



# Narrative Guidelines

RESPECT IS THE GOAL

HATE SPEECH

THREATENS PORT

INTEGRITY



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**IO3**

### **D3.1 Rights Narrative Guideline**

*The Rights Narrative Guideline seeks to help sports clubs to manage communication flows, both online and offline, and aim to develop intercultural competencies. This is addressed in particular to sports managers, media communicators and social moderators in the amateur sports club context.*

**FORWARD NOTE**

This manual was developed within the **Project “Rights – *Respect is the goal, hate threatens Sports Integrity*”**, co-funded by the Erasmus + Programme of the European Union.

**RIGHTS** is an Erasmus Sport Project, composed by an international consortium of seven partners (six from EU countries and one Non-EU country).

One of the project goals is to empower part of the front-line actors in sports, such as coaches, managers, supporters, young players, and parents, in order to help tackle, support and prevent hate speech phenomena and to build a respectful environment in sports activities, especially at the grass-roots level.

This project believes that staying a step ahead, using a holistic approach, and addressing the problem from this very initial level, can be a very effective in the process of eradicating hate speech and discrimination, and putting into practice good and positive values in the sports environment.

This specific tool, made into a manual format, is one of the products of the RIGHTS project, which aims to provide communication advice to grassroots sports clubs in order to:

- begin to build a practice policy framework;
- implement a sport communication strategy;
- manage the sport club communication flows, applying appropriate communication with the values of fair play and inclusion always in mind.

This guide intends to be straightforward and easy to follow, namely for sports organisations without extensive resources or expertise in the communication field.

This guide will also develop communication competencies, having at its base inclusive and intercultural communication and using a methodological “step by step” script with some real examples of how to implement a communication strategy in amateur sport clubs, manage online and *real life* daily needs of their communication channels, but also how to manage responses in times of communication crises. Besides practical examples, it will have a conceptual and contextual introduction about this problematic issue.

It will be disseminated by the project partners, and it should be replicated by all sport entities that want to improve their communication, working on hate speech prevention and promoting values like tolerance, inclusion, intercultural sensitivity, and fair play.

Related to this guide, you can also have access to extra learning resources—OER – Open Educational Resources—to help you put things into practice, such as specialists’ interviews, best practices awareness campaigns, a grid of useful links to important online available communication tools, templates examples, video lessons and tutorials. You can find all this material in the [project website](https://rights.usmacaselle.org/) (<https://rights.usmacaselle.org/>).

## **CREDITS AND DISCLAIMER**

This document is the collective effort of many individuals and partner organisations working on behalf of the project “RIGHTS – Respect Is the Goal, Hate Speech Threatens Sport integrity” and every attempt has been made to ensure that the contained information is true and accurate.

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## 1. INTRO

**Sports** play an important and crucial role in children's education, but also to society as a whole. That's the reason why school includes sports as a mandatory subject in the curriculum for students to engage in, thus promoting a more complete and holistic development. We can list the different factors and benefits of sports in a child's education, such as health, social and emotional development, leadership skills, patience and perseverance, discipline, mental growth, self-esteem, teamwork, cooperation, time management, among others.

Sports also creates union and connection through all type of people of different backgrounds and ages, which creates a sense of community and belonging. Therefore, it can be used to build social cohesion between citizens and create a more unified community spirit, teaching citizenship ideals and inducing core values like diversity, respect, equality, fairness, inclusion, responsibility, interculturalism and friendship. This way, the sports environment can help to create a more just, tolerant, fair, healthy, and inclusive world.

On the other hand, we all know that this same context can also be a place of less positive attitudes, values, and emotions. In fact, some sports events and activities are too often the playground of incidents of intolerance, hate speech, racism, homophobia, sexism, and other disrespectful manifestations, and in many circumstances, it can lead to physical violence involving fans, athletes, referees, or other sports actors. In all these cases, these are unacceptable behaviours that must be prevented and tackled.



**Image 1. Coaches' activities with athletes promoting Rights values – Rights Project**

Project participants were asked for their general recommendation regarding measures to avoid any negative consequences of hate speech in grassroots sports and they highlighted three main domains – Education, Social Awareness and Preventive measures.

#### EDUCATION:

- Victims of hate speech should defend their rights (17.8%)
- Coaches/ athletes should be educated on communication/psychology (17.2%)
- Parents should be educated on "parenting athletes involved in sport" (8.9%)
- Goals of the team should be appropriate for children's athletic level (2%)

#### PREVENTIVE MEASURES

- There should also be penalties/measures and a secure environment in amateur levels (14.2%)

#### SOCIAL AWARENESS

- Public awareness on values of being an athlete/role of sport (16.6%)
- Diversity education and communication required for society as a whole (13.0%)
- More people should engage with sports to develop empathy (5.9%)
- Media/social media should be used to encourage positive behaviours (4.1%)

Recommendations on raising social awareness reflect the well-established role of sport to promote social inclusion of culturally diverse groups in the community.

Taking this into consideration, **youth sport's associations** have a crucial role, not only by working on the technical athletes' abilities and personal development, but also by creating awareness, enhancing citizenship education, teaching positive values and fighting against hate speech and discrimination.



Image 2. Measures to tackle hate speech in sports – Rights Project

**RIGHTS Project main target and purpose** is to work and provide tools for grassroots associations because they can be the fastest vehicle to achieve all of society, starting with youth, and through different and several ways, including:





- **Coaches' education and training:** Which allows them to debate and deconstruct stereotypes and prejudices, as well as acquire tools to deal with these situations with athletes, create awareness and even have an important role in citizen education, even in informal situations such as training. We've developed workshops instructions which can be used by Coaches to educate young players how to respect others, how to promote fair play and how to combat against hate speech in sport fields.


Check  [D2.1 - Skills gap analysis](#) and  [D2.3 Pedagogical resources for coaches.](#)







Image 3. Coaches Skill Gap Analysis – Rights Project

Check  [D.2.1-Skill-Gap-Analysis](#)







- **Application of sanctions:** When situations of discrimination occur, regardless of the protagonists. Even if they are fans of the club, and the club does not exist without them, their discriminatory behaviour cannot be tolerated, and they should be identified and punished.  
Check  [D6.1 Action Planning Guide](#) and  [D6.2 Ethic Code of Conduct](#)
- **Awareness-raising of the entire sports community:** Grassroots sport associations can have a proactive society role approach by, promoting debates, meetings, stimulating awareness-raising days or campaigns, promoting intercultural dialogue with athletes coming from different contexts and training with experts, etc.
- **Communication:** Having a positive, inclusive and intercultural narrative communication strategy, which should promote positive speeches and messages, such as showing examples of good values; giving visibility to positive testimonies of those who have gone through and surpassed situations of discrimination; rewarding solidarity and fair play, etc, through different communication channels.

This Rights Narrative Guideline will focus on giving strategies for the last two approaches, while grassroots sport associations can find more contextual information, analysis, and perspectives on this issue at other  [Project deliverables.](#)

There are other useful analysis and tools that can be used to reach different forefronts and goals, like the  [D2.1 - Skills gap analysis](#), advice and educational coaches training exercises with  [D2.3 Pedagogical resources for coaches](#).

You can also check and apply the  [D6.1 Charter and action planning guide for intercultural sport management](#) and  [D6.2 Ethic code of conduct](#) to guarantee that your sport associations elements follow basic constructive and positive behaviours, as well, so that all the organisation actors can be aligned and follow the same principles and standards.


In this manual, you will find these symbols to help you to better understand the provided main ideas and advice.



 <b>Questions &amp; Reflections</b>	 <b>Specialists Interviews</b>	 <b>Tips &amp; Examples</b>	 <b>Key idea</b>	 <b>Rights Deliverables</b>	 <b>Tools</b>
Reflections and ideas to help you think and retain about a certain theme or concept	Declarations and opinions about the topic from Human Rights specialists, sport psychologists and awareness raising campaign responsables	Ideas and tips, as well as practical examples of the topic	Reviewed and main ideas from the topic	Reference to other deliverables of the Rights project that can be important and relevant to check	Tools that help to implement and put into practice some recommendations and strategies

**Table 1. The Rights Narrative Guideline Eye catchers' symbols**

## 2. CONCEPTUAL FRAMEWORK & CONTEXT ANALYSIS

Sport, being the main context of this project, it is useful to start by matching some considerations about it, as, conceptually, this guide is also anchoring other key notions like discrimination, hate speech, narratives, and alternative counter narratives, without forgetting the important role and contribution of intercultural communication, also relevant between others.


Aside from **theoretical research** and an international literature review, the initial phase of this project contemplated **74 collected stories** (testimonials of victims or people that have been witnesses of hate speech or discrimination in sports), which also adds a rich quantitative and qualitative perspective to the context and approach to this theme.  [Check O1-D.1.1-Stories-RIGHTS.](#)

Some of the following concepts will mention both, mixing the conceptual with the context analysis, some of them referred to and extracted from the **Intellectual Output 1** of this project  [D.1.2. Literature Review](#). It will also mobilise and take into consideration the opinions and experiences of **7 international Human Rights and Communication Managers Field Specialists interviewed** during this project.  [Check the O3- D3.2. OER's](#) to see more about these interviews.


### 2.1. Sport

The White Paper on Sport (2007) remarks the social and economic value of sport, as well as the **health benefits of physical activity**. As a result, **every citizen** should have the **right to participate in sports**.

This activity is loved and practised all over the world, by people of all cultures and ages, and should embody values such as respect for rules and rivals, solidarity and interdependence within team players, and fair play, among others. These physical activities have the potential to empower the individual as well to allow him/her to learn valuable life lessons. As we have seen all around the world, sport can transform people, teams, communities and even nations!

 The world of sport can be seen as a common ground for sharing and inclusion. Although sport can have such potential, we must ensure that it is used for the good, and, in that sense, we are all accountable for our attitudes and way of thinking. Overflowing episodes of hate speech undermine the harmony and foment a climate of suspicion and tension, revealing a lack of empathy, respect, and more broadly, a lack of understanding, knowledge, and education (thus failing to promote concretely the values of sport).

#### 2.1.1. Inclusive Sport

 The concept of “inclusive sport” requires that **every person feels integrated and part** of a group, or team, or sport organisation. It refers to an inviting environment where everyone feels included, welcomed, and equally treated, independent of gender, mental or physical capabilities, social and economic status, sex preferences and religion. Inclusion in sports also refers to proactive behaviours and practices that guarantee the right adaptation, so that everyone can be part of various activities, roles, and responsibilities in a sport organisation (Oliver, 2019).



Inclusion and diversity often seem like similar constructs. However, many organisations can be diverse in many ways (for example, their members can be heterogeneous in different aspects and characteristics, like ethnicity, gender, age, nationality, inability, sexual preference, etc.), but that doesn't mean that they are in or have an inclusive environment. So, if diversity is the mixture, inclusion ensures that the "mix" works and interacts well together (ibid.).

## 2.2. Multiculturalism vs Interculturalism

The IOM World Migration report from 2020 showed that, at global level, there were about 272 million international migrants (3,5% of the world's population); so, we can assume that each society is multicultural. Most migrants leave their home countries for work, but millions have been driven away due to conflicts, violence and climate change.

On the other hand, nationality is not the only factor that determines and influences a person's culture. In fact, we simultaneously belong to different "cultural groups": national, regional, family, religious, professional, sporting, social groups, etc., and each of these groups contributes to the construction of a person's identity and culture.



**Multiculturalism** typically refers to the natural state of society that cannot but be diverse, such as in multilingualism, multiethnicity, multireligious, and so on. This connotation emphasises the aspect of the coexistence and harmony that can be expressed in a common group circle (for example in a multicultural society) (Huber, 2012).



**Interculturalism** is based on the interaction of individuals, groups, or communities as a base and underlines the collaborative and connection dimension of groups (ibid.). Interculturalism promotes cultural meetings, exchanges, and awareness, valuing and integrating all the aspects of different cultures.

We can say that interculturalism is less group focused on than multiculturalism and is *"more committed to a stronger sense of the group as a whole, in terms of such things as societal cohesion and national citizenship"* (Modood and Meer, 2012a, p. 177).

## 2.3. Discrimination



Discrimination is defined as the intention or the act with a **differential treatment**, including in a **negative way**, in regards of a person, a group, or social groups, taking in consideration certain characteristics and attributes, or based on one or more life circumstances that are protected by legislation (ACT Human Rights Commission, 2017). It includes a separate treatment of people in comparable situations, keeping in mind an unjustifiable or unlawful guideline or at least one inappropriate criterion.

Everyone has the right to be treated equally, regardless of race, ethnicity, nationality, social class, religion, belief, sex, gender, language, sexual orientation, gender identity, sex characteristics, age, health, or other status, according to International Amnesty ([www.amnesty.org/en/what-we](http://www.amnesty.org/en/what-we)

[do/discrimination](#)). Also, according to Eurostat data, the perception and feeling of discrimination is more widespread than real discrimination (Katsarova, 2021).



The most common form of discrimination stems from prejudice based on identity conceptions and the need to feel recognized by a specific group. This can lead into separation and even hate of others, just because one has a different identity. Therefore, fear, ignorance and misunderstandings can lead to discrimination, intolerance and even blaming specific groups of people for some social or economic problems.

### 2.3.1. Discrimination in Sport



**Discrimination in sports regularly implies stigmatisation based on external characteristics**, such as skin colour, body appearance, gender, among others (Katsarova, 2021).

In 2017, collected data revealed that **3%** of the inquired persons **claimed to have perpetrated discriminatory or violent behaviour** in the last year, and **24 % were exposed to racist provocation** during that time. In 2018, a survey also found that most respondents (90 %) perceived homo/transphobia as an issue in sports (ibd.). Also, even if we believe that immigrants could be more easily integrated through sports, in fact, discrimination is growing, particularly for economic migrants (people that want to improve their standard of living) (ibd.).

Distinguishing between an **intentional discrimination** (in sports organisations, at sports venues, etc.) and to **feel discriminated against** (felt more strongly in some individuals and groups than others, like migrants, homosexual or trans people, etc.) can be also significant. The intentional discrimination can have different shapes, such as direct - when athletes are bullied by rivals and/or colleagues from the same team - and indirect, for instance when the players' religious needs are not considered (ibd.).



