



**Promoting Values and Tackling Discrimination  
and Inappropriate Behaviour in Sport  
Toolkit for Sport Coaches and Trainers**

**Material for the Educator**

## Imprint

This toolkit is an output of the FAIR COACHING project, funded by the Erasmus+ Sport programme in 2019. It aims at promoting widespread awareness among coaches, professional and grassroots, fans, athletes and families about discriminatory behaviours that can be put into practice by coaches and trainers towards athletes, especially young female athletes, who are the most affected target. It also intends to spread a culture of respect in the sporting sphere and in the whole society. For further information on the project, as well as downloadable research and support material, go to [www.faircoaching.eu](http://www.faircoaching.eu).

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The project is run in partnership by the following organisations:



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Maybe, but I need learn some more about it	34
No, I need to learn a lot more about it	34
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Yes	34
Maybe	34
No	34
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Yes	35
No	35
I am not sure	35
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Yes	35
No	35
I am not sure	35

## Introduction

The coach self-assessment survey can also be used to gather anonymous information on the current knowledge of coaches and stakeholders within the sport environment (in clubs, associations, schools, etc.) on matters of Fair Coaching such as sexual harassment, bullying, discrimination and inappropriate behaviour to be used as a basis for planning appropriate training interventions.

Furthermore, can the examples presented in the toolkit function as templates for clubs and sport organizations to create their own materials and guidelines for interventions of harassment, abuse, inappropriate behaviour and racism.

## Information for the educator

Each module has been created to function independently of the other modules and for education purposes the module which fits the circumstances, situation and targeted training outcomes best should be selected.

Each module is provided with an estimation on its length; however, it is for the discretion of the educator to decide the time limit for the tasks as well if all the tasks of the module will be executed or only some of them. The educator is in charge of making an informed decision on which tasks of the selected module are best suited for the education purpose.

Educators find additional information, guidelines and tasks on the notes accompanying the slides. It is important that educators read carefully through the notes accompanying the slides when preparing the education sessions.

Module 1 provides FAIR COACHING project background information and if not used as one of the education modules, the educator needs to make themselves familiar with the project aims and the background information in order to provide a brief overview to training participants before going deeper into the selected training module.

Task 1 in Module 1 is a coach self-assessment survey. It can be used to gather anonymous information from coaches on observed and/or experienced inappropriate behaviour, sexual harassment, bullying and discrimination and the current comprehension level on these matters of the coach, as well as their ability to intervene, either online or in paper-format.

Module 3 is partly based on the UN Declaration of the Rights of the Child online course. It is suggested to ask course participants to complete the online course before the education training because the course takes around 75min to complete. In order to access the UN course a free user guest log-in needs to be created.

Throughout the toolkit different online tools and applications are used to stimulate discussions, share ideas and observations and to collect small group discussion results to be shared with the larger study group at the end of the respective task.

## Survey

The coach self-assessment survey is used in Module 1 Task 1.

The survey can either be executed using an online survey tool or printing the survey out on paper to distribute it to the participants in the classroom.

Educators and users of the FAIR COACHING project materials can create their own coach self-assessment survey or use the questions presented in this toolbox (see attachments at the end of the document).

When using an online survey tool remember to set each question to mandatory to avoid respondents of the survey skipping questions.

Possible free online survey tools are:

Google forms; unlimited number of surveys/forms and unlimited number of responses

SurveyLegend; unlimited number of surveys/forms and unlimited number of responses

FreeOnlineSurveys; unlimited number of surveys/forms but limited to 1000 responses

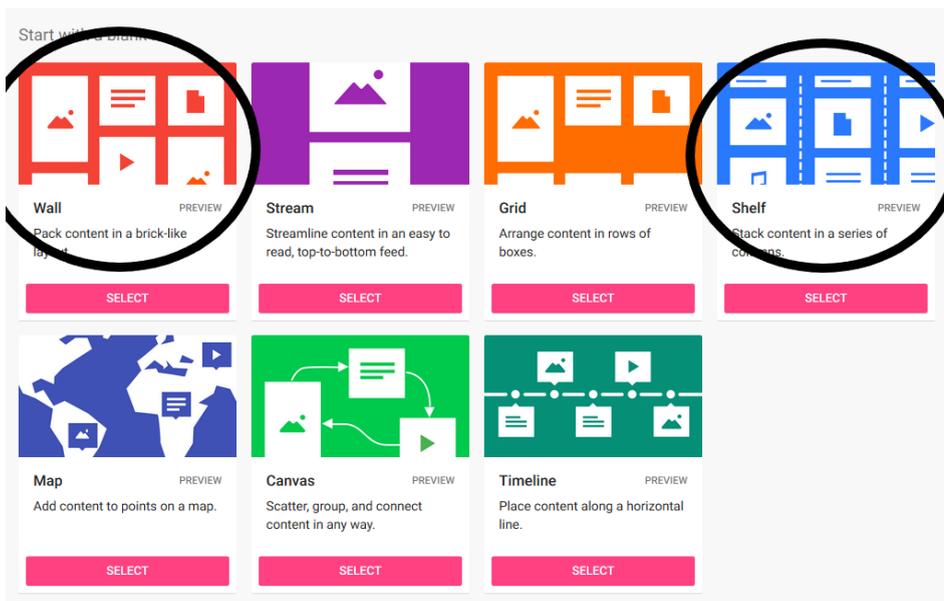
HubSpot; unlimited number of surveys/forms and unlimited number of responses

Select the online survey tool that is easiest to use and fits the purpose best.

Paid for survey tools are also an option especially if the organization executing the Fair Coaching education already uses one.

