action Plan by proposing at least two concrete actions to achieve their objective. For each action, participants identify who will be responsible, the expected timeline and indicators that could be used to measure success. Encourage participants to focus on realistic actions that could be implemented within the next 6–12 months.
Reflection & debriefing	25 min	Invite each group to briefly present its Equality Action Plan. Facilitate a discussion using questions such as: • Which actions could have the greatest impact? • Which actions could be implemented immediately? • What challenges might arise during implementation? • How can different departments collaborate to achieve these objectives? Conclude by emphasising that gender equality is an on-going organisational process requiring leadership, accountability and regular evaluation.

FACILITATOR NOTE

- Encourage participants to focus on realistic and achievable actions that can be integrated into the organisation's everyday practices.
- Ensure that all departments or areas of responsibility are represented during discussions to promote collaboration and shared ownership of the Equality Action Plan.
- If participants struggle to identify priorities, prompt them to consider key organisational areas such as leadership, communication, recruitment, education, safeguarding and participation.



SECTION	INFORMATION TO COMPLETE
Organisation / Federation	
Department / Area concerned	
Person(s) responsible	

ANNEX MINI EQUALITY PLAN TEMPLATE

Date	/...../.....
Identified challenge	What gender equality issue or area for improvement has been identified?
Objective	What do you want to achieve?
Planned actions	

ANNEX MINI EQUALITY PLAN TEMPLATE

Resources required	
Implementation timeline	Start date – Key milestones – Completion date
Success indicators	How will you know the objective has been achieved? (e.g., balanced participation, revised policies, number of staff trained, participant feedback, increased representation of women in leadership positions, etc.)
Follow-up and evaluation	How and when will progress be reviewed? Who will be responsible for monitoring implementation?

ACTIVITY 14 DEVELOPING A MUNICIPAL MINI EQUALITY ACTION PLAN



This activity supports municipal staff in assessing current practices, identifying priorities, and developing a practical local equality plan. Through collaboration and strategic planning, participants will identify concrete actions to promote gender equality and foster more inclusive sport policies and services.

Learning objective: To support local council staff in promoting equality in sport, identify barriers to inclusion, develop practical actions to improve access and participation, and encourage cooperation between different municipal areas.



90 min



10 to 20 participants



Materials

- Mini Equality Plan for Municipalities model
- Guide on designing local equality plans in sport
- Local data on participation and gender gaps
- Maps of municipal resources
- Whiteboard or collaborative digital platform (e.g., Canva)



Phase	Time	Action
Introduction	20 min	Explain the importance of integrating equality principles into municipal sport policies and decision-making processes. Highlight the role of local authorities in ensuring that sport opportunities, facilities and services are accessible and inclusive for all citizens. Present examples of actions that municipalities can implement to promote equality in sport, such as: • Ensuring equal access to sport facilities by reviewing facility schedules, improving accessibility and ensuring that resources are fairly distributed among different groups. • Collecting and analysing participation data (e.g., by gender, age or other relevant factors) to identify inequalities and adapt municipal sport policies accordingly. • Developing targeted programmes to increase the participation of underrepresented groups, such as women and girls, people with disabilities or disadvantaged communities. • Promoting inclusive communication by using non-discriminatory language and ensuring diverse representation in municipal sport campaigns and materials. • Training municipal staff, coaches and sport organisations on equality, inclusion and prevention of discrimination in sport. • Strengthening inclusive governance by encouraging greater representation of women and underrepresented groups in sport committees, decision-making bodies and leadership positions.
Main activity	45 min	Step 1 – Divide participants into small groups and ask them to analyse their local context using the mini self-assessment grid provided in the annex. Encourage them to reflect on key areas such as: • Representation of women and underrepresented groups in municipal sport structures • Accessibility and use of sport facilities. Participation levels in municipal sport programmes • Communication strategies and use of inclusive language Based on their analysis, groups identify the main challenges and priority areas for improvement.

		Step 2 – Using the Mini Equality Plan, groups develop practical actions to address the identified challenges. For each objective, participants define: • Actions to be implemented • Expected outcomes • Indicators to measure progress • Responsible persons or departments • Required resources and partnerships Encourage participants to develop realistic actions that can be integrated into existing municipal strategies and policies. Step 3 – Each group presents its proposed Mini Local Equality Plan. Facilitate a discussion to identify common priorities, possible collaborations and opportunities for coordination between different municipal areas. Encourage participants to reflect on how individual actions can contribute to a broader municipal approach to equality in sport.
Reflection & debriefing	25 min	Invite participants to identify one concrete action or commitment they will take following the activity. Conclude by reinforcing that institutional change requires long-term commitment, cooperation between different actors and continuous monitoring to ensure that equality becomes an integral part of municipal sport policies.

FACILITATOR NOTE

- Encourage participants to base their discussions on evidence and local data rather than assumptions
- Ensure that equality is approached as a collective responsibility involving different municipal areas and stakeholders
- Support participants in developing realistic and measurable actions
- Encourage cooperation between departments to strengthen the impact of the equality plan
- Emphasise that institutional change requires long-term commitment and follow-up

ANNEX MINI SELF-ASSESSMENT GRID

Instructions

For each statement, tick  the box that best reflects your municipality's current situation, using the scale below.

Score

1 - Not at all 2 - To a limited extent 3 - Partly 4 - Mostly 5 - Fully

Interpreting your results

Calculate your total score by adding together your responses to all eight statements.

8–19 points:

Your municipality or sport service has significant opportunities to strengthen gender equality and inclusion. Focus on one or two priority actions that can create meaningful and sustainable improvements.

20–31 points:

Good foundations are already in place, but there is still room for improvement. Identify the areas with the lowest scores and use them as priorities when developing your Mini Equality Action Plan.

32–40 points:

Your municipality or sport service demonstrates a strong commitment to gender equality and inclusion. Continue reviewing your practices, monitoring progress, and sharing good practices to maintain and further strengthen your inclusive approach.

ANNEX MINI SELF-ASSESSMENT GRID

	1 Not at all	2 To a limit extent	3 Partly	4 Mostly	5 Fully
1. Gender equality and inclusion are recognised as priorities within our municipal sport service.					
2. Managers actively encourage inclusive practices in sport programmes and activities.					
3. Our sport programmes are accessible and welcoming to people of all genders and LGBTQIA+ participants.					
4. We regularly identify and address barriers that may limit participation.					

ANNEX MINI SELF-ASSESSMENT GRID

5. Coaches, instructors and staff consistently use respectful and inclusive language.					
6. Staff know how to respond appropriately to discrimination or hate speech.					
7. Our municipality has clear procedures or guidelines promoting equality and inclusion.					
8. We regularly review our practices and identify actions to improve equality and inclusion.					

SECTION	INFORMATION TO COMPLETE
Organisation / Federation	
Department / Area concerned	
Person(s) responsible	

ANNEX MINI EQUALITY PLAN TEMPLATE

Date	/...../.....
Identified challenge	What gender equality issue or area for improvement has been identified?
Objective	What do you want to achieve?
Planned actions	What do you plan to do?

ANNEX MINI EQUALITY PLAN TEMPLATE

Resources required	What do you need?
Implementation timeline	Start date – Key milestones – Completion date
Success indicators	How will you know the objective has been achieved? (e.g., balanced participation, revised policies, number of staff trained, participant feedback, increased representation of women in leadership positions, etc.)
Follow-up and evaluation	How and when will progress be reviewed? Who will be responsible for monitoring implementation?

PROGRESS

PROMOTING GENDER RIGHTS, EQUALITY SKILLS IN SPORT



FMVP
Federació Valenciana
de Municipis i Províncies



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.