**Direct discrimination** occurs when a person treats, or proposes to treat, a person with a protected characteristic negatively because of an attribute (ACT Human Rights Commission, 2017).



**Indirect discrimination** occurs when someone forces an unreasonable requirement, condition, or practice that appears to treat people equally, but has or is likely to have the effect of negatively influencing an individual with a protected characteristic (ibd.).

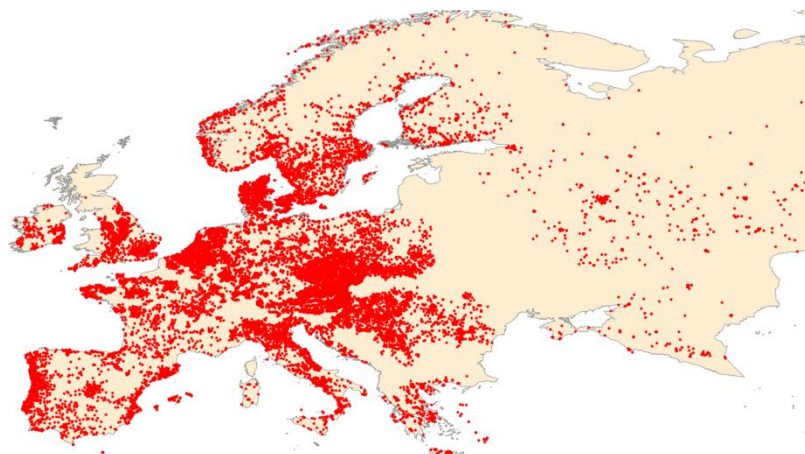


Image 4. Mapping discrimination in Europe through a field experiment in amateur sport<sup>1</sup>

For example, regarding specifically homophobia discrimination, in homophobia in sport study in the EU, 16% of the respondents practicing sports, have had at least experienced negative experiences relating to their sexual orientation in the last 12 months.

Most of the discriminations were verbal, and 82% of the respondents dealt with verbal insults, 40% dealt with cyber bullying and 56% were physically abused.



Image 5. The relevance of sexual orientation and gender identity in sport in Europe<sup>2</sup>

## 2.4. Hate speech

Hate speech is an emotive concept and there is not one universal agreed-upon definition of hate speech (Coalition for Racial Equality and Rights, 2016).

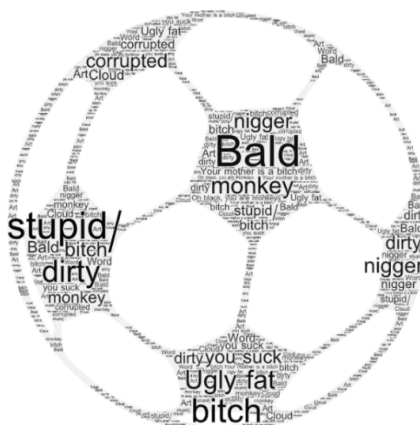
In national and international law, hate speech definition implies **statements that promote harm, hostility or even threatens or encourages violence** against a certain person or group. It can be a shape of communication or an expression that encourages violence, hatred, or discrimination against others, because of their ethnicity, religion, gender, sexual preference, gender identity, incapacity, national origin, or immigration situation (ibd.).

<sup>1</sup> Nessler, Gomez-Gonzalez and Dietl (2019)

<sup>2</sup> Menzel, Braumüller and Hartmann-Tews (2019)

By the European Court of Human Rights hate speech is considered as “all kind of expression which spread, incite, promote or justify racial hatred, xenophobia, antisemitism or other forms of hatred based on intolerance, including expressed by aggressive nationalism and ethnocentrism, as well as discrimination and hostility against minorities, migrants and people of immigrant origin” (Latour et al., 2017).

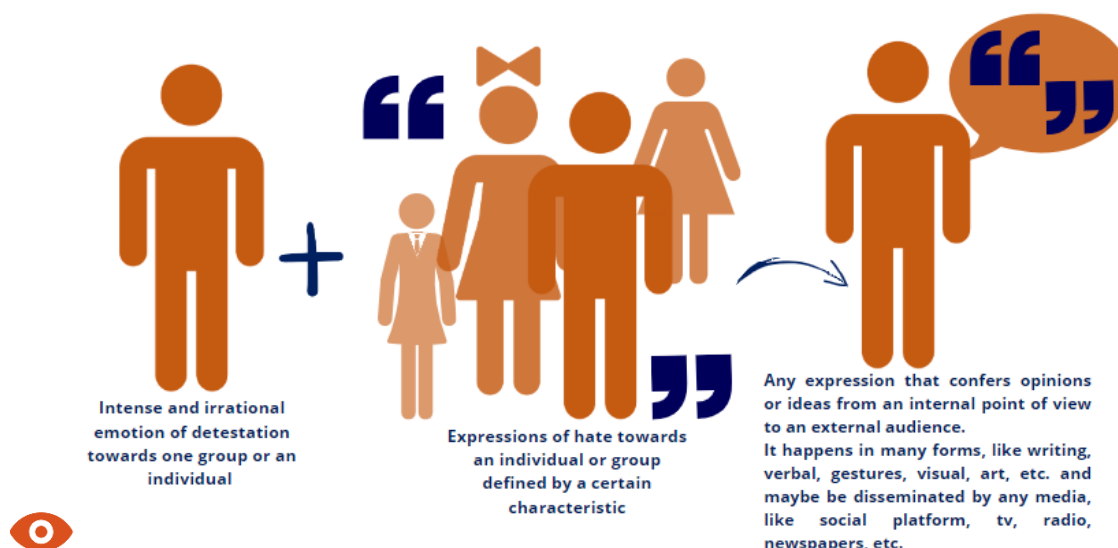
For some, the concept extends to statements that cultivate a **climate of prejudice and intolerance**, leading sometimes to separation, hostility, and violent attacks (Gagliardone, Gal, Alves and Martinez, 2015).



**Image 6. Hate speech in Sports**

Hate speech can also be incorporated in non-verbal expressions contained in images, videos, or any communicative type of online and offline activity, as included in the Council of Europe’s definition, and supported by the European Court of Human Rights (Latour et al., 2017).

It can be recognized through different elements: the content; the written or oral tone; the nature; the individual or group target and the potential consequences or implications of the speech act (Titley, Keen, and Földi, 2014).



**Image 7. What is hate speech?<sup>3</sup>**

<sup>3</sup> Based on ARTICLE 19 (2015).





Taking into consideration the Human Rights and Communication specialists' interviews on this project, it was consensual that people can easily identify hate speech when this occurs in an **evident and objective** way and has a clear intention to provoke unease and controversy.





**More concrete and visible dynamics and actions:** insults, physical violence and in extreme cases homicides.

However, what often happens is that hate speech is used **subtly and subliminally**, with humour being used as "weapon", thus making it difficult to perceive the boundary between an innocent joke and that same hate speech.



**More subtle, veiled, and symbolic dynamics:** rumours and jokes. These dynamics are even more frequent in the online context, which allows anonymity, making it difficult to have effective control and accountability.

In this way, it is important **to teach people early on** to recognize **the power of language** when we talk about hate speech. The key is to teach them to properly distinguish between what is correctly aligned to human values and what is not correct to use in terms of language.

The **literature reviews**  [D.1.2. Literature Review](#) and the **individual stories**  [D.1.1-Stories-RIGHTS](#), explored in this project, also provide proof on how incidents of different forms of hate speech are engaged with different sports.

Usually, it is associated with incidents between opposing players, but also includes other individuals, such as coaches, fans, parents, referees, and other officials, as possible hate speakers.



[Check D3.2. OER Video](#) - *"Which different dynamics related to discrimination exists (both at physical and digital level?"*



Francisco Rodrigues, Psychologist at Famalicão Football Club and a young athletes monitor, also agrees that *"If someone is with me and has a contrary idea we can debate and discuss it; with anonymity there is an extremism and exacerbation of speech, and this can lead to an exacerbation of behaviours and thoughts (group thinking and contagion - conformism). Social networks, especially Facebook and Twitter, are already having many restrictions, because of the hate speech to be propagated there and this can influence various audiences, such as young people who can be influenced by this hate speech"*.

Also, according to these interviewees, some people don't recognise discrimination and hate speech as a way of a violation of the Human Rights.

There are people who discriminate **unconsciously** and who are **unaware** that they are discriminating and violating other people's rights. (...) *"I believe that much is still unconscious and a phenomenon of pure ignorance"*(...) says Francisco Rodrigues.





Others might have the conscience, like **George Bardarov**, Associate University Professor at the University of Sofia says “(...) Yes, they know, but they think that somehow this is normal, they accept and consider that it is normal to discriminate against minorities (...)”.

Also, there are other people who are **aware** that they are discriminating, even **feeling pride** and **superiority** for doing so.

### 2.4.1. Online hate speech

Defining **online hate** speech is a challenging issue.



The Council of Europe's (CoE) Convention on Cybercrime, defined online hate speech as: “Any **written material**, any **image** or other representation of ideas or theories, which advocates, promotes, or incites hatred, discrimination or violence, against any individual or group of individuals, based on race, colour, descent, or national or ethnic origin, as well as religion if used as a pretext for any of these factors.” (Coalition for Racial Equality and Rights, 2016).

Online hate speech is characterized as **online communication** which promotes or empowers hatred, segregation or violence directed against a person or a group (because they may belong to a certain group or have a particular characteristic) (ibd.).

**Cyberhate** is also defined as the “use of violent, aggressive or offensive language, focused on a specific group of people who share a common property, which can be religion, race, gender or sex or political affiliation through the use of Internet and Social Networks, based on a power imbalance, which can be carried out repeatedly, systematically and uncontrollably, through digital media and often motivated by ideologies.” (Internet, social media and online hate speech) (ibd.).

The internet is a fertile field available to those who want to propagate and spread destructive messages and ideals, especially because users can hide in an anonymous way, and be protected by a screen wall when expressing hate to others. Also, the anonymous and ever-changing nature of online communications makes monitoring and controlling these communications challenging (ibd.).



“(...) The online context allows an anonymity that in a face-to-face interaction does not exist. At the face-to-face level it turns out to be more difficult to happen because it depends a lot on the context in which the person using hate speech is (there usually must be an audience to validate the insult or comment and is rarely one-on-one). Online takes away this side of social control (...)”, says Gustavo Briz, President of Rede Inducar, who co-managed the “Programa Somos” (“We are” Program).



**Check D3.2. - OER video** - “Which different dynamics related to discrimination exists (both at physical and digital level)?”

Also, there are many different channels in the online world, meaning there are constant new spaces of communication and interaction where messages can be easily shared, for example, by posting in an online space, commenting, or republishing (whether on websites, through emails, messages, or on social media).

Therefore, the consequences can be devastating for the hate speech target, and, at the same time, it can affect society. Taking this into consideration, we can say that internet and social media are the quickest context and the most frequent used ways to access and spread online hate expressions, cyberhate, as well as terrorism hate triggers.



Coalition for Racial Equality and Rights (2016) affirm that **online hate speech** can occur in the following ways:

- Contents of messages or posts encouraging violence or offensive.
- Websites that contain pictures, videos, or words promoting violence against specific groups.
- Internet forums where people exchange opinions and contents encouraging others to commit hate crimes.
- Direct attacks on an individual through their email or other personal accounts.
- Threats.
- Cyberbullying.
- Trolling.
- Other types of internet communication that may disseminate, provoke, encourage, or excuse hatred towards a certain group or individual.

**Online Hate speech** is not inherently different from similar expressions found offline; however, as we already mentioned, there are unique and specific challenges to online content and regulation.



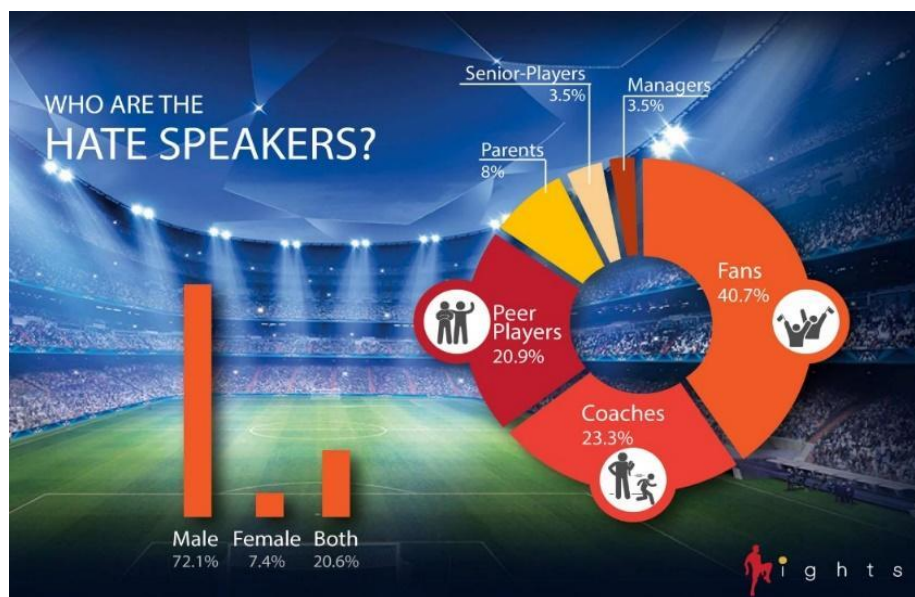
Among the most difficult to address are those related to its permanence, itinerancy, anonymity, and cross-jurisdictional nature (Gagliardone, Gal, Alves, and Martinez, 2015) as you can see in these examples:

- The content can persist for an extended period in various formats across multiple platforms and can be linked repeatedly;
- Difficult to control because of its transience, that is, even if the content is removed, it may resurface, possibly under a different name (on the same platform or in different online spaces);
- Difficult to attach “faces” to the persons who speak hatefully; anonymity is an extra challenge;
- The global reach of the Internet can be another complication because cross-jurisdictional cooperation over the use of legal mechanisms against hate speech can be questioned. When people use an online social network to spread their hateful message, they not only harm their victims but also potentially break the terms of service of that site and, depending on where they are, sometimes even the state law. Also, the victims may feel powerless in the face of online abuse since they are unsure of who to turn to for assistance.