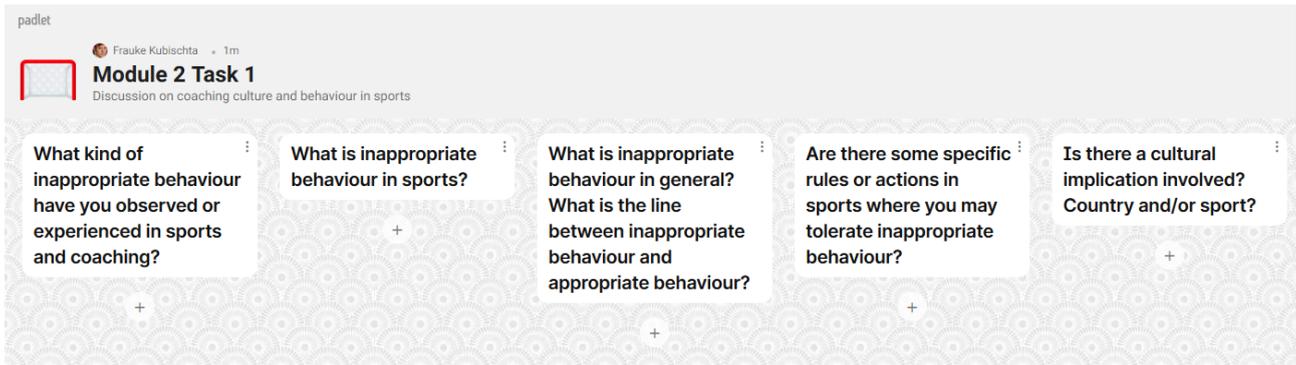
## Padlet

The educator needs to register a free account with Padlet at [www.padlet.com](http://www.padlet.com). Each Padlet user has three Padlets for free (you can delete an old Padlet to create a new one).



Select Shelf format for the tasks in the modules (Modules 2 Task 1; Module 3 Task 3; Module 5 Task 1).

Example for Module 2 Task 1



Participants access the Padlet through the shared QR code. By clicking on the + sign below the questions they are able to add their answers to the Padlet.

## Mentimeter

The educator needs to register a free account with mentimeter at [www.mentimeter.com](http://www.mentimeter.com).

Mentimeter is used for the following tasks: Module 2 Task 2; Module 3 Task 1 & Task 4.

Access to each Mentimeter is given to the participants through sharing the QR code with them.

For Module 2 Task 2 select the open-ended format when creating the Mentimeter for the session. Participants have the possibility to add their open concise definition of Fair Coaching to the slide using a maximum of 250 characters.

Example for Module 2 Task 2

## What is Fair Coaching? Create a concise definition of the Term Fair Coaching.



Once all the groups have added their concise definition to the Mentimeter the educator can show the slide by clicking on the presentation function in Mentimeter.

## Jamboard by Google

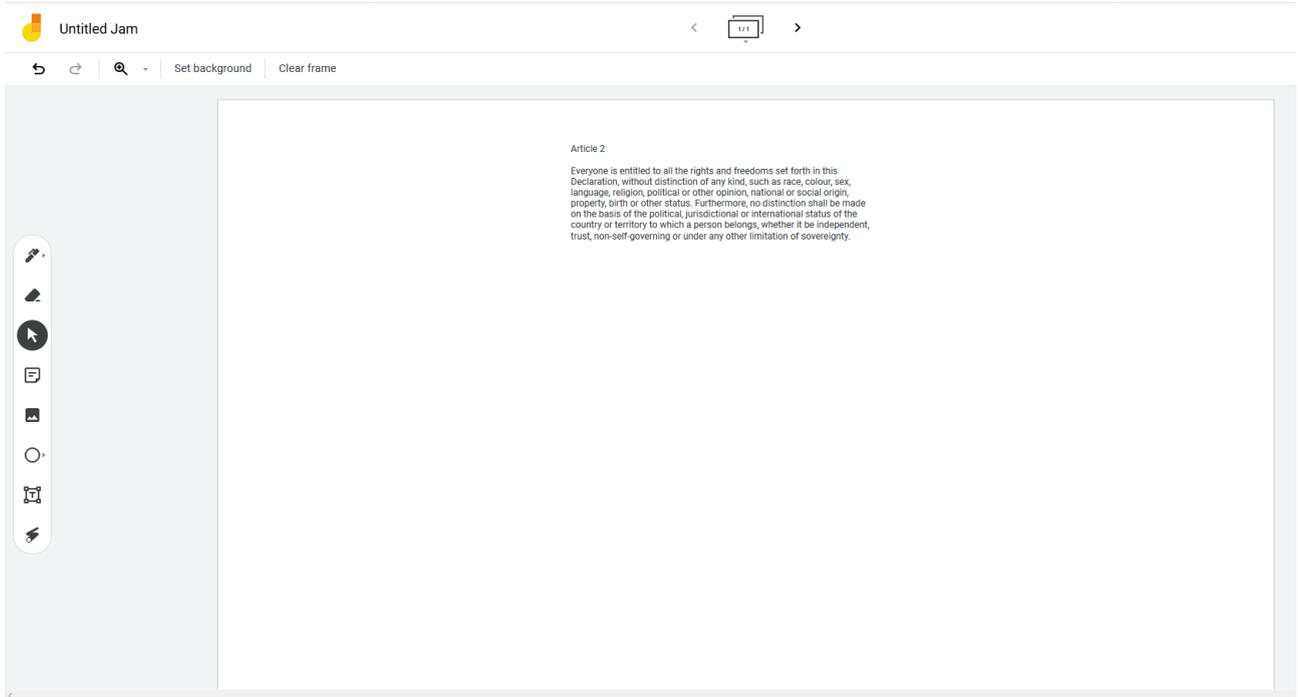
Access the Jamboard through your google account. If you do not have a google/gmail account, create one for free (you do not need to use the e-mail account, just have it so you can use all the applications you get access to through it, those are all free).

Jamboard is used for the following tasks: Module 3 Task 2; Module 4 Task 1 and Task 3; Module 5 Task 1 (optional) and Task 2.

In the bottom right corner click the colourful plus sign to create a new Jam.

Add content to the slide either through adding text boxes or sticky notes. When making the Jamboard accessible to the participants through the share function (share the link with them either by sending them the link through WhatsApp, email or another way, or through creating a QR code and sharing that with the

participants) make sure to set the sharing function to anyone with the link on the internet can access the Jamboard, otherwise they will not be able to post anything on the Jamboard.