### 2.4.2. Actors of Hate Speech

RIGHTS Project showed that **Fans** are recognized as the main actors in the negative discourse with a **40.7% incidence rate**, with **coaches** coming in at **23.3 %** and **peer athletes** (young athletes) at **20.9 %** as the next two most responsible parties. They are followed by **parents with 8.1%**.

Young athletes who have observed or experienced hate speech may be badly impacted in terms of their motivation and attitudes toward sports, considering that youngsters frequently imitate the behaviours of others [D.1.1-Stories-Rights](#).



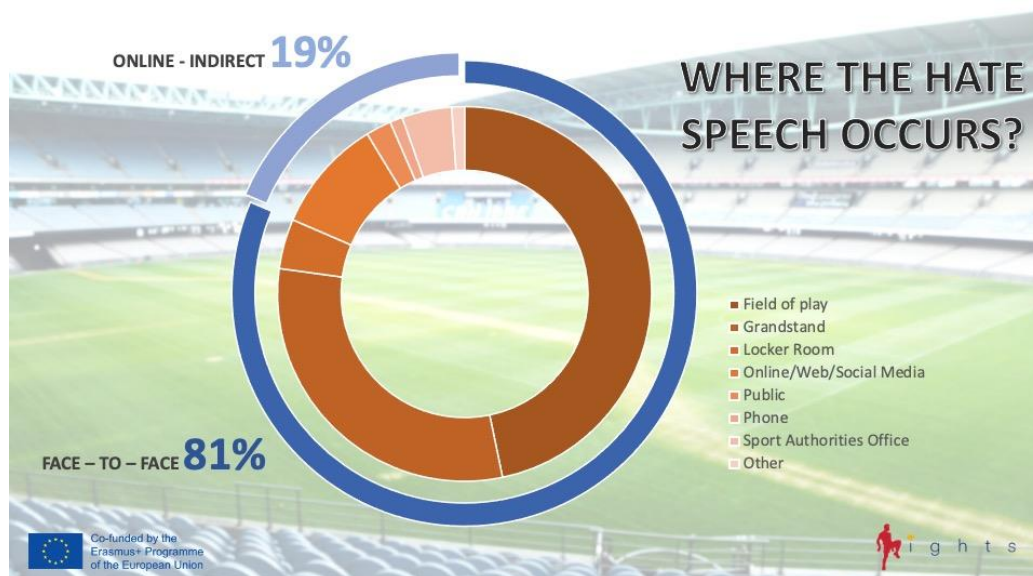
Graphic 1. Who are the hate speakers – Rights Project

### 2.4.3. Places of hate speech occurrence

With regard to the places and spheres where the hate speech takes places in sports, although there is a presumption that hate speech has shifted to internet platforms, the interviews performed by the RIGHTS project team also revealed that hate speech is a long problem issue both presently or online, leaving its mark on and off the field of play (Foxman and Wolf, 2013).

Hate speech can be experienced in a variety of ways, including face-to-face interactions that are directed at a particular individual or group or more widespread forms like grandstands, or anonymous social media communication.

As shown in the [D.1.1-Stories-Rights](#), respondents from the interviews and collected stories showed higher levels of hate speech in face-to-face communication (81%), taking place on the playing field, bench and locker room, which is alarming. These principles reflect how prevalent hate speech is among athletes, coaches, and officials. According to reports, 46.7% of the incidents took place during practises or games at the field. Grandstand (30.4%) and online platforms (19%) were the next two common places that were reported.



**Graphic 2. Form of hate speech and places where it occurs - Rights Project**

#### 2.4.4. Type/Issues of hate speech

Although studies focus on the regulation of **racial** abuse in football, they note that there are other forms of hate speech in sport, such as **homophobia**, **sectarianism**, **sexism**, and abuse based on **disability**. Beyond these issues, which are human characteristics protected under many general legal provisions, athletes are subjected to many forms of harsh language from other competitors, coaches, supporters, and audience.

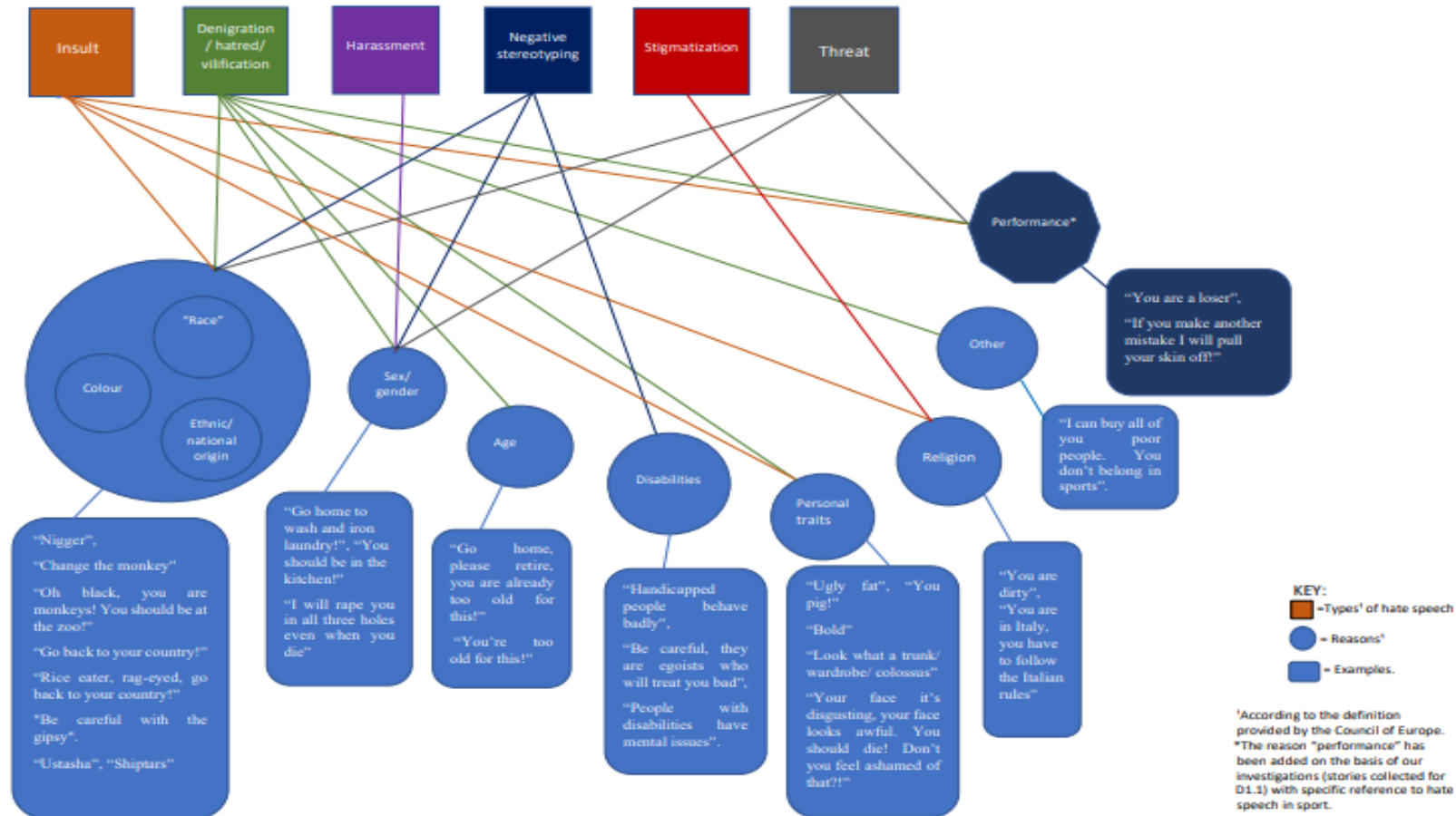
A study on unwanted behaviour in sports (Tiessen-Raaphorst et al., 2008) revealed that **1 in 5** respondents aged **12 years** or over reported having been a victim (11%) or witness to unwanted behaviours, including verbal abuse (12%). The authors demonstrated that society is getting more (verbally) hostile and less tolerant, having these similar tendencies mirrored in sports. Consequently, younger individuals may interpret and imitate more violent behaviour.

Leaders in sport organisations have the obligation to provide a safe environment and improve awareness about the nature and frequency of incidents in youth sports (Vertommen et al., 2015). For example, Alexander and colleagues (2011), found a prevalence of **75% of emotional harm** (including harsh language or hate speech) **in athletes under the age of 16 in the UK**.

This growth of psychological violence and verbal aggression, such as with the use of hate speech and abusive language in the last decade can also **reflect an increasing competitiveness intensity in youth sports**. (Alexander, Stafford, and Lewis, 2011; Brackenridge, 2010; Cense and Brackenridge, 2001; Kirby, Greaves, and Hankivsky, 2000).

According to the Rights project point of view, which is a linguistic-communicative and (inter)cultural one, we were able to **"map" hate speech** in the reference countries (Bulgaria, Greece, Italy, Portugal, Serbia, and Turkey) using the data, cases and experiences provided by the intellectual output [D.1.1- Stories-Rights](#) (a total of **74 stories**). Taking these resources in consideration (especially the stories taken from interviews in the initial part of this project research), we can better display the data using the following diagram representation.

In this diagram you can see the link between the various forms of hate speech and their motivations. Check more at [D.1.2-Map-Rights](#).



Graphic 3: Diagram of hate speech in sport – Rights Project



The **squares** exemplify the **types of hate speech** (according to the definition provided by the Council of Europe): **insult, denigration/hatred/vilification, harassment, negative stereotyping, stigmatisation and threat.**

Denigration/hatred/vilification are combined because it is sometimes difficult to distinguish between them.

The **circles** represent the **reasons: “race”, colour, ethnic/national origin, sex/gender, age, disability, personal traits, religion, other (as social status) and performance.** The Council of Europe's definition of hate speech does not include "performance," but it is compatible with the project's particular purpose (sport). The terms "race," "colour," and "ethnic/national origin" have been combined since they are frequently related. Some examples are provided in the rectangles.

#### 2.4.5. Reasons for hate speech



There are a variety of reasons why individuals frequently discriminate and use hate speech according to the interviews made to experts of the human rights area and sports communication managers. [Check D3.2. OER video](#) - *“Why do people discriminate and use hate speech?”*

They are namely:

- **Social norms**

Often lead to penalizing minority groups and overvaluing the majority groups. As our interviewees said:



*“The root of hate speech has to do with social norms (racial, gender) and hate speech is a tool used to penalize those who leave the norm, through insult, to denigrate the other, to re-enter the norm or to dehumanize the other. If I am part of the norm, there is a feeling of superiority, I feel that I have the right to discriminate against someone. Psychologically, there is the feeling that I can and have the right to discriminate” (Gustavo Briz).*



*“We are selfish beings; people who discriminate feel superior to their eyes and can take pride in themselves by feeling stronger. Especially when they are part of a majority group” (George Bardarov).*

- **Insecurity and fear of difference**

These two reasons and emotions can be associated with feelings of superiority and self-defence mechanisms. Often to combat our insecurity and defend ourselves against difference, we overvalue the negative characteristics of a group, so that the same group is in a situation of inferiority.



Ana Sofia Neves, a University Professor and Researcher in the field of gender violence and President of “Plano I Association”, a Portuguese ONG involved in the “Black Life Matters” Study and Campaign thinks that “(...) *There is fear associated with what is different, which leads us to accentuate the characteristics that we consider more negative in a group that is not ours and, from there, we have attitudes, behaviours and emotions that undervalue the other group, leaving it in a condition of inferiority (...)*”.



Francisco Rodrigues also corroborates, stating that *“The mechanisms that lead to discrimination are mainly two: ignorance and insecurity/fear (...) another thing is to have discriminatory mechanisms already aware and that is where insecurity and fear come in: fear of being overcome, of being seen as inferior. It’s the fear that the different are better than us”*.



Ignorance, that is, the lack of contact with what is different, can also lead people to not know how to tolerate the difference: *“If we do not have contact with something that is different from us, we cannot understand what emotion we must have about it and that is why insecurity and fear arise. Ignorance is not tolerable in the 21st century. One thing is when there is ignorance, and we are apart from what is different”* (Francisco Rodrigues).



Ivan Djordjevic, Principal Researcher at the Serbian Academy of Sciences and Arts, researcher in the areas of sport and xenophobia, hate speech and racism, also agrees that *“People use hate speech as a form of self-defence (...) they think they are protecting themselves”*.

## 2.5. Intercultural dialogue & Intercultural communication

In an increasingly multicultural world, intercultural dialogue is a crucial and necessary component of every **interaction**. **Intercultural dialogue** must consider the stories and voices of different communities and societies, **especially those who are currently marginalised**. It is a transparent and honest discussion of different ideas between people of various backgrounds, based on respect and understanding. The main goal of this exchange is to increase a cooperation atmosphere and willingness to solve any tension or problems, if there exists. ([www.intercultural-europe.org](http://www.intercultural-europe.org)).



*“**Intercultural communication** is a symbolic, interpretive, transactional, contextual process, in which people from different cultures create shared meanings.”* (Lustig and Koester, 2007).

It’s also the process of exchanging ideas and thoughts between individual's dialogue from different nations and cultures, and that is developed in an interactive, mutual, informal way.

Historically, every society and culture grew from intercultural communication and diversity, which also was the beginning of human evolution.

Despite all global connections and interdependencies, global alliances and a larger number of communicational channels and technology, some misunderstandings and wars perpetuate with hate speech and some extremist's minds and behaviours, which can lead to social division (Deardorff, 2020).

**Intercultural communication** is one of the ways to involve and create awareness of people’s diversity, culture, history and values, as well as gather and connect what is common in humanity and the universal principles. UNESCO aims to prove that any culture was built on mutual connections and interactions across different societies around the world.

With regard to **Cross-cultural Communication**, we can say it is more individual, formal and with a predefined message.

**Sport** is a good social opportunity to promote intercultural ideals in a society with a multicultural structure and one that declares its willingness to give equal opportunities and rights.