## Module 1: Introduction

### Goal

The goal of Module 1 is an introduction of the Fair Coaching project to the participants of the education session as well as for them to self-assess their exposure to and experience on abuse, discrimination, inappropriate behaviour and sexism.

### Teaching methods

The teaching methods used in this module are lecture as well as a self-assessment form which can be used to start a discussion on the topics of Fair Coaching.

### Timeframe

This module should take about 50min to 1h to complete.

### Tools

PowerPoint presentation and survey (paper or online-format; see the introduction chapter for more detailed information).

A survey template can be found in the attachments to this document.

### Project introduction

FAIR COACHING is a three-year Erasmus+ project that seeks to provide the necessary awareness to coaches and trainers about unfair, sexist and violent discriminatory behaviours in order to ensure a healthy and inspiring sport environment for professional and young athletes. FAIR COACHING is based on the assumption that all coaches, even when not well aware of this, are educators and function as role models. In addition to enriching athletes' motor skills and sport intelligence, coaches have to influence athletes' personality with greater values in order to help them develop their identity.

The objectives of the FAIR COACHING project are:

- Promote awareness among coaches, athletes and their families about discriminatory behaviours in coaching, and especially towards young women who are the most affected target of unfair behaviours.
- Support any grassroots and professional sport organisation to adopt policies to tackle unfair and discriminatory behaviours. The program also supports these sport organisations to embody ethical guidelines in both coaching and training.
- Provide tools to athletes and especially to the youth, to report any discriminatory, abusive or violent behaviour from their coaches and trainers.
- Promote respect, fair and non-discriminatory behaviour of coaching and training to coaches of all types of sport organisation, to increase awareness.
- Spread good examples in coaching and respect as well as a peer tutoring among athletes, professional and grassroots, to increase awareness, activism and reporting about this issue in Europe.
  - Production of education materials

Our Target Groups are:

- Coaches, Sport teachers and Physical Education Teachers
- Athletes
- Sport Bodies and Communities
- Leaders of sport teams

- Regional and Local Sports authorities
- Parents

### Key findings of IO1 for the Fair Coaching project

1. Despite the fact that coaches may present themselves as good role models, unfair treatment or behaviour in sport is prevalent and appears in a variety of forms.
2. Prevalence of violence and discrimination among coaches and trainers in professional and grassroots sports shows the need of developing and applying tools regarding FAIR COACHING.
3. Existing support structures and cooperation with other (external) stakeholders need enrichment.
4. The need of attending educational/training initiatives on the topic of fairness in coaching or regarding the use of tools about fair coaching is significantly strong.

### Key Findings of IO2 for the Fair Coaching project

1. Not all project partners countries have developed strategies for the prevention of discrimination to the same degree
2. Finland and France have been very active in the past in creating actions and materials to prevent bullying, violence, sexual and gender-based harassment or other inappropriate behaviour in sports and have promoted an ethically sustainable sporting culture in ethical matters.
3. Netherland have focused on promoting behavioural codes for athletes, coaches, parents and referees.
4. A clear need to put sexualised violence in sport on the agenda of all countries was established through the investigations.
5. Especially on identifying, monitoring or combating unfair and discriminatory behaviours in coaching, towards athletes and particularly young female athletes.
6. A clear lack of reporting and monitoring tools within organizations was observed.
7. Effective and advanced strategies for awareness raising programmes, training the culture of respect in young people and ensuring a healthy and inspiring sport environment through guidelines and codes of conduct are necessary.
8. Research showed that mostly inappropriate verbal behaviour, sexual violence and intimidation, child abuse, sexual and gender harassment were the main forms of inappropriate behaviour.
9. Finland, Netherlands and France already implement awareness programs and Codes of Conduct.

Young athletes, women and men, national sport associations, sport clubs and coaches play an important role in prevention of inappropriate behaviour. They should be the target groups for prevention awareness raising anti - sexist, violent, and discriminating behaviours.

The goals of the toolkit are



**To increase understanding and knowledge on the topics**



**To stimulate discussion**



**To improve coaches' skills and understanding**



For all coaches, volunteers, semi-professional, professional coaches, coaching managers, junior managers, stakeholders in the sport environment, etc.

The toolkit as well as all the other materials produced as part of the Fair Coaching project are open access material and can be downloaded from the project website for everyone interested in organizing education training on preventing harassment, abuse and discrimination in the sport environment as well as use the materials as templates for the creation of own preventive measures. The toolkit includes education material as well as additional materials such as links and additional information for the educator. The toolkit also guides the educator to find more relevant material on the subject of concern.

In addition to the toolkit for educators the Fair Coaching project is creating a Training Toolkit for Observers (IO4).

One of the most popular instruments to promote safety in sport is the Code of Conduct for all people involved in sport. It is a clearly written description of acceptable and non-acceptable behaviour of sport leaders, athletes, officials, board members, parents and other stakeholders in sport organisations, and related disciplinary sanctions. As part of the Fair Coaching project a Participative Ethic Handbook (IO5) will be created.

## Finnish Study in competitive sports key findings (slides 10-19 of the FAIR COACHING Toolkit; ppt presentation)

- Based on collected data, sexual and gender-based harassment is common in sports, but not more common than elsewhere in society.
- Harassment in sports is linked to cultural structures such as gender inequality and the status of minorities
- The risk of suffering harassment was increased by female gender, young age, and competing at higher levels of competition.
- The risk of experiencing sexual and gender-based harassment was also increased by belonging to a sexual minority, a linguistic minority, a religious minority, or an ethnic minority

This study investigated the prevalence of sexual and gender-based harassment in Finnish competitive sports. The study involved 48 sport federations and organisations and targeted competitive athletes aged 16 and older. The target group of the study was an estimated 160,000 competitive athletes. A total of 9,018 responses to the electronic survey were received, the study was carried out by the Finnish Centre for Integrity in Sports (FINCIS). The Research Institute for Olympic Sports KIHU acted as a partner in the project.

(<https://suek.fi/wp-content/uploads/2020/09/Ha%CC%88irinta%CC%88-suomalaisessa-kilpaurheilussa.pdf>)

### Note to the educator

Find a similar study performed in your own country and exchange the slides marked with the Finnish flag with information from that study. If no such study has been performed or you are unable to find relevant materials you can present the Finnish study. But for a deeper understanding of the situation around the project topic in your own country it is better to use your own study results.

### Task 1 Coach self-assessment

Material: Self-assessment form (online or paper version)

The education starts with execution of Task 1, where coaches evaluate their understanding, experiences and own behaviours around abuse, discrimination and inappropriate behaviour.

An example survey can be found from the attachments to this document. It is for the discretion of the educator to select the mode of survey execution (online or paper), as well as whether the template survey presented in this document is used or if an already existing survey from their sport organization is used.

A short discussion on the survey topics with the participants of the education can follow the completion of the survey, but this is voluntary and depends on the situation, the participants as well as the education environment.

The main function of Module 1 and Task 1 is to give participants of the education session and introduction to the Fair Coaching project before moving on to the other modules and tasks.

Notes:

## Module 2: What is Fair Coaching?

### Goal

The goal of Module 2 is a deeper examination of Fair Coaching and to stimulate discussions on the topic to create a deeper awareness on the topic.

### Teaching methods

The teaching methods for module 2 are lecture as well as small and large group discussions based on the tasks.

### Timeframe

This module should take about 90mi to complete.

### Tools

PowerPoint presentation for the lecture and the use of mentimeter for small and large group discussion purposes.

See the introduction chapter for information on how to create and use mentimeter.

### Task 1 Discussion on Coaching culture and behaviour in sport

The educator creates a Padlet wall using the following questions:

- What kind of inappropriate behaviour have you observed or experienced in sports and coaching?
- What is inappropriate behaviour in sports?
- What is inappropriate behaviour in general? What is the line between inappropriate behaviour and appropriate behaviour?
- Are there some specific rules or actions in sports where you may tolerate inappropriate behaviour?
- Is there a cultural implication involved? Country and/or sport?

Access to the Padlet wall is given to the participants by sharing the QR code with them. They can add their thoughts and comments under the questions by tapping the + sign. When going through the posts highlight some interesting ones and spark a deeper discussion around the topic with the group.

### Task 2 Create a concise definition of Fair Coaching

The educator creates a Mentimeter (select: open-ended and speech bubbles) and shares the QR code with the participants to add their concise definition of Fair Coaching to the slide.

Once all small groups have added their definition the educator shares the Mentimeter with the whole group. Now the whole group discusses on one definition of Fair Coaching.

### Sport – what is it?

This slide (26) in the presentation is optional. It is at the discretion of the educator to use the slide and leave it in the presentation materials or to take it out and cover the basic information of the slide in lecture style with the participants.

## Values of good sports

The following slides on values of good sports and good coaching are from projects and initiatives developed by the Finnish Coaches Association (27 – 34).

The educator can decide whether to use the slides as such and lecture the content to the participants or to create their own task around the slides by engaging the participants in discussion on values of sport and how good sport could or should look like.

The idea of sports is to compete according to a previously decided set of rules: to determine who is the best in this competition and in this context, and how other contestants compare to the winner. For the competition to occur within the idea of the sports and for everyone to do their best so that the score would be correct is at the core of sports.

The idea of sports is also self-development, as well as finding and using one's full potential. Sports may offer a journey to knowing and developing self in many ways. At its best, sports is a possibility for learning, progress and acquiring various experiences.

In many ways, sports is about emotion. Sports offers the chance to feel and experience various feelings in a supervised environment. It offers the chance to learn to identify and regulate one's feelings. This is why it is important that the actions in sports are so, that both feelings of joy and sadness can be felt in a real manner. Below are listed values that are a part of good sports.

### 1. Joy, excitement and passion

There are many reasons for doing sports. Exercise promotes good health and sparks joy, emotion and experiences. At its best, all activity is summoned from the athlete's own joy, excitement and passion for sports. Exercise is valuable in its own – one does sports for pleasure.

### 2. Strive for excellence and to continuous self-development

In sports, one strives for the best possible performance. Success in sports is based on the development of the performance, strenuous coaching and on the athlete's ceaseless will to develop themselves.

### 3. Trying and perseverance

The athlete faces both success and adversity in coaching and competition. Adversities are a fundamental part of learning and progress. Sports is a long-term development process founded on trying and trying again. In order to see possibility for growth in a problem, one has to keep a positive mindset.

### 4. Respect and fair play

Respect for life and others is a part of good sports. It means respecting the sport, the athletes, all actors in sports, as well as the rules.

### 5. Acting together

In sports, the goal is common. Coaching and competing is a team effort of many people. In sports, one is always a part of a larger scheme. Sports is a team effort and it creates a sense of community to its actors and spectators.

## **The coach that acts accordingly to values of sport**

Good coaching is founded on the values of sports. Good coaching is described in the three following sections.

### *The coach's duty is to help the athlete holistically*

The cooperation between the athlete and the coach is based on trust. The coach helps the athletes to know themselves, to identify their resources, to become their own leader and to cooperate with others.

Coaching is a long-term process that includes successes, failures, trying again and learning through them.

The athlete is an active actor. The coach involves the athlete in the planning, implementation and monitoring of the activities.

### *The coach wants to know him/herself and identify own motives for coaching*

The coach knows him/herself and is able to identify own strengths and weaknesses. The coach is not afraid to be him/herself.

The coach understands own role as an example and role model. The coach creates a positive and good atmosphere for the learning process. The coach treats athletes equally, as well as others actors involved.

The coach does their job passionately and professionally and coach is striven for continuous self-development.