That's why **Intercultural communication** is a **basic pillar in sport grassroots club associations**: it's important to know to respect diversity since children ages, what will eradicate hate speech and will promote sport practice.

While using an intercultural communication approach we must consider different aspects that can be important in every communicational event (like a meeting, a phone call, game, etc), according to the model produced by Balboni and Caon (2015).

- **Verbal aspects:** Considering the choice of terminology/themes, grammar characteristics, sound, text structure, social linguistic dimension etc.
- **Non-verbal aspects:** Such as face expressions, gestures etc., posture, interpersonal distance, objects symbols, clothes, etc.
- **Sociopragmatic and (inter)cultural aspects:** Related to values such as: time, space, hierarchy/respect, family, honesty/loyalty/fair-play, sexuality religion etc.

If we are at a multicultural environment, these **intercultural behaviour abilities** are also needed for a well succeeded communication:

- Observation in a decentred way;
- Relativism of the point of view;
- Judgement withholding;
- Active listening;
- Empathy;
- Negotiation of the meanings.

For more information, check  [D1.3 - The intercultural map of hate speech in sport](#)

## 2.6. Narratives



A narrative "(...) can be defined as a logical, internally coherent report and interpretation of connected events and characters. The report and interpretation combined give a meaning to the story, connecting singular happenings to a more general, collective story" (Latour et al., 2017, p. 62).

Understanding the power of narratives and how they may affect how people think, choose, and behave is crucial. Most of the time, narratives provide a straightforward, cohesive ideological framework that blend facts with partial truths and false information, and they can be not always manifested as clear (represented in verbal or nonverbal signals and gestures) or not being expressly proven.

That can be dangerous when the foundations of a pluralistic and diverse society, as the right to freedom of thought, freedom of religion and belief, are at risk when one narrative is presented as the only correct or normal one, denying alternatives and/or, in extreme cases, inciting violence against anyone who questions it.



As narratives can act as a benchmark because of its influence on how people think and can also be a kind of daily guides for their choices and acts, when it comes to violent and extreme themes, such as hate speech, the issue gets more serious as they can contribute to inciting hatred in societies (ibd.).

Narratives are frequently used to reinforce and identify specific individual and group characteristics, promoting its separation. For instance, if a person perceives a certain social group as dangerous or threatening, they are more likely to prevent and take steps to protect themselves against that group. Also, taking into consideration narratives of exclusion, when highlighting the belief that there are “other people” who are “bad” and should be excluded.



### 2.6.1. Online Narratives

As mentioned before, the manner in which we structure and perceive the world is influenced by narratives, which are also widely shared and available online.

**Online narratives** frequently take on a new life and projection because ideas and comments can be expressed in an anonymous way, without fearing any kind of punishment. Also, their reach and mobility through several web media and spaces contribute to their large impact. They have considerable influence over what is seen as usual and socially acceptable, including messages passed by jokes and movies that are shared when chatting or communicating online.

That is why society, especially youth, can be readily persuaded online due to peer pressure, extreme exposure, and dependency on online socialisation and communication technologies. In fact, if they lack media or Internet literacy, the effect of this is intensified. Even if they seem exaggerated or untrue, online narratives that are not mediated may appear trustworthy and, in any event, have an influence on how young people perceive the world (ibd.).

As we can see and as it happens frequently, the example of the "*They take our jobs*," narratives may exacerbate polarisation and instigate hatred in society. On the other hand, they may support emancipatory movements and the development of human rights, by dismantling the polarising "we-they" dynamics, which either, tacitly or openly, view political decisions as a zero-sum game, and by bolstering alternative narratives (ibd.). One basic step is to explicitly define them, analyse them and make modifications.

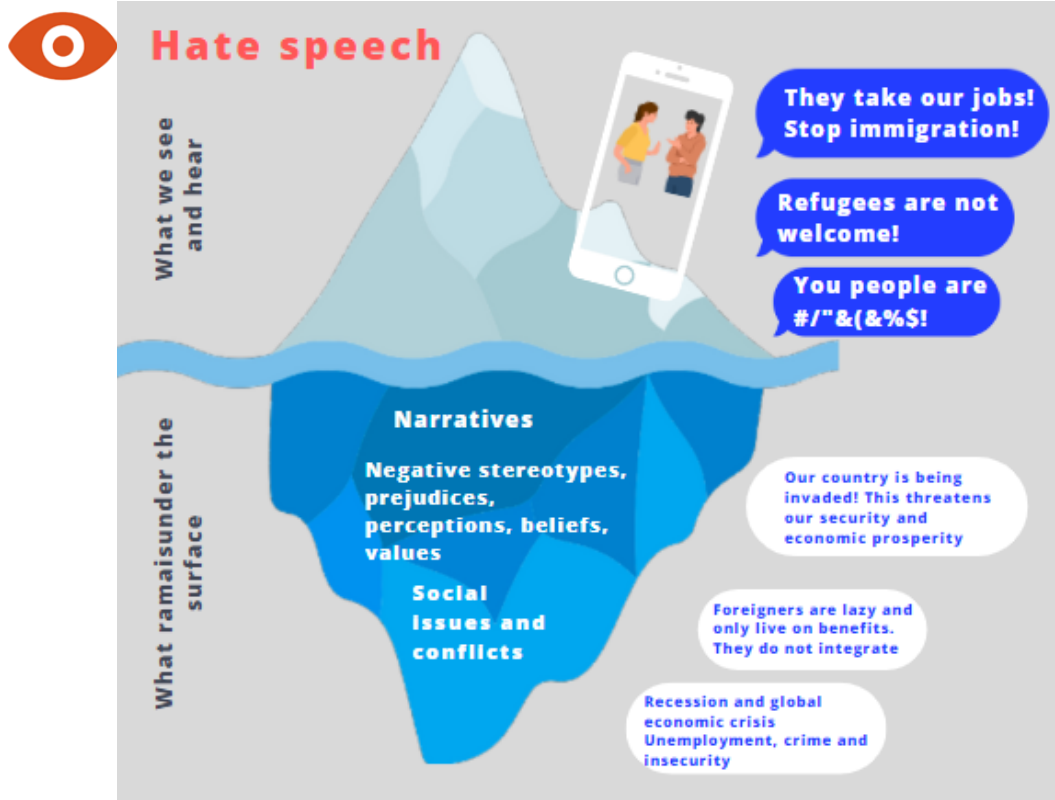


Image 8. Hate speech and narrative's structure – What's underneath?<sup>4</sup>

## 2.7. Counter Narratives and Alternative Narratives Techniques



**Counter narratives techniques**, can occasionally, attack other narratives directly and assertively by referring to it and presenting opposing arguments and facts.



Others, like **alternative narratives**, strive to fade and weaken hate speech by constructing an entirely new narrative and emphasising a different perspective.

By refuting and dismantling the narratives that serve as its foundation, both counter and alternative narratives fight hate speech. They also point out (alternative) narratives based on equal principles and human rights, including inclusion, freedom, and equality.

Besides that, according to Latour et al. (2017), any counter or alternative narrative are crucial transformational techniques for youth, especially for those who have been the direct victims or actors.

All of this is achieved by offering alternate and correct information, sometimes using a light tone like making humour of the situation and engage the audience by the touch of emotions, while showing other scenarios and perspectives (ibd.).

<sup>4</sup> Based on Latour et al. (2017, p. 66)

For instance, repressive speech and actions are not acceptable in counter narratives, as well as oversimplified contradictory circumstances, such as the "good" and "bad" ones, because there are behaviours, methods, and objectives that should not be used from a human rights viewpoint as they conflict with that perspective itself.

Narratives must connect to people's conceptions and beliefs and their life reality, **building new perspectives and meanings**. Having this in mind, **alternative or counter narratives should follow some action lines:**

- Be explicit to a special target which is already identified with a hate speech content;
- Do not contain hatred, violence, or prejudice;
- Promote equality, unity, solidarity, respect and understanding among all human beings;
- Encourage critical thinking, civil discourse, and accurate information dissemination.



	Counter Narratives	Alternative Narrative
<b>How?</b>	Addressing an oppressive narrative	Attempting to develop a different image of society
<b>What?</b>	Discredit authority and the beliefs that support oppression	Give a "what we are for" statement as an alternative angle to consider the problem from
<b>Where and when?</b>	Smaller proportion, and shorter timeframe	Long term
<b>For example?</b>	<ul style="list-style-type: none"> <li>▪ dispelling false stereotypes about specific societal groups with a public awareness campaign</li> <li>▪ presenting testimonials of who have promoted hate speech and the effect that extremism has had on their life</li> <li>▪ Mural painting that promotes diversity above racists comments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Human rights campaign</li> <li>▪ Youth encounters dialogue report about different religions</li> <li>▪ Documentaries about refugees showing them as human beings and not criminals</li> <li>▪ Collection of communication tools demonstrating that fathers may also care for their children</li> </ul>

**Table 2. Counter Narratives vs Alternative Narratives<sup>5</sup>**

### 2.7.1. Counter Narratives

The term "**counter narratives**" has been largely used, especially in the work against extremism and terrorism, giving emphasis to the need to dismantle and weaken violent narratives, sometimes seen as attractive to youngsters (ibd.).

The radicalization narratives and the need to fight extremism ideals gave birth to hate speech counter narratives, by creating a more reactive approach to this problem. The notion of Briggs and Feve

<sup>5</sup> Based on Latour et al. (2017, p.82)

(2013, cit. Alastair, Ingram and Whittaker, 2017, p. 10) refers that “*counter-narratives, which are best used by civil society, directly tackle an extremist narrative in an attempt to discredit violent extremists’ messages*”.

Counter narrative implies new versions and stories that can evolve from the perspective of the ones who have been historically excluded. Even the word “counter” suggests a place of defiance against an established denomination.

To be able to improve levels of mutual understanding, we must consider intercultural communication, since the narratives and voices of many different people and civilizations, especially from those who are currently marginalised, need to be heard as well as the perspectives of communities who are normally ignored. (Mora, 2014). When marginalized communities and individuals choose to tell their own stories in their own words, they can feel their reality represented and rebuild new perspectives. So, counter narratives can empower and give support to the communities.

**Counter narratives** use an intentional strategy that emphasises a constructive and positive speech based in freedom, equality, respect for diversity and act as a creative method of combating and dismantling prevalent myths of prejudice and intolerance.

The primary objective of a counter narrative is to refute and demystify the belief of the use of violence as an acceptable technique, while simultaneously teaching the respect for diversity and human dignity as a basis for a civilised society. So, they are a crucial and vital part of today's international issues in a world that is becoming more and more multicultural.

Counter narratives are useful tools and a practical method to respond to specific oppressive narratives. This may be achieved or communicated in a variety of approaches, such as, using information, humour, testimonials, and personal experiences that foster compassion for various points of view (See image 9).

A short, quick and assertive response to unpleasant statements or hate speech is a counter message. This is a kind of counter narrative that is used to dismantle, break, and demystify aggressive messages, blocking and challenging certain hate expressions.



Image 9. Example of how to implement counter narrative with humour<sup>6</sup>

<sup>6</sup> Based on Latour et al. (2017, p. 12)

### 2.7.2. Alternative Narratives

Alternative narratives provide positive and constructive viewpoints, role models, novel behaviours and responses, and they also sharpen critical thinking. By focusing on good alternatives, instead of focusing only on the bad aspects of the same narratives they are attempting to refute, the term "alternative narratives" highlights how important it is to present a variety of perspectives (Latour et al., 2017).

By emphasising what we are "for" rather than what we are "against," alternative narratives try to undermine hate speech narratives. Rather than openly criticising or referring to extremism, but simply by swaying political discussions by putting out alternate ideas and perspectives on societal problems, thus shifting the discussion's focus.

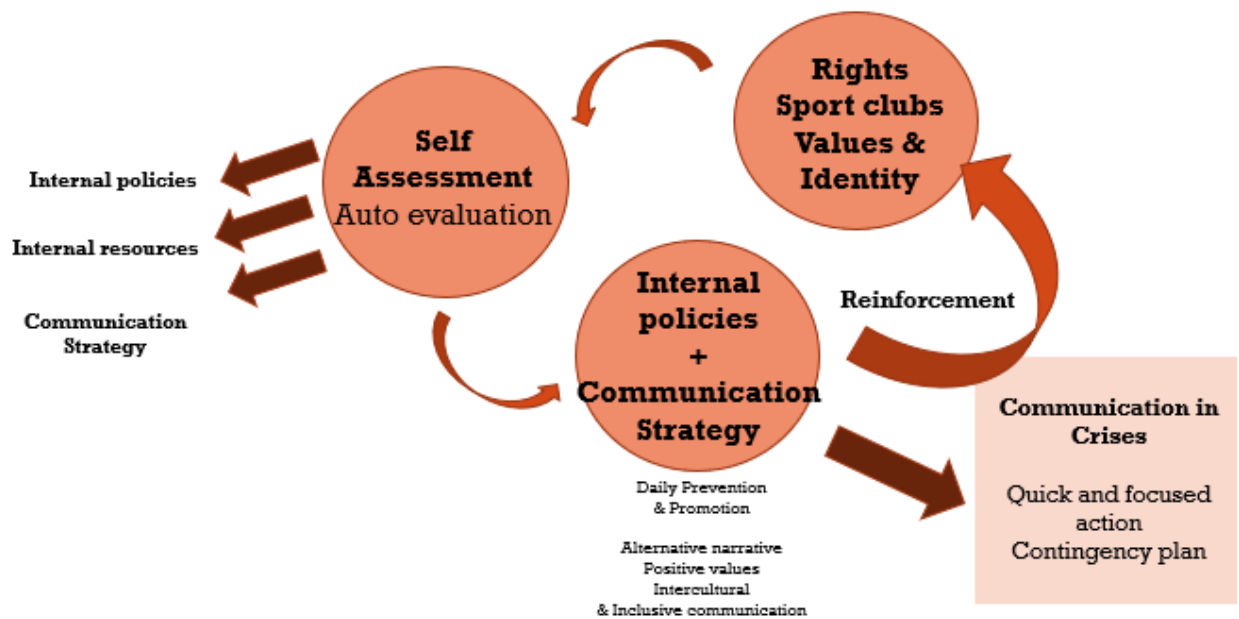


For example, one tactic to change one of the most common defences of homophobic or hetero-normative views is to change the narrative of families as a hierarchically structured, reproduction-oriented institution with split gender roles.