### *Coaching has effects*

Sport is a part of the culture, which provides life content and a wide range of opportunities to implement itself. Sports generates joy, enthusiasm and passion for one's own work. In accordance with this spirit, the mission of the coach is to help the athlete succeed, to make progress and to grow as a person.

Learning and striving for making progress are at the heart of coaching. The coach's role in sports is important. The coach is the leader of the coaching process and the unifying force between the athlete and the various stakeholders. In moments of failure, the coach is an energetic source of strength with the ability to motivate, as well as to relaunch the collaborative process again and again.

The progress and cooperation in sports can serve as an example for other sectors of society. Coaching is a planned and long-term process of cooperation between an athlete and their support network. These skills are also useful for other sectors of society.

Sport creates community. One can experience strong emotions and experiences doing sports. Sports produces joy, sadness, successes and disappointments in an organised environment. Doing together accumulates a wide range of skills. At the same time, it creates a strong sense of community among both the athletes and spectators.

### **Conditions for good sports**

In order for good sport's fundamental ideas to take effect, every individual has the right to:

- experience joy from doing sports
- be treated equally
- act in a safe environment and atmosphere
- take part in a fair game in which one competes and acts according to the rules and does one's best so that the outcome will be fair
- take part in healthy and clean sports
- act in accordance with one's own goals and starting points and become valued
- bring forth any grievances.

## **Coaching relationship**

The relationship between a coach and an athlete is often a very meaningful relationship, a power relationship and a contractual relationship. Both counterparts have rights and obligations to each other. Rights and responsibilities vary at different stages of an athlete's path. The coach must recognize the importance of the power relationship and the limits in their exercise of power. The coach and the athlete must be able to trust that both will stick to mutually agreed matters. The agreed matters must be in accordance with the athlete's level of development. A prerequisite for a coaching relationship is to understand and consider the whole of an athlete's life. The dignity of the coach or the athlete never depends on the amount of success in sport.

### **Good sports on the athlete's path:**

Children's sports:

The main goal in children's sports is gaining joy from doing sports and exercising. This joy of sport is sparked by learning, building social relationships, various emotions and playful competition. It is important for the child to be encountered as an individual and for them to be heard. The child has the right to safe sports. The adults involved in children's sports should understand their role as an example and their responsibility in the quality of the activities. Adults should cooperate in such a way that the activity supports and contributes to the healthy and safe growth and development of the child's possible versatile exercise. The responsibility for raising the child belongs to the parents. The coach supports the child's upbringing, and the coach has the right to the support from the parents, the sports club and other actors. Everyone involved in the activity participates in building the atmosphere. In these activities, it is important that others are taken into account so that joy, learning and security are realised for everybody in all circumstances.

Youth sports:

In youth sports, the main goal is to find the joy and enjoyment of exercise and sports in activities that go hand in hand with one's objectives. The enjoyment of exercise and sports arises from doing activities that go with one's objectives, setting appropriate goals and a comfortable and safe atmosphere. The athlete is entitled to healthy, clean and fair sports. It is the adults' responsibility to create an open interaction with the young person to support their growth and sports activities. A coaching relationship is one of trust based on honesty, where the athlete gradually grows responsible for their own sport. The coach's responsibility for the athlete is based on the age of the athlete they work with. The coach and the athlete are entitled to their own values and the coaching is based on jointly agreed practices and commitment to those practices. Sport offers an opportunity for long-term self-development and a wide range of learning experiences.

Adult sports:

Enthusiasm and passion are the driving forces in adult sports, whatever level the goals are. In adult competitive sports at the highest level, the opportunity to reach one's highest potential is the most important. The opportunity to reach one's full potential is rooted in passion, commitment, the right kind of goals, doing one's best and in taking responsibility. The coaching relationship is founded on an agreement on common practices and in confidence that both counterparts will work in the advantage of one another. The coach and the athlete understand the impact their actions have on the larger scheme. Striving for the best requires finding one's boundaries and risk-taking. Learning something new and striving for the best is possible if one has the permission to fail and to learn from it. Common choices are conscious and based on honesty and the best potential expertise. In such a manner, it is possible to take responsibility for the decisions made. Both the coach and the athlete build an atmosphere and a culture that respects others, as well as the rules of the sport.

## Signs of Good Training/Practise

- Safe operating environment
- Positivity: joy, kindness, appreciation, support
- Relationships and interaction: trust, safe atmosphere
- Learning: supporting trying and striving
- Presence: enthusiasm and passion
- Meaningful/Significant: goals, growth and development

## Good Coaching

Note! Good coaching is defined according to Finnish materials. You can also use definitions of your own country. Optional discussion possibility if it fits the session.

Have you ever thought about sports coaching broadly? What values is coaching founded on? What is good coaching? What is the role of the coach? What is the coach's significance in the athlete's development in sports, as well as in life in general? What does sports coaching offer to society? What rights and responsibilities does each counterpart have in this mutual relationship between the coach and the athlete? How do these things change as athlete moves forward on his/her path?

In 2016, Finnish Coaches Association (Suomen Valmentajat ry), along with Professional Coaches of Finland (Ammattivalmentajat SAVAL) and the Finnish Olympic Committee, published the guidance titled "Coach matters" (Valmentajalla on väliä) that act as the ethical code of conduct for the Finnish coaching scene. The content is not a list of restrictions, but more as a concise description of what is fair and good. The code of conduct brings forth the values that coaching should be based on, the role of the coach and what the relationship between the coach and the athlete should be like in different phases of their path. "Coach matters" instructions offer the possibility for the coach to mirror their actions and the ethicality of those actions.

It would be most welcome if "Coach matters" instructions sparked a discussion on coaching and accelerated the change in coaching culture from sport-specific technical-tactical coaching to a coaching culture that places emphasis on human resource management – to coaching where the coach's role is to help the athlete.

## Good coaching

Good coaching means coaching of a person in both individual and team sports. In order to succeed in helping the athlete, the coach has to know both his/herself, as well as their athlete. Coaching is a long-term development process, in which both counterparts learn. The learning is based on the athlete's inner motivations. In coaching, this means that the coach helps the athlete find their inner motivations and their personal sources of strength.

In athlete-centered activities, the coach's most important goal is to help the athlete to develop and use their own resources. The athlete is at the center – and so are his/her resources and inner desire to learn. The athlete is involved in all stages of the coaching process: planning, implementation and evaluation. In such a way, the athlete grows responsible for their own actions and has a strong sense of ownership of practising the sport.

In athlete-centered activities, both the role of the coach and athlete are demanding. It is different from coach-centered or performance-based coaching and requires the ability to build athlete-coach interaction. The coach has a responsibility in the overall picture of the coaching process. The coach's role and responsibility vary according to where the athletes are on their path.

<https://www.suomenvalmentajat.fi/in-english/promoting-good-coaching-and-appreciation-for-coaches/coach-matters/>

### Signs of Good Training/Practice

This is an optional task for the participants to execute once they are back in their own sport environments. They can use the check-list to evaluate their own practice or the practice of a peer-coach, to see whether there are areas that could be developed concerning good training/practice.

Notes:

## Module 3: Safe Sport for All

### Goal

Goal of Module 3 is that participants are able to define what safe sport for all is, recalling what basic human rights are as well as the rights of the child, and being able once the module is concluded to describe what the role of the coach is in creating a safe sport for everyone.

### Teaching methods

Module 3 is presented in lecture format and the tasks are executed in small and big group work.

### Timeframe

It is estimated that Module 3 takes about 2h to complete.

### Tools

Module 3 is based on the information for the educator provided in this file as well as on the PowerPoint slides and the notes sections located under the slides.

PowerPoint, Padlet, Mentimeter, Flipchart, Videos

Slide 38 is optional and can be taken out of the presentation by the educator. If it is taken out, remember to copy the links to your own materials and open them in the web browser prior to the start of the session.

Mentimeter is used for Task 1 and 4.

### Task 1 Safe Sport

For Task 1 create a word cloud Mentimeter with 10 entries per participant. Share the QR code on the lecture slide in the presentation with the participants. Then open Mentimeter in the browser and share the word cloud with the class. The larger the word on the cloud the more have selected the same word.

### Task 2 Human Rights

For Task 2 create as many Jamboard slides as needed for the number of small groups. In the top middle of the screen above the white rectangle you can add as many slides as needed.

When sharing the Jamboard remember to set it to anyone with the link can access.

Add the articles of the UN Declaration for Human Rights to the slides before the session. This is best done by using the keys on the keyboard and copy pasting them into an empty text box on the slide. Select the UN Declaration for Human Rights in the appropriate language. It has been translated into over 500 languages.

Slide 42 can be used to close the discussion on Human Rights and their implication for and in sports.

Slide 43 presents Finnish laws which have an implication for sport participation. Find laws from your own country which have implications for equality and sports, if they don't exist, use the Finnish laws as an example.

### Task 3 Discussion on the role of the coach

Self-reflection and group discussion task on the following three questions:

What is your role as a coach within the club considering safe sport for all?

What are you doing already at your club to treat everyone fairly?

What could you improve on?

In an online setting create a Padlet wall for the participants to leave comments under the questions. In an in-class setting use a flipchart to collect comments from the coaches.

#### Task 4 Coaches' oath

In Task 4 the participants are asked to create a coaches' oath in small groups together. When they are ready the small groups share their oaths and then the whole group creates one joined oath.

In an in-class setting use post-it notes and flipchart paper for the oaths, in an online setting use Mentimeter for the small groups to post their oaths.

An example Coaches' oath is presented on slide 48

Additional info to slide 39 Task 1 Safe sport

Sport is the most popular activity undertaken by children and young people in every European member state, however, young athletes can be very vulnerable.

Sport plays an important role in society and for promoting human rights. Through sport, and its principles of respect and fair play, we can unite people across borders and we can bridge social, cultural, and economic divides. Sport can teach us valuable lessons about non-discrimination and inclusivity and can show us what equal participation can look like. Sport can challenge stereotypes, which helps us to break down barriers in society and drive progress on issues that are fundamental to the enjoyment of our human rights. However, there are still issues that impact the enjoyment of human rights of those involved in sport, at every level from athletes and fans, to workers and the media.

#### Declaration of Human rights - What are Human rights?

"All human beings are born free and equal in dignity and rights." That is valid also in sports.

Everyone, everywhere has the same rights as a result of our common humanity. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

Human rights are standards that recognize and protect the dignity of all human beings. Human rights govern how individual human beings live in society and with each other, as well as their relationship with the State and the obligations that the State have towards them.

Human rights law obliges governments to do some things, and prevents them from doing others. Individuals also have responsibilities: in using their human rights, they must respect the rights of others. No government, group or individual person has the right to do anything that violates another's rights.

Universality and inalienability

Human rights are universal and inalienable. All people everywhere in the world are entitled to them. No one can voluntarily give them up. Nor can others take them away from him or her.

Indivisibility

Human rights are indivisible. Whether civil, political, economic, social or cultural in nature, they are all inherent to the dignity of every human person. Consequently, they all have equal status as rights. There is no such thing as a 'small' right. There is no hierarchy of human rights.

#### Inter-dependence and inter-relatedness

The realization of one right often depends, wholly or in part, upon the realization of others. For instance, the realization of the right to health may depend on the realization of the right to education or of the right to information.

#### Equality and non-discrimination

All individuals are equal as human beings and by virtue of the inherent dignity of each human person. All human beings are entitled to their human rights without discrimination of any kind, such as race, color, sex, ethnicity, age, language, religion, political or other opinion, national or social origin, disability, property, birth or other status as explained by the human rights treaty bodies.

#### Participation and inclusion

Every person and all peoples are entitled to active, free and meaningful participation in, contribution to, and enjoyment of civil, political, economic, social and cultural development, through which human rights and fundamental freedoms can be realized.