**Alternative narratives** seek to develop an alternative mindset to build or maintain the change they aim to bring about in society, rather than concentrating so much on the response to specific occurrences. Another important goal for alternative narratives is allowing a different perspective (coherent and organised) to be heard in public debate (ibid.).

### 3. METHODOLOGICAL APPROACH



**Graphic 4. Rights Narrative Guideline Methodological Approach**

The values associated with the practice of sport are often tacitly assumed as a content that emerges by its obviousness and derived from the very characteristics of the practice, almost as if there isn't much space for an intentional and operative educational action. Although those educational values sound organic, it is **fundamental** that the **promotion of ethical values in sport is carried out** in an intentional and explicit way, within a systematised and structured logic, based on methodologies, practices, tools, instruments, and initiatives that are aimed at incorporating these values through the practice of sport.

Currently, grassroots or amateur sport organisations face more challenges in their structure to do so, therefore it is very important for them to promote dynamics, resources, materials, and initiatives to be implemented within the scope of values and sporting ethics.

For example, strategic documentation that serves as a basis or are the genesis of the work carried out and other specifically designed to the intervention designed to this specific action. Documents such as mission, statutes, objectives, regulations, codes of conduct, activity report, intervention plan, communication plan, awareness campaigns, other strategic plans, etc.


In our perspective, a good methodological approach to tackle hate speech and discrimination in sport, aiming at the promotion and education for positive and fair values, is to integrate them in different phases of the sport organisations processes and activities.

Our suggestion to amateur sport organisations and youth entities (clubs, sports societies, schools, federations, associations, grassroots sport teams, among others) interested in improving their communication and environment, is to go through a process of evaluation, planned action, continuous reflection, monitorization and adjustments about these matters.

For example, the sport organisations' identity is established in its history, social impact and image, activities, and goals development. This means that their brand identity should transmit their core values and positioning in society, and this is a starting point for the process, as one of many promotion initiatives, contents and events that reflect the ethics and values of the organisation, making way for the different targets to recognise them.

Therefore, there is an urgent need to create a methodology to give life, induce and promote ethical values in sport. A methodology to be recognised, accepted, and supported by all the actors and types of agents in the grassroots sports system. This will allow different types of public entities to integrate, acknowledge, and share their values and identity as well.

One of the steps that sport organisations should take on is to critically reflect on their actual communication practices and also on their formal internal procedures (reprimands and punishments) as a response to hate speech, verbal or physical aggressive behaviour and discrimination situations.

In **RIGHTS project** we have created a  [D2.3-Self-Assessment questionnaire](#) so that the sport organisations could lead self-reflection and self-evaluation processes and plan future improvements. With this questionnaire, the sport organizations can reflect on their actual communication strategy, internal resources, and policies and, also, about the way they manage hate or discriminatory speeches and situations. Understanding where the organization is, is one of the key steps to maintain its strengths and make improvements in the less strong points. Self-assessment is not just an isolated moment in the process but must be seen as constant throughout the organizational process and structure.

Although we believe that sport should follow a process that identifies and promotes good practices, it is also important to know how to recognise bad behaviours and to know the specific procedures on how to punish them. Making and maintaining best practices models is the most effective way to manage and lessen some hazards to the organisations, and it may also have substantial benefits for other participants and for the sport in general (ACT Human Rights Commission, 2017).

For example, putting policies, processes, and procedures in place to deal with prejudice against people is a way of working toward best practices (ACT Human Rights Commission, 2017), that is, creating and implementing internal policies that promote the good practices and give clear instructions on how to deal with improper behaviours.

The planning of a good communication strategy for daily life and in crises circumstances is also vital, but above all, grassroots sport organisations can and must reinforce their identity and group identity through their institutional communication, which is also a vehicle to promote social and human right values and other sport values.

The final goal of this **Rights Narrative Guideline** is really to help sport organisations to manage their communication flows (both online and “onlife”), promoting the RIGHTS values as fair play and respect.



## 4. INTERNAL POLICIES AND NON-DISCRIMINATION PREVENTIVE PROCEDURES

Focusing on rigorous practices and legal responsibilities is one method to reduce the threats to your organisation. However, sports clubs and associations may lower the risk by concentrating their efforts on creating, implementing, and evaluating best practice models that aim to expand participation in inclusive and helpful ways, rather than only on compliance. In fact, adopting a “best practice” approach rather than focussing on a model motivated by legal responsibilities brings benefits. (ACT Human Rights Commission, 2017).

**Sport clubs and organisations** that try to follow **best practices models** are **better able to react** when certain situations emerge, as they can minimise the chance of bad publicity and progressively get a good impression of their actions (ibd.).

The effectiveness of creating a transparent and inclusive policy framework depends on how well it is integrated into the organisation's practices and procedures. By creating a strong policy framework in advance, you give yourself enough time to thoroughly grasp and think through the problems. Instead of only reacting to the unique conditions of a certain scenario, you can also study the wider policy consequences. It also enables you to define clear and open procedures on how you will handle these circumstances, so that everyone is aware of what to anticipate.



**Here are some examples of how sport organisations can begin to improve their planning in these areas (ibd):**

- Developing or revising policies on diversity and equality, discrimination requirements, player engagement, complaints and punitive procedures;
- Evaluating and enhancing processes to a deliberate strategy for preventing prejudice, offering training and assistance, encouraging respectful interactions, and identifying and correcting incorrect behaviours;
- Establishing a procedure for routinely assessing and enhancing compliance that involves engaging with persons who have specialised knowledge.

According to the Council of Europe Resolution 2276 - **“Stop hate speech and acts of hatred in sport”** - the Parliamentary Assembly calls on sport federations and other sport organisations to:

- Promote democratic ideals and treat everyone equally and without prejudice;
- Include equality and non-discrimination in all their actions and advance democratic principles;
- Prevent, avoid and fight hate speech, improving cooperation and partnerships with fan clubs, civil society organisations, the media, and educational institutions to achieve this goal;
- Train all players and staff members of how to identify, avoid and neutralize hate speech and intolerance;
- Require all players to formally commit to abstaining from hate speech and manifestations of hatred and intolerance;
- Engage exceptional athletes as ambassadors for equality and non-discrimination;
- Organize sport supporters and fan clubs' educational programmes to prevent hate speech in stadiums during matches.



To be more inclusive means that more people will feel comfortable participating in sport. This not only increases the quantity of participants but also their variety and the calibre of the interpersonal relationships, both of which are crucial in non-professional sport (ACT Human Rights Commission, 2017).



**Case study:** Taking a proactive approach (based on ACT Human Rights Commission, 2017)

A volleyball club decides to review its policies and practices to increase the participation of migrants at the club. The club establishes a working group to develop an action plan. The working group is made up of senior staff, interested players, a representative from a local organization working with migrants and a migrant person who has expressed interest in joining the club.

The group develops a written policy clearly stating that discrimination against migrants is against the law. The policy includes statements about diversity and welcoming people from a range of backgrounds as part of the club's core values.

The group also develops a participation policy.

The club then invites representatives from local organisations to hold an information session for players and officials. The club also arranges to attend some meetings held by local organisations that works with migrants to publicise their new inclusive policy with the aim of increasing participation.

There are several **Good Practices** that sports organisations may use to stop prejudice, act against it, and encourage a good and safe sports environment:

- Having strategic documentation that expressly mentions the intervention in the promotion of ethical values;
- Carrying out awareness campaigns or initiatives to promote values in sport;
- Implementing training/ awareness-raising actions;
- Creating communication materials alluding to ethical values in sport (brochures, banners, posters);
- Developing resources, tools, pedagogical instruments, or other that promotes ethical values in sport;
- Holding events focused on sport, sports ethics, and related topics (seminars, workshops, conferences);
- Encouraging appropriate conduct among players, spectators, coaches, and officials;
- Having a complaint or evaluation tool dedicated to sports ethics;
- Sanctioning and rewarding ethical sporting conduct;
- Managing cases of improper behaviour.



See example OER [Promoting\\_positive\\_club\\_environment\\_infographic](#) and [Team\\_Culture\\_infographic](#).

Depending on a variety of factors, such as the organisation's nature, size, and resources, as well as the feasibility and expense of the proposed measures, what is acceptable for one sport organisation

might not be possible for another. It's crucial to think of this task as a continuing mission and any actions taken to improve the practice are worthwhile, even if there might be other areas that require more effort.

In a field that is developing so fast and in which handling the problems still lacks experience to reply to these issues, it's crucial to be realistic about the possibility of imperfection at the beginning.


## 4.1. Building a RIGHTS Practice Policy framework

### 4.1.1. Adopting the RIGHTS policies

#### A. Policies related to ensuring equal opportunity


Do you have anti-discrimination and pro-diversity rules in place at your sport organisation or club? If your organisation doesn't already have an equal opportunity policy, you should create one. This policy should (ibid.):


- Declare clearly that it's unlawful to engage in discrimination, sexual harassment, or victimisation based on one's personal characteristics;
- Make it clear in the organisation's fundamental beliefs that diversity and accepting people from different backgrounds are important;
- Discuss the rights and obligations that apply to your organisation in all areas, including sport, employment, administration, club membership, and service delivery;
- Describe how to receive additional information or submit any complaints or issues in accordance with the policy. Consider having a designated person in your organisation as a contact officer for these matters.


 For more information and to know how to implement these policies in your grassroots association club, please check the [D6.1 Action Planning Guide](#) and [D6.2 Ethic Code of Conduct](#).

#### A.1. Implementing Protection Policies

Having protection policies in your sport organisation is the first step to prevent against discrimination in sport, but also to make a statement to all the people around your organisation.

A Member Protection Policy is necessary for all sport organisations (MPP) because it explains how the organisation complies with its commitments to offer a secure environment, uphold responsible behaviour, and make right decisions. For sport clubs and organisations, the MPP is a fundamental document, but don't forget that you might choose to create your own MPP, because every organisation is unique (See example  [D3.2 - OER Club MPP Template](#)).

Codes of Conduct, an agreed-upon standard of conduct for all participants in sport, are also a significant component of MPPs. You can check real and clear examples also deliverable by RIGHTS project. (See  [D6.2 Ethic Code of Conduct](#)).

The Spectator Behaviour Policy is also very important in a sport organisation, because it supports safe environments in sport. It could include statements of commitment, as an outline of what the organisations can do to promote safe environments and what is expected from their members (See  [D6.2 and D3.2 OER Spectator behaviour infographic](#)).

You can also adopt other important policies, like a “Team Selection Juniors Policy”, which affirms an organisations’ commitment to provide a safe and enjoyable environment for children and outlines what can be done both by the organisation and by its members, to promote a lifelong love of sport. (See deliverable [D6.2 and D3.2 OER Team selection policy Junior grades](#))

Regarding the communication of a sport organisation, there are also some policies that you can adopt. The “Social Media Policy” is a starting point. (See example [D3.2 OER Social Media Policy Template](#)). On the other hand, a Communication Policy sets out what an organisation or association will/must do to communicate via website, SMS and email and social media sites. It also outlines which actions can be taken for non-compliance. (See example [D3.2. - OER’s Communication policy](#))

## B. Implementing policies related to complaints and/or disciplinary procedures

Having a clear and focused complaints system can help sport clubs to deal with complaints of prejudice and harassment in a quick, assertive, and fair way.

An organisation’s Member Protection Policy (MPP) should describe options and procedures for dealing with complaints. Don’t forget, however, that each complaint is different and the action you take will depend on your clubs or state/national organisation’s policies and the circumstances of the complaint. Sometimes different processes will be required to resolve a complaint, depending on the nature of the complaint, the organisation’s legal requirements and the individuals involved.

The law doesn’t specify what these procedures should involve; however, an internal process can be improved by (ACT Human Rights Commission, 2017):

- Incorporating data about the procedure in any similar situation
- Dealing in a reasonable, quick, clear and reliable way
- Pay attention to the appellant in an accessible and fair way
- Keep restricted/private
- Giving feedback about the progress of the complaint
- Confirming that the complainant, their friends or relatives are not abused or intimidated.

Organisations should also have policies that deal with disciplining players, officials, volunteers, employees and potentially spectators who behave in ways that may constitute discrimination, harassment, or bullying. Most organisations will already have a disciplinary policy and procedures and mechanisms that could be used to incorporate these issues.

The most important thing is to have a strategy for dealing with discrimination concerns as they arise, whether they involve new or existing members of your organisation. Understanding what your organisation should do in the event of a complaint is also crucial. (Check [D3.2. OER’s - Complaint\\_Handling\\_Principles; Formal\\_Complaint\\_Processes; Informal\\_Complaint\\_Processes](#)).

All sports organisations should encourage participation in a secure setting where everyone can make friends and have fun. Nobody should experience abuse, harassment, or discrimination and everyone should have the right to fill a complaint if they think this behaviour is taking place. When it comes to online hate speech, this could be even more crucial.

Online hate speech always violates someone’s rights; so, it does not have to be repetitive or consistent. On the other hand, everyone is responsible for reporting online hate speech that they

encounter, meaning, it doesn't have to be experienced directly by someone for that person to report it.

Reporting challenges prejudice and hatred, raises awareness of the issue and could lead to an arrest or conviction. By doing this, the rights of all groups are being protected (Coalition for Racial Equality and Rights, 2016). If hate speech is not reported, hate speech will circulate and spread. When reported, a post will be reported and thus demonstrated that it constituted hate speech.

Social media platforms, for example, respond to reported hate speech, which means that they do not actively monitor content but react to reports and to the pressure of users and authorities (Latour et al, 2017). Some sites and apps also have tools that have been developed specifically to report online hate speech. Below are some examples from popular websites and apps. (See [D3.2. OER's - Report to Social media](#))

By reporting an online hate crime to the site administrators, the perpetrator can be stopped, and others can be protected from seeing the hate speech and abuse. This can prevent further incidents and stop minor incidents online from escalating into in-person violence (Coalition for Racial Equality and Rights, 2016).