#### Accountability and rule of law

States and other duty-bearers must comply with the legal norms and standards enshrined in human rights instruments. Where they fail to do so, aggrieved rights-holders are entitled to institute proceedings for appropriate redress before a competent court or other adjudicator, in accordance with the rules and procedures provided by law.

## Convention on the Rights of the Child

The UN Convention on the Rights of the Child, obliges us to protect children, so they do not experience any kind of abuse. The rights of the child as well as guaranteeing the child's wellbeing must be the priority for all the activities of a sports club.

Children and young people have the same general human rights as adults and also specific rights that recognize their special needs. Children are neither the property of their parents nor are they helpless objects of charity. They are human beings and are the subject of their own rights.

The Convention on the Rights of the Child sets out the rights that must be realized for children to develop to their full potential.

The Convention offers a vision of the child as an individual and as a member of a family and community, with rights and responsibilities appropriate to his or her age and stage of development. By recognizing children's rights in this way, the Convention firmly sets the focus on the whole child.

The Convention recognizes the fundamental human dignity of all children and the urgency of ensuring their well-being and development. It makes clear the idea that a basic quality of life should be the right of all children, rather than a privilege enjoyed by a few.

### **Child rights and why they matter? A short course**

This short course will transform and/or refresh your understanding of child rights and a child rights approach, introduce you to UNICEF's mandate as it relates to child rights, and inspire you to apply a child rights lens to your everyday work and life.

### **National Laws of the country**

For example, laws of equality and laws of sports and exercise.

### **Coaches' Promise (Coaches' Oath)**

We ensure that sports activities create positive experiences for everyone. We keep children, young people and adults safe from bullying, harassment and other inappropriate behaviour.

We ensure the safety of our activities and conditions. We create an operating environment that promotes health and healthy ways of life.

Everyone can feel welcome in sports activities regardless of gender, ethnic background, disability, sexual orientation, financial status or any other circumstance.

(Source: Sustainability programme for the sports community 2020–2024:

[https://www.olympiakomitea.fi/uploads/2020/03/24a43db4-vastuullisuusohjelma\\_eng.pdf](https://www.olympiakomitea.fi/uploads/2020/03/24a43db4-vastuullisuusohjelma_eng.pdf))

Notes:

## Module 4: Preventing discrimination and inappropriate behaviour

### Goal

Goal of this module is to provide examples and share existing practices on how to prevent discrimination and inappropriate behaviour in sports. Each participant evaluates their own activities in relation to the module topic.

### Teaching methods

Basic information on the module topic is conveyed by means of lecture, examples and practices are shared in small and large group work.

### Timeframe

The module should take about 2h to complete.

### Tools

PowerPoint, Google Jamboard, Flipchart and post-it notes, video, press articles

### Additional study material

Additional study material for the educator is listed on slide 71. The links can also be used during the lecture to show the participants that this topic is prevalent in media all the time.

When preparing the lecture material for the education session the educator should take slide 51 out of the presentation. It contains the terms for Task 1.

From slides 53 to 69 select those terms that the participants are going to define in Task 1. If wanted, some additional slides can be left in to stimulate additional discussion around the topic.

### Task 1 Definition of terms and/or provide explicit examples to each term

For Task 1 divide the participants into small group and give each group a certain number of terms to define, a good number is 2-4 terms.

For an in-class session, use either post-its for the groups to write the definitions on or set up a Google Jamboard for each group to post their definitions on.

For an on-line session, have the groups split up in breakout-rooms and use Google Jamboard to work on the definitions together.

In addition to or instead of defining the terms, the participants can also provide explicit examples for each term they have observed or heard in their own sporting environment. Additionally, they can also give an example of how to intervene when they witness a situation.

When the small groups are ready with their definitions and/or examples have them share the definitions with the whole group if post-its are used, or show the Jamboard slides through the projector with the whole group.

Additional task (not mandatory) the terms which are left undefined by the group can be presented to the whole group at the end of the small group work when each group has shared their definition with the whole group. 10-20min depending on how many terms were not covered by the small groups.

A second additional task is to discuss in more details as a whole group the difference between playing vs bullying, equality and equity.

## Task 2 Discussion on inappropriate behaviour in sport as reported in the press

For Task 2 select 2-4 press articles (if the group is very large more articles are needed; or have several groups discuss the same article) published in your own country which deal with racism, inappropriate behaviour and discrimination in sport. Slide 73 for example article description from the Finnish press.

For an in-class setting, print the articles out and distribute them to all participants. Have a copy of the press article for every participant. Alternatively, you can distribute the articles as pdf files to the participants, so they can read them on their phones or the laptop.

For an online-setting distribute the articles as pdf files for the participants to read and use breakout rooms in Zoom or Teams for the small group discussions.

Instruct the groups at the same time to not only discuss the articles but also discuss the following two questions:

How could this kind of inappropriate behaviour be prevented?

What guidelines are needed on the association and club level in sports to prevent inappropriate behaviour in sport?

Write down the key points of the discussion on a flipchart for the in-class session and for the online session a plain slide is added to the presentation where the educator adds the key points from the groups while they share their thoughts.

Slide 73 can be taken out of the presentation before starting the education session.

## Task 3 Compilation of check-list to prevent inappropriate behaviour in the sport environment and check-list for safe sport organizations

For Task 3 small groups are working together to compile a check-list to prevent inappropriate behaviour in the sport environment and a check-list for safe sport organizations.

What guidelines are needed on the association and club level in sports to prevent inappropriate behaviour in sport?

What would a check-list include for sport organizations to be considered safe, especially for child participants?

For the check-lists use either pen and paper or Jamboard to share the results of the small groups.

Slides 75 to 78 are examples of check-lists to prevent inappropriate behaviour and characteristics of a safe sport organization.

Note for the educator: Find similar check-lists from your own country and share them with the participants.

Notes:

## Module 5: Step-by-step guide on how to intervene to discrimination, bullying and inappropriate behaviour

### Goal

The goal of Module 5 is to introduce some examples and existing guidelines on how to report inappropriate behaviour, raise awareness on the necessity for intervening inappropriate behaviour and why it is so important to do.