In some situations, your sport organisation is not the direct victim of the hate speech, however, as an involved entity in promoting good values and practices, you should act.



Here are some tips to help you deal with it:

- Notify the content of the statement instead of accusing the person or the author.
- If you can, contradict wrong statements with true evidence and facts, using trustworthy sources.
- Show your disbelief and discontentment, but do not give pointless arguments or insults.
- Always have an assertive and calm response to provocative situations.
- In addition to opposing harmful information, you may comment, support and share constructive and anti-racist content, while you demonstrate opposing viewpoints and promote unity.
- If you decide to not react to hate speech, then you can post your own positive or constructive declarations on social media. This is also a tactful approach to stop and change the hate speech.

### C. Implementing policies related to the collection of information and privacy issues


If you want to guarantee that your sport organisation promotes the RIGHTS values, you also need to ensure that your documents contemplate **privacy procedures**. Having this in mind, don't forget to consult the law in your country/region to be sure if you are in line with it.

When an organisation gathers information from people, it needs to be able to show that the collected information is for a legitimate and lawful purpose. As a rule, your organisation should (ACT Human Rights Commission, 2017):


- Review the forms, documentation, and processes to ensure they do not ask for discriminatory information, they are accessible and do not unnecessarily exclude people;

- Only collect the information absolutely needed, always with consent, and after having explained why you need it and how you will use it;
- Restrict access to the information to the people who “need to know” (for example, the managers who are responsible for deciding in some circumstances);
- Store the information securely to protect it from misuse, loss, or unauthorised disclosure;
- Make sure that any communication about the information is private;
- Destroy the information when it is no longer required.

The **General Data Protection Legislation 2016/679**, a European legal regulation on privacy and the protection of personal data, which is suitable to all people in the European Union and the European Economic Area, governs all of the good practises. The export of personal data outside the EU and EEA is also governed by this policy.

 For example, to share a **newsletter** or get in touch with people (fans, sponsors, etc.), you must **guarantee their clear consent**, what means that the info on subjects must only be used for the purpose agreed (names, address, emails and telephone numbers, but also social media updates, pictures and IP addresses).

**Another example:** When using a picture of an athlete or a team member on social media, it requires consent from their parents (if they're younger than 18 years old) or directly from the person (if they are older than 18 years).

 Look to the following **Case study** that ACT Human Rights Commission presents, related to using the clubs template plan to respond flexibly to the specific needs of each situation (2017):

“Shelley is 16 and has been playing netball in the girls’ competition since she was ten. She has recently discovered that she has an intersex variation called ‘complete androgen insensitivity’ (CAIS). Shelley is not sure if her club would expect her to disclose this information, even though it won’t have an impact on the way she plays the game. She is worried about how her teammates might respond, and she is also concerned that the club might say she can no longer play in her team because, as she has just discovered, she has XY chromosomes.

Shelley and her parents have looked on the association’s website but have not been able to locate any information to clarify this issue. They rang the association office to seek clarification and arranged a meeting with Leo who is the association’s diversity officer.

At the meeting, Leo provides Shelley and her parents with a written copy of their policy which includes a clear policy position on including girls/women who are intersex within their non-elite girls and women’s competitions. In line with their policy, Leo confirms that Shelley is able to continue playing in the girls’ competition and after that the women’s competition.

Leo provides a copy of the template developed by the association as a guide to inform discussion at the meeting, noting that many of the issues raised in the template will not necessarily be relevant to Shelley’s circumstances.

Leo states clearly that from the association’s point of view, there is no need for anybody to be informed of Shelley’s intersex status, but that if or when Shelley does decide she wants to tell people, then the association would be supportive.

Shelley does not wish to disclose her personal information. Shelley's parents ask for some formal confirmation that Shelley is able to continue participating.

Leo offers to provide a follow up email after the meeting formally confirming that Shelley is able to continue participating in all competitions that are run by their association.

Leo also notes that he is aware some elite international competitions include women with CAIS in female competitions.

Leo acknowledges the confidential nature of the information that Shelley and her parents have provided and undertakes to keep a copy of all related correspondence in a secure section of the office computer system that only he has access to.

Leo advises that he'll need to inform the Executive Officer about their inquiry and the provision of his written advice, but that he would not need to identify Shelley as part of that process. Leo also undertakes to remind the administration officer who took their initial call about the need for confidentiality.

Leo apologises for not having the policy document available on the association's website, thanks Shelley's parents for drawing this issue to his attention and undertakes to make sure it is added as part of the next website update. Leo also suggests that it might be useful for the association to provide a 'refresher' session at their next clubs' meeting – to make sure that all clubs are aware of the policy, and to provide a brief information session from an intersex advocacy group.


Leo stresses to Shelley and her family that the association is committed to ensuring an inclusive, safe and respectful environment for all players and encourages them to contact him directly if they have any future concerns or questions".

#### 4.1.2. Reviewing staff and player knowledge and awareness

Organisations are made of people. So, to involve all the actors of your organisation is essential to guarantee that everybody understands all the policies and can contribute to its promotion.

One important action is to review the training about discrimination, legal rights and responsibilities that your organisation provides to staff or players, so they can improve their knowledge and awareness (ACT Human Rights Commission, 2017):

- Seek information about how much they know about discrimination issues and what they would like to hear about in training;
- Take positive steps to train staff and players about discrimination issues and equal opportunity law;
- Shape the content of your training and deliver it in a way that is engaging and easy to understand.

Ideally, all players and staff members, including administrators and team coaches, should know clearly what their responsibilities are. You could also consider checking other  [Rights deliverables](#) in the project 's webpage

Therefore, **continue to raise awareness** about discrimination and **promote your policy** at least once a year and consider providing training on discrimination every two years, to everyone within the organisation.

### 4.1.3. Modelling and encouraging respectful communication at all levels of your organisation

#### A. Ensuring respectful communication (including the use of correct names and pronouns)

The manner in which we express ourselves, by speaking or writing, reflects our beliefs and values. If we pay attention, we can use an inclusive approach in our communication and language, by valuing, sharing and respecting diversity and by being equitable with everyone. That's why we can reinforce or change many old unconscious stereotypes if we consciously choose to use words or terminology that avoid discriminative, racist and sexist tones and instead, give an independent, powerful and equal description to people, individuals or groups.

It is important to examine the type of communications in your organisation, including language between players during matches, communication with employees or job applicants, officials, volunteers and current or prospective players. Those who may observe or have control over these communications – such as administrators and team coaches – should set clear expectations about respectful communication and the consequences of disrespectful behaviours.

This might be something you wish to state explicitly in your regulations and policies, as appropriate disciplinary action should also be taken to respond to any abuse or disrespectful behaviour (ACT Human Rights Commission, 2017).



**Case study:** Dealing with improper language (based on ACT Human Rights Commission, 2017)

Mauro goes to the sport association gym for about a decade. He always had a pleasant relation with the staff. However, since Mauro changed his gender their approach about him has shifted. Once, two of the workers made jokes referring him by his previous name 'Marie' and using 'she'. He decides to do a complaint to the director of the sport association, that express his regret to Maurice for their conduct. He also decides to meet with the team to talk about the issue. When Mauro went to the sport associations gym facilities again, the two staff members made an apology and guaranteed that the situation won't be repeated.

This problem also drives the responsible to remind the team about their equal opportunity policy and the implications of their disrespectful behaviour. He also provides an updated training for his staff about anti-discrimination law with specific detail on gender identity and respectful, non-discriminatory behaviour.

#### B. Dealing with spectator behaviours

Dealing with spectator behaviours may be difficult to control and won't necessarily give rise to legal liability. However, there are concrete actions your organisation can take to prevent players from experiencing discrimination in the form of verbal abuse from the spectators (ibd.):

- **Wherever possible provide statements** which outline that discrimination and discriminatory verbal abuse will not be tolerated at sporting events. Examples could be in the terms of entry, signs, or policies. Many sports clubs may already have signs of inappropriate behaviour and language on their sports grounds. They may also have and disseminate a list of inappropriate behaviours that are not tolerated by the organisation.



- While it may not be possible to include detailed information about discrimination in terms and conditions or ticketing information, you can simply **outline that discrimination and vilification will not be tolerated** or go further by naming protected attributes such as gender identity, intersex status, sexual orientation, or race. You could include this information in any email attachments to e-tickets.
- **Outline the repercussions** if this kind of behaviour does occur (via a complaints or disciplinary action policy) and ensure you have staff and established processes to respond appropriately to any incidents.
- **Provide channels for people to report** anti-social behaviour from spectators (such as a contact person, complaint phone number or email address, online website form).

 Why not create a “Spectator Card” campaign? Which is a warning and if the inappropriate behaviour continues, the spectator will be ejected from the contest by receiving a “Red Card”?

#### 4.1.4. Consulting with affected and other relevant groups or individuals

As we said before, an organisation is a living system where different actors interact. So, it is important to involve stakeholders (for instance, affected or other relevant groups or individuals) when developing or reviewing your organisation’s policies. One possible example is when developing your policy documents, you could ask for comments and inputs from local and other organisations about your organisation’s approach.

Individuals who play your sport or who are employed with you may also be able to provide you with their views on your policies, practices, and complaints processes so you can identify opportunities for improvement (ibid.).



## 5. COMMUNICATION STRATEGY

Humans have a strong will to feel part of a group, and communication is an essential component to make a community grow powerfully. One of the sport club's aims is to have a large audience that embraces a strong feeling of belonging, that can actively participate and help to the club's success and activities, as sports is an essential way to encourage social interaction and respond to human needs, such as integration and teamwork. Giving their members the opportunity to participate in sports and other active leisure hobbies in the most moral and socially acceptable settings, will allow them to attract other potential members, lucrative sponsorships and more partnership opportunities, which are essential for the organization's survival.

Internet and new technologies development has brought massive differences in the timing and way people communicate and exchange information between each other nowadays (individually and organizationally).

Sports clubs entities also had to change their communication channels and adapt their messages to more successful approaches, reaching more goals with the less resources as possible.

Taking this in consideration, besides the traditional channels, sports clubs started to explore more **social media networks** and other **online tools** in their communication strategies, because, undoubtedly, social media allows the message to be spread faster and further, able to define and reach specific target-groups, increase the discussions and the interactions with supporters and the general public. These are just some of the online channels positive advantages.



But the **benefits of using digital platforms** by sports organisations are several. Lewis and Kitchin (2011, p. 205, cit. Cardoso, 2018, p. 103) as well Santos (2018) mention:

- Increased **direct contact** with fans and other stakeholders
- **Increased fan loyalty** through tighter engagement with blogs and community forums
- **Increased personal contact** with its viewers
- More knowledge about your audience's challenges or problems
- Improve the knowledge stakeholders' profiles and tailor your communications, which can lead to stronger partnerships
- Mention other entities online spaces (websites, social pages, communities, and blogs)
- Increases the reached global public and awareness
- Encourages content production
- Allows the creation of visual storytelling, where images tell stories and transmit values
- Strategically publicise the day-to-day life of the club
- Dissemination of key messages to the audience
- Lower price of communication
- Availability 24/7

Online platforms as Facebook, Instagram, Twitter, and YouTube, are the most used by sports associations to reach their supporters. As an example, some of the communication actions have the intention to **create the fans engagement**, like the interaction with the ongoing games through newly shared content (Ristevska-Jovanovska, 2016).

In this way, online platforms allow sport associations to promote their image, to be aware of their fans, public behaviours and opinions, to build loyalty towards the team and even increase their games attendance, but this is not enough.

In this new communication era also appeared a whole new world of access to new contents, stimuli, distractions, and different quantity of sources. With this, there's the need for sports organisations to **plan an integrate a communication strategy**, that is, tailor their presence according to their goals and public (including offline platforms and online channels). It's essential to have a **multi-channel plan** that can reply to a multipurpose and multi targets. For instance, it is very important to keep a daily dialogue with the public and not only before or at the match days. These days, fans and public go forward the match assistance as they also want to participate, interact and be part of the sports events, game strategies and decisions.



For that reason, sport clubs should **communicate frequently and assertively, using the right offline and online platforms.**

Having a **good communication flow** contributes for a warm and welcoming environment, as well as creating identification and a deep relation with the public.

Sport clubs' communication also helps to build a healthy dynamic and a positive cultural identity, in which people understand, share values and principles of good behaviour, security, fairness, and inclusion.


However, if the usage of social media platforms allowed sport clubs to interact and reach their target audience more quickly and cheaply in the recent decades, as shown previously, it has also provided the perfect field for the **propagation of bad information and malicious content**. For that reason, it's also an error to think that we should act just when something goes wrong.

For example, it might not be enough if only when a situation of **improper behaviour during a match is the reason** to make a **statement** by the sport organisation focusing on conduct standards. If the sport club organisation happens to have a **proactive communication strategy planned**, it will be easier to tackle these situations, as well as to be aware of what can happen and what to expect.

As a result, there is a **growing requirement and interest in alternative content communication practices**, as well as using these platforms to teach and promote awareness about sport ideals.

That's the reason why this **Rights Narrative Guideline** intends to provide ideas and tools to help to reply to the hate and discrimination speech proactively and effectively, **promoting human rights general values**, taking in consideration **intercultural communication** and an **alternative speech approach** as the main tool to promote education, respect, and integrity in sport.

This **Rights Narrative Guideline** aims to offer an approach that sport associations can easily follow and implement on their communication strategies.

In addition to general tips on how to do it and with an approach based in examples, you can also take into consideration the  [D3.2 - OER - Open Educational Resources](#) which contain video tutorials and a useful Toolbox with several tools to help you to implement your communication strategies, as well as get inspired from best practices awareness campaigns and suggestions gathered from international experts in the field of communication and human rights.


All this material intends to guide **communication managers** and **sports association officials** to fight "hate speech" in sport, "online and on life" and to act proactively in promoting the "RIGHTS" values. Managers and communication officers of sports entities can use it as a basis for their communication practices.




### 5.1. Evaluation through self-assessment

At a primary stage, we advise the sport association/organisation managers or communication officers to gain more awareness of how their sports associations carry out their communication (knowledge and skills status) and how they explore the themes of intercultural (cultural diversity) and identity/group identity in their institutional communication.

One of the goals is that sports organisations can critically reflect on their established communication practices, that is, how, where and what they communicate in their media, and about their formal internal procedures (reprimands and punishments) as a response to hate speech, verbal or physical aggressive behaviour and discrimination situations.

For that, we suggest answering the questions of this  [D3.2 - OER Rights SELF ASSESSMENT questionnaire](#) in an honest way, as a moment of self-reflection and evaluation. In a simultaneously way, you can check the feedbacks and take them into consideration in your reflexion and future improvements of your sport organisation.

You may follow the self-assessment advice, try and put into practice the tools suggested by this manual, with the help of the  [D3.2 - OER - Open Educational Resources](#).


We also suggest repeating this **self-assessment questionnaire** every **6 months**, to **check your progress**.

 Check the link here [D3.2 - OER Rights SELF ASSESSMENT questionnaire](#)



## 5.2. Defining your own Communication strategy

Youth or grassroots sports organisations communication, sport practices, environments and inter-relationships should transmit dignifying and positive values as tolerance, respect, equality, promotion, and acceptance of diversity and interculturality and fair play.

After finishing the **self-evaluation and reflection** moment that replying to the  **D3.2 - OER: [Rights Self-Assessment questionnaire](#)** allowed, you are now more aware of your sport association practices, capabilities and struggles.

Being able to recognise the organisation's strengths, weaknesses, opportunities and threats, like a SWOT analysis, will allow you to adjust your resources and create a realistic Communication Strategy.

The first step is done, the next is to start planning, considering you have reflected about your sport context and actors. Planning is the key ingredient of any successful execution and achieving objectives.



When planning, there are some main questions you should answer:

1. **What are your goals?**
2. **To whom you should communicate? What's your target or audience?**
3. **What is your message?** (Text, image, video, other type of content, tone of voice, respond to specific crises moment or other, like how will you share your success and defeats, what type of speech and words do you use to communicate bad results? Do you use motivational speech, or do you complain about the players' performances?)
4. **What media or communication channels are you going to use?**
5. **How to measure?** (Which data and rates should I use to control and check the development results)
6. **What's your fans feedback?**

**There are other question(s) that you also should have in consideration** that we will not explore at this manual, **but we leave here a small reflection:**

7. **What Resources** do you have? Are you able to adequately staff to manage your accounts and ensure success? Do you have **budget** restrictions? Do you have any additional manpower to help?

A **communication plan** that can include a **digital strategy** will go a long way toward ensuring success. You can summarize everything you plan to do, including what you hope to achieve on social media, according to your sport organisation's general and communication goals. This plan will also guide your actions and let you know whether you're succeeding or failing. So, practically, you should have a document outlining your communication and social media goals, the tactics you will use to achieve them and the metrics you will use to measure your progress. This is an effective way to formalize, check and keeping your goals in sight.



Graphic 5. Communication Strategy Flow

### 5.2.1. Defining your goals and timing



How does your organisation go regarding establishing goals and future achievements? Are your players and manager team, like the coaching goals, related with the organisation's goals?

At first glance, it may seem two different things, but in order to have success these goals must be aligned.



#### Work in reverse when setting an objective

Doing it backwards, when setting goals guarantees that they are in harmony and aligned with the global organisational plans. Initiate from the scratch and delineate your club's aims and objective: what is it that you want to achieve, as an organisation?

Since the moment you are sure of what you want for the organisation, you can identify the steps you need to get there, and the best way to do this is to break the big goals into shorter, practicable goals.



**'SMART method is a great way to set measurable and achievable goals.'**

When using the '**SMART**' principle your goals will be:

**S – specific**

**M – measurable**

**A – achievable**

**R – relevant**

**T – time-bound**

Using this popular method will boost your possibilities of achieving the goals, but still, if you want to make them 'SMARTER' please guarantee they are also:

**E – evaluated**

**R – reviewed**



What would a **SMARTER** goal look like? Let's have a look at an example!

If we do it backwards, we should start with long term objectives, then recognise the medium time goals, to finally outline the short-term goals.

- **Long-term (five-year) SMARTER goals:**

Long term goals refer to accomplishments that will take significant time, effort, and planning to achieve. To reach them, it is a step-by-step process, involving the completion of other, smaller goals along the way.

*"By the end of 2027, we will have increased 15% in the number of athletes, consequently a 30% increase in revenues". With these results we'll managed to have a growth of the sports club, not only in terms of financial resources, but also on a social level, due to the work on positive, inclusive and important values that the sport promotes.*

- **Medium-term (three-year) SMARTER goals:**

Remember that this specific objective must add some steps to achieve the long-term goal.

*"Increase the visibility in 40% of positive, inclusive and intercultural messages through social media, the website and tournament organisation sport club, until the end of January 2024."*

- **Short-term (one-year) SMARTER goals:**

These small and specific goals must be aligned to the biggest ones.

*"We will host four events throughout the year of 2023, associated with the four seasons. These intends to create a 20% growth fans and participants interaction and help to establish long-term associate's relationships".*

*"We will increase our digital presence, growing 50% of the content shared and our followers to 3.000 fans and being interactive with them. We will focus 60% of our content in positive, inclusive and intercultural messages".*

Finally, everyone in the sport organisation must be aware and enthusiastic about achieving the same goal. When setting them, remember that you need to inform all the staff, including your leadership team, your coaching team and your athletes. These are the people who ultimately enable you to achieve these goals. For that, we can include and involve as many people as possible in the objective's operational activities. If they are included in the conversations and choices, they will be, for sure, more motivated in reaching the goals.

### **How often should goals be set and reviewed?**

The ideal timing is to set them on a yearly stage. They should be reviewed and examined frequently during the season to check the evolution and make any necessary changes. Also, before setting new goals, it might be good to review the last years achievements and goals, by asking:

- **Did we achieve our goals last year?**
- **If not, why not?**
- **What challenges did we face?**

This may help to establish which short-term goals are crucial to achieve a middle or long-term goal. Examining your work in the prior year, can identify the most important lessons gained and to be applied in the coming season. This could also mean that the goals were too ambitious and need to be adjusted, rescheduled, or postponed to the near future.

You are probably acquainted with these concepts. However, ensuring that all sport organisations objectives are correlated is often neglected. Notice that each objective written, no matter how simple, may provide the way to the achievement of your ultimate objectives.

Regarding to specific communication goals and digital communication, make sure they are aligned to your general association objectives, by following these steps:

1. Know and learn more about your audience.
2. Put your eyes at the competitors.
3. Create social media accounts and develop their profiles.
4. Get inspiration.
5. Plan your content in a calendar.
6. Create captivating content.
7. Track your results and correct your strategy if necessary.



### 5.2.2. Defining your audience and targets



Another important question to be aware of when you want to implement the Rights Narrative Guideline is to know “who is your audience?”. This will influence your decisions regarding the places and channels you choose to be present and how you communicate your message. It can lead to big variations in the way the message is shared. Everything you plan will have to start from the audience mindset and you should take into consideration the different types and profiles of publics when communicating effectively.



As a grassroots sport organisation your audience can be diverse, having various needs and perceptions of your image. Here are some examples of different groups and profiles:

- Associates/Members;
- Actual players;
- Potential future players;
- Parents;
- Boards, committees and sub-committees;
- Coaches and assistant coaches;
- Club employees;
- Referees / officials;
- Volunteers;
- Spectators /Fans;
- Society in general (local, regional, national and international);
- Sponsors;
- Political entities.

As a sport communication manager or administrator, you should consider to be interested in gaining new potential members (like parents and athletes) as a model of example.

The challenge of the online reality is that you have less chance to interact personally as much and to “read” people in presence, but you can adapt your language and use tools to different profiles. Your website or social network platform will cause the first impression, like your face and your chance to do it, instead of direct communication.

So, have in mind that the potential supporters or members prefer clear and accessible information in an easy and independent way, on the channels they usually use.




**To get to know your audience better, there is significant information that you should be aware and collect, such as:**

- **Where** your public is (both online and offline)?
- **What** do they **value** and what do they see as good?
- What’s their **communication style** and what type of language they use?
- Who they show appreciation and **what influences** them?
- What’s your **audience profile**?

Knowing their fictional profile and characteristics, as individuals, you will get a global description of your different audiences and their behaviour in order to create better connections.

It can be important to know information from your audience like the gender; age; interests; what kind of programs do they watch; what influencers do they follow; do they use the smartphone; when they check the phone or internet, etc.

When you get to know more information about them you can produce a detailed table of data, describing demography, type of language, type of content they like, tastes, habits and needs, location, interests, and the online behaviour in order to use it in your favour, in regards communicational purposes.

Create a **Target Avatar or Personas profiles** for your organisation and shape the communication channels and message in a way to satisfy their needs.  [D3.2 - OER - Open Educational Resources - Persona's definition.](#)



#### Biography example of one member of the audience:

*“Matias studies geography at the first year of university. He’s living away from his parents and hometown. Because he feels a bit isolated, he is deciding to join the local football club. He imagines that besides playing what he loves in a team, he can make new friends.*

*Online Behaviour: Matias only uses the internet to follow celebrities on Twitter, he never posts himself.”*

Check more examples in  [D3.2 - OER - Open Educational Resources](#) - Persona's definition.

Once you have defined your audience and your targets, you should try to figure out where to find them. Start by understanding where they spend their time online and offline. Finding out how they act will help you figure out the best way to reach them.

But, how to captivate the interest of people you have never met who visit your website to check information? How do you connect with them through these indirect channels? Use all the chances to reach and engage new supporters, members, or players.



#### Tip if you already have a website and social media accounts:

- **Website:** Analyse the statistical data (google analytics)
- **Social Media:** Check the data of your followers on Facebook and Instagram (the biggest fans and the one who comment the most); when implementing a payed campaign, you can choose you target by their characteristics.



### 5.2.3. Work on different communication areas and choose your channels

Choose the communication areas and channels based on their **effectiveness for the sport organisation goals** and, of course, the ones that are **most used by your audience**, that is, reaching your public through the channels they use the most and are more available. Experiment, try, use *trial and error* to check which communication channels works best for your target and brings the best results for you. **Adapt the channel to your public, message characteristics and urgency.**



#### A. Public Relations

The **Public Relations** communication area is responsible for developing the following actions:

- **Official publications:** annual reports, articles, newsletters, magazines, etc;
- **Planning of events:** seminars, exhibitions, competitions and anniversaries celebrations;
- **Sponsorships and institutional relationships:** analysing institutional partnerships, external orders (cultural and educational), and at the same time, creating relationships with new donors, investors and new and actual sponsorships, having in mind the alignment with the organisation goals.
- **Capturing new fans and associates;**
- **Photos session shoots;**
- **Research:** Public opinion studies, social tendencies and trends
- **Speeches:** Coaching or management representatives to answer questions or making speeches to improve the sport organisation image;
- **Public service activities:** Time and money contribution to social causes;
- **Identity communication tools;**
- **Press conferences:** Before and after the games, do statements, presenting new contracts (players, coaches or sponsors) or other activities and ceremonies;
- **Opinion articles;**
- **News:** encouraging media to accept press releases and attend press conferences.

Without the use of Public Relations, most of the meaningful stories would not have been heard. That's one of the reasons why Press is a key partner to sports associations and organisations.


**Media channels** are one of the key tools in public relations (e.g., radio, television, newspaper, magazines, social media or internet), and are fundamental to increase your sport organisation social awareness, as well as to promote public comprehension, acceptance and communication. It helps to build a credible image and reputation, and even contribute to increasing the awareness of social problems and activism, which can lead to social change. In sports activity and associations it is important to be able to talk openly about anything, from statistical performance analyses to emotional stories.

Public Relations is important for every sport organisation because it helps to build and straighten relationships between the organisation and different stakeholders like athletes, fans, sponsors, investors, government and regulatory entities, municipal councils, sports federations, media and society.

In the world of sports, they can be a vehicle to project the image within a community, seeking to foster positive connections. It increases the public's faith regarding the sports organisations, as well as the interest in the sports programmes offered.

### [D3.2 - OER - Open Educational Resources](#) - Chapter Communication Crises and Template statements

While working in a global communication strategy, you can try to develop a specific plan for public relations actions. Think about what actions could work out to cultivate media ties with general and sport journalists, thus promoting the team and players through media, both online and offline.

One of the main **tools of Public Relations** is **Press releases**: its content can be related to performance reports, interviews, campaigns, etc. It should be used regularly to maintain an alive relationship with the press. Use the Press Release Template for sport clubs in  [D3.2 - OER - Open Educational Resources](#)



### B. Event planning

Besides the usual planning of the ceremonial and sports championships occasions, a way of promoting your sport club and the athletes, fans and society involvement is to organise events where they can participate. Events and activities like **seminars**, **workshops** and **conversations** around the themes and values you would like to promote to the encouragement to the engagement in physical activity or to reinforce sport and human rights values through working themes such as:

- Benefits of sports;
- Healthy habits to support sport practice;
- Mental and physical well-being;
- Interculture, diversity, inclusion, equality values;
- Positive speech.



### Here are some practical tips when planning an event:

1. **Identify your objectives and goals:** Write down the purpose of your event (could be a seminar)
2. **Define the target** and imagine how many people should go or attend the event
3. **Decide a theme to explore:** Check the themes above and decide which ones you need to explore, according to your sport organisation objectives and your target needs
4. **Choose a date:** Have two possible dates for the event (an optimal one and a second-best option for as a backup)
5. **Decide the format:** Determine whether you should host your event online or in person
6. **Decide the location and speakers:** Invite theme specialists and/or people that can share their testimonials and different perspectives about the chosen theme
7. **Design your seminar agenda:** Build a plan with timelines, contents, durations and responsibilities
8. **Start the event promotion:** Develop a graphic image for the event and promote it in different communication channels, accordingly to the preferred ones used by your target
9. **Confirm the presences.**

Check out [D3.2 - OER - Open Educational Resources](#) to get inspired from Seminar examples about these themes and [D5.1 – Intercultural Event Guideline](#) to get to know how to organise intercultural events to promote sport value and counter intolerance, extremism and hate speech.