### Teaching methods

For Module 5 teaching methods are lecture and small & large group work.

### Timeframe

Estimated duration of Module 5 is about 1.5h

### Tools

The Tasks for Module 5 are completed using Jamboard, Padlet, post-it notes, flipchart paper and self-reflection notes.

### Task 1 Discussion on the role of the coach

Task 1 is a small group discussion on the role of the coach using the following two questions as discussion prompts.

What is your role as a coach in preventing discrimination and inappropriate behaviour?

How can you intervene when you see discrimination and inappropriate behaviour within the sport environment, but also outside of it?

Participants should come up with a list of examples of what to say or do when they encounter discrimination, bullying or inappropriate behaviour.

Small groups either make notes using Padlet or Jamboard or post-its.

When the small group work is done all groups share their results in the large group.

Self-reflection task (each participant individually)

Self-reflection:

What do you do now to treat everyone fairly at your club (each coach thinks about the situation of their own club)?

What could you improve in the club?

The self-reflection is followed by a group discussion where the following two questions can help as prompts to stimulate the discussion.

What needs to be improved?

Do they need more guidelines and step-by-step procedures to be able to intervene or do they need applied practice in role plays?

How to Fight against Racism – FA Statement

It is important that everyone understands that it is each person's responsibility to react and to speak out.

Who is responsible for tackling discrimination, racism, etc.? The strong statements of sports federations are an important part of awareness and intervention.

Following the European Football Championships, the English Football Association, the team's head coach and the players publicly condemned all forms of racist behaviour.

#### VOLUNTARY DISCUSSION POSSIBILITY:

This can be a point for a short discussion within the whole group of how associations and sport institutions in their own country have reacted to occurrences of discrimination, abuse, violence and inappropriate behavior within sport. Could those institutions have reacted more strongly?

### Task 2 Call for Action!

Small group discussion on what would be action steps that each coach, athlete or person should take when they observe, notice or have to intervene in inappropriate behaviour. Each group is asked to make their intervention action steps/guidelines as visual as possible, including guidelines on what to say and do on Jamboard.

Direct question to the participants after the group work is completed: Do they know which institutions to contact in their own countries in order to report incidents or to receive more information on how to intervene in inappropriate behaviour? Request show of hands in class as an answer to this question.

Slides 85 to 89 are Finnish examples of action steps and guidelines on interventions and reporting of observed inappropriate behaviour. Notice the additional text on the notes section of each slide for more information around the topic.

Attitude towards discrimination and inappropriate behaviour should be so, that all suspicions, concerns or allegations of harm must be taken seriously and responded to appropriately.

It is good to think, what is the role of the sport federations or what is the role of the game or event officials? Does anyone have the courage to intervene? Do individuals have the skills to intervene? What different situations have been encountered?

For example, in bullying:

When situations are addressed before they turn into long-term bullying, it is easier to build a safe and respectful culture where bullying is not tolerated.

It's an adult's responsibility to intervene in bullying. Encourage athletes to tell when they witness bullying and inform them who they can contact and to whom they can talk.

Bullying in childhood is a negative experience which can have far reaching effects into adulthood.

If a child involved in the club's activities reports that an adult is bullying, the club management must be informed immediately. The club has the responsibility to investigate all cases of bullying and to consult with all parties involved.

Slide 90 presents one possible way of how harassment and inappropriate behaviour could be intervened with at the club level.

Check with the participants whether they are aware if their club or association has such a step-by-step guide.

Notes:

## References

<https://www.suomenvalmentajat.fi/in-english/promoting-good-coaching-and-appreciation-for-coaches/coach-matters/>

<https://www.uefa-safeguarding.eu/>

<https://www.playbytherules.net.au/>

<https://www.ukcoaching.org/>

<https://www.icoachkids.eu/>

[https://www.olympiakomitea.fi/uploads/2020/03/24a43db4-vastuullisuusohjelma\\_eng.pdf](https://www.olympiakomitea.fi/uploads/2020/03/24a43db4-vastuullisuusohjelma_eng.pdf)

[https://ec.europa.eu/programmes/erasmus-plus/project-result-content/e81f6dd8-37a9-426c-b812-35e99f9d7b8a/Fact\\_Sheet\\_EAC-2013-0494](https://ec.europa.eu/programmes/erasmus-plus/project-result-content/e81f6dd8-37a9-426c-b812-35e99f9d7b8a/Fact_Sheet_EAC-2013-0494)

<https://cfnhri.org/human-rights-topics/sport-and-human-rights/>

<https://www.unicef.org/child-rights-convention/what-are-human-rights>

<https://www.unicef.org/child-rights-convention/child-rights-why-they-matter>

<https://www.crer.scot/what-is-racism>

## Attachments

# FAIR COACHING:

## Coach self-assessment form

### Understanding the terminology

	Yes, I know this	Maybe, but I need learn some more about it	No, I need to learn a lot more about it
Do you understand what sexual harassment means?			
Do you understand what racism means?			
Do you understand what non-sexual harassment can be?			
Do you understand what bullying is?			
Do you understand what is meant by discrimination?			

### Own experiences

	Yes	Maybe	No
Have you experienced sexual harassment in sports yourself?			
Have you experienced racism in sports yourself?			
Have you personally experienced any other harassment in sports?			
Have you experienced bullying in sports yourself?			
Have you yourself experienced discrimination in sport?			

## Experiences in sports in general

	Yes	No	I am not sure
Have you seen or heard of sexual harassment in sports?			
Have you seen or heard of racism in sport?			
Have you seen or heard any other harassment in sports?			
Have you seen or heard bullying in sports?			
Have you seen or heard of discrimination in sport?			

## What I can do and what is done in my sport

	Yes	No	I am not sure
Do I know what to do in the event of misuse or inappropriate behaviour?			
Would I dare to intervene after seeing inappropriate behaviour?			
Do I know how to deal with inappropriate behaviour in my own sport?			
Do I know how to deal with inappropriate behaviour in my club?			