More ideas of intercultural practices and events concepts you could implement:

- **Events calendar that includes all religions celebrations:** Identify, include them and don't book any sport practice on those moments;
- **Intercultural week:** Organise moments between players, parents and the society in general where they can exchange gastronomic, music, dance or other type of traditions; When? Around the **date 21 May, the World Day for Cultural Diversity and Development**, declared by UNESCO, could be a good opportunity! Goal? Underline the need for intercultural dialogue and for establishing peace and sustainable development as well as the diversity of the world's civilizations. Check other [international dates](#) where your events can be organised;
- **International cinema night:** With the participation of players, parents, and others, share a documentary film with the intent to dialogue between the participants about the theme of cultural diversity, based on concrete experiences of each other. For the occasion, we suggest you a movie or a short cut documentary like [Immersion, Richard Levien \(2009\)](#) that exemplifies how challenging it is for a 10-year-old child who speaks Spanish to interact in an English-only classroom. The goal is to encourage awareness, empathy and critical thinking on the challenges faced by children with immigrant origins;
- Promote inclusion by **inviting other local associations** to your **sport events** (nursing homes, children's schools, dance associations, cultural groups, people with disabilities associations, etc);
- When promoting the events, share their values in **different languages**;
- Promote a **seminar** where children and families from other cultures can share their stories and testimonials, promote discussion and demystify myths about other cultures or characteristics.

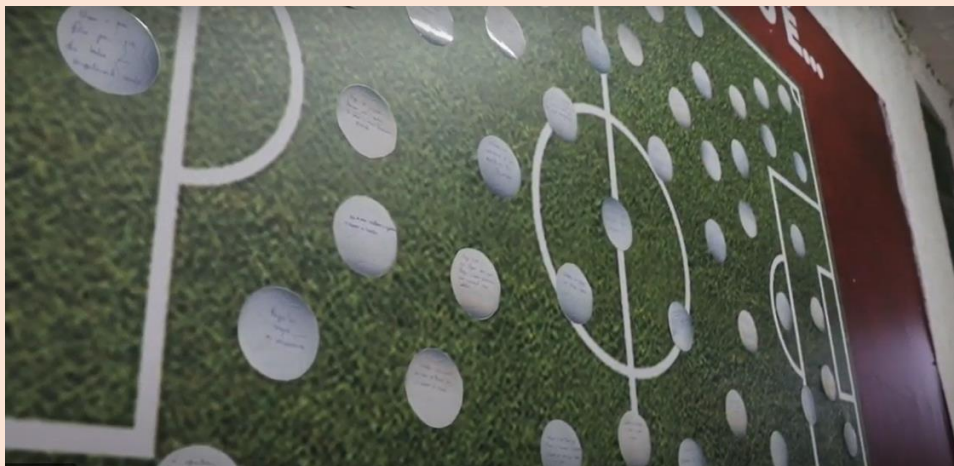


Image 10. Example of an Online Intercultural and sport values' seminar

- **Workshops** involving all the sport club community (e.g. parents, coaches, members, fans, associates and players) that promotes a reflection of each commitment to improve ethics and better environments in sports and their practices.



A good idea could be that each participant can write in a paper ball their commitment statement, and after that, fix it into a field board in one of the most visible walls of your facilities, as a symbolic way of reinforcing their attitude and change of behaviours.



**Image 11. Example of an activity/event<sup>7</sup>**

**Type of sentences commitments *from players participants*:**

- "My commitment is to encourage my colleagues regardless of the results"
- "My commitment to is to always respect the opponent"
- "My commitment is to promote a good team environment, motivate my colleagues to be friends and respectful"

**Type of sentences commitments *from Parents participants*:**

- "My commitment is to support my son in all his decisions and moments"
- "My commitment is to support my son in his victories and defeats"

**Type of sentences commitments *from Coaches participants*:**

- "My commitment is to inspire youth to overcome themselves and that effort is more important than winning"
- "My commitment is to teach in truth and respect for others"
- "My commitment is to show the players that they must accept the referees and coaches' decisions"

**Type of sentences commitments *from Associates participants*:**

- "My commitment is to support my sport club in bad times and good moments"

<sup>7</sup> Event made by Gil Vicente Football Club: "My commitment to ethics", an initiative certified with the Portuguese Ethics Flag



### B.1. Event Planning for Fund Raising

Besides the income generated from member subscriptions or sponsors, you can also organise events (like charity games for a social cause, awards evenings, day activities with the community, etc.).

This is a way to get additional resources, for example when the sport club don't have the necessary money for the children's equipment, to manage the facilities or to run a club and its costs in general.



### C. Merchandising

Developing promotional material is also a special key action to any sport organisation, one that helps to **solidify the grassroots sport club brand**, reinforcing the identity, personality, image, as well as the awareness of your organisation.

At the same time, increases the **emotional relationship** between your organisation and fans.

Selling merchandising products, it is also a **potential way of source** and increasing **incomes** for the sports teams. Globally, not only the athletes but also supporters, wear clothes or accessories to show they are part of a certain community, and to show their common passion.

Naturally, you can promote your sport band identity considering having available different articles, such as t-shirts, bags, stationery, or water bottles.

This practice also as an **enormous potential** when you want to **implement an awareness campaign** promoting the **sport club values** or an **intercultural and inclusive campaign**. Use it when you have an important message to spread, as part of an awareness campaign.



#### Here are some tips that you can implement:


- **Look for good and useful products:** Things that your target can find appealing and that can fit to their tastes and needs;
- **Use colourful schemes:** Consider the sport organisation logo, the symbol graphics and colours;
- **Keep it simple:** Choose a simple design for your products in order to attract a bigger audience (the ones you need to catch or a specific type of public, like men, women and children). A minimalist concept that attracts attention to the symbol is a wise option;
- **Mark Important Occasions or Awareness Campaigns:** Take the advantage of anniversary celebrations or other important events to emphasise your visual identity. Use it when implementing and promoting an awareness campaign, it will help you reinforce the message and reach your goals quicker.
- **Choose a good slogan:** Choose your message well – Know your audience; keep it short and simple - the sentence must have 5 words or less; easy to memorise; you can use a bit of humour; pay attention to rhythm and rhyme, if possible. Avoid fancy words, use emotional triggers, if possible. Check  [D3.2 - OER - Open Educational Resources](#) - Tool grid to help you to create slogan.





Image 12. Example of Merchandising products of an awareness campaign <sup>8</sup>



**Check out this awareness campaign example, using merchandising material:**

**“What’s bugging you?”** was a campaign created by “CORPLAY - Counter Radicalization, PLAY sport”, a project Co-funded by the Erasmus+ Programme of the European Union, that was conceived with a range of seven “bugs”, each one symbolizes a type of judgement that can lead to discrimination, such as, gender, political affiliation, and ideology, ethnic, racial, religion, disability or social class. This campaign slogan is the starting point for a counter-narrative, questioning sports athletes to analyse their opinions, thoughts, and behaviours. Children, parents, coaches, managers, and the community in general, were able to reflect about what radicalization is in sport and what is its role in it.

You will be able to check more information in the chapter



Image 13. Example of Merchandising items from the awareness Campaign “What’s Bugging you?” from CORPLAY Project (Posters and eyes catchers)

<sup>8</sup> Photos based on Alibaba, IndiaMart and Jamesprint

Campaign slogan from Academia FC Famalicão, an initiative certified with the Portuguese Ethics Flag in the context of the National Plan of Ethic in Sports.



Image 14. Example of Merchandising items from the awareness Campaign “What’s Bugging you?” from CORPLAY Project (Pills and Soaps to athletes)



Image 15. “I’m a model of behaviour” - Example of merchandising item from “What’s Bugging you?” campaign, CORPLAY Project (photos frame)



Image 16. Examples of Merchandising items from the CORPLAY Project campaign (behaviour cards)



**Image 17. Examples of Merchandising items from the CORPLAY Project campaign - T shirts**

Get to know more about **CORPLAY Project** in  [D3.2 - OER - Open Educational Resources](#).



#### **D. Online Media Channels**


Keep in mind that you might need to use a multichannel communication strategy when sharing some types of content, especially when implementing an awareness raising campaign.



##### **D.1. Website**

You should think about your website as if it were the online sport club's facilities. You wouldn't like to have your club space to be unusable or outdated, therefore the same rule should apply to your website.

The basic goals for a website is that you should be found online, be able to show your identity, encourage potential members to join in, increase sponsors to help you operationalize your mission and your fans to support your activities. Every sports club team requires a contemporary and appealing place online that loads quickly and makes it simple to discover the data that the user wants to search.

There are sport club websites that also allow fans to sign up to a special member space, to purchase memberships and have access to an online store to be able to buy merchandise products.  [D3.2 - OER - Open Educational Resources](#) - Tool grid.

Independently of how complete it can be or how much information your website can have, make sure your online space is appealing, often updated and that highlights all that is great about your sport teams club.



Here are some basic elements and considerations to have in your website:

- The sport club formal logo, it's identity colours layout image and identification
- A welcome friendly first page with pictures, data infographics features and videos
- An intuitive structure and responsive design (choose a **simple** design and structure)
- A section with the latest news and results to keep the visitors updated (information about social events, games, statistical information)
- Policies, the constitution, rules, and by-laws should be available on your website
- Emphasize the most important sections
- Be **assertive** when passing the correct and intended message (keep it short and simple)
- Mention other social media platforms
- Guarantee to have the parents' authorization to use a kid photo if you want to use
- Collect the members' opinion to improve the contents and to adapt to their needs and tastes
- No hate text or photos content should be promoted
- Management, technical team and players biographies (Include de presentation and description all the players, if possible, and technical members of the teams - using pictures and a text profile description) – include all the different players from different nationalities and religions as a way to show diversity and inclusion
- Give a **positive and fair play emotional tonic**.



Image 18. Rights website proposal

You could also consider having an **inclusive website** if possible. Create pages that are simple to read, use and navigate for as many users as possible, including people with permanent or temporary disabilities (physical or mental – auditory, visual and neurological).

Get to know different tools and online applications of how to build and manage a website in [D3.2 - OER - Open Educational Resources - Tool grid](#).




## D2. Instant messaging apps and SMS

Fortunately, team communication in sports doesn't have to be challenging.

Instant messaging, like **WhatsApp groups** or may be used to enhance lines of communication between managers, coaches, players, parents, supervisors, supporters, volunteers, technical team, and other parties.

This channel makes it possible to instantly and simultaneously contact every person in the club or association's database, streamlining processes and simplifying the lives of authorities.

Some sports organisations employ SMS Online services, which may swiftly and simply notify certain individuals or even the entire database and responses can be gathered and tracked. Check automatic SMS platforms in the Grid of  [D3.2 - OER - Open Educational Resources](#).

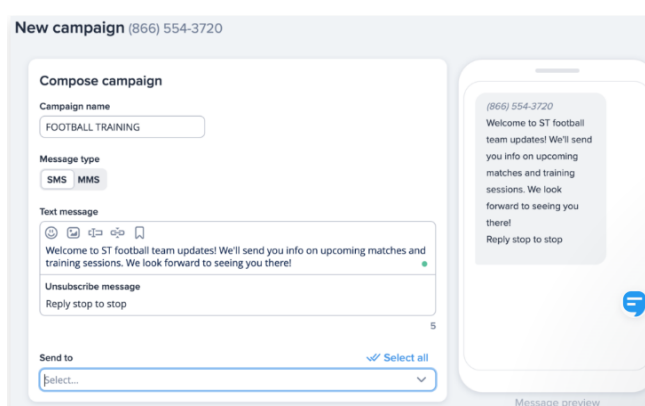


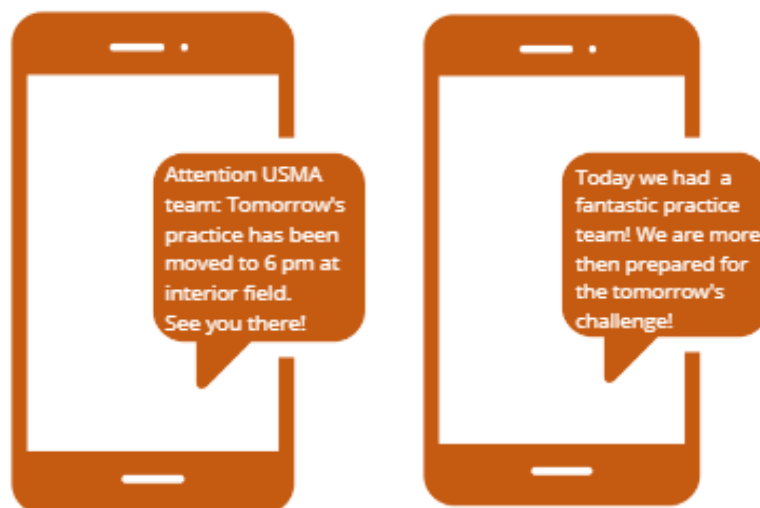
Image 19. Example of SMS Online services<sup>9</sup>

If you are a **Coach or a team manager**, you'll need to **share quick information** about competition dates and results, training, club social events or other club information to different target groups and instant messaging is the perfect way. When doing this, please make sure to:

- Pass a message to the kids, involving them and make it through their parents;
- SMS as well as direct messages app should be short (e.g. To inform about practice schedule changes or game cancels at the last minute);
- If possible, avoid sending numerous texts from personal phones by using a group text messaging service;
- You can also use them to share pictures or documents, but only about sport club issues;
- Take advantage and use it to send positive messages that keep them motivated (for example, congratulate a team for their efforts before and after they the game, even if they didn't accomplish a goal);
- Request consent to use their phone number and contact them.

<sup>9</sup> Font: simpletexting.com





**Image 20. Example of SMS for parents and athletes**

You should not connect with parents or players using personal social media accounts. We advise you to get in touch through a professional account, number, or group, after that being formalized and documented in the club policy.



### **D3. E-mail**

Even with the growth of the social media platforms, E-mail continues to be a popular and effective vehicle to communicate, that's the reason why any sport club should include E-mail marketing as part of its communication strategy. The basic goals of E-mail communication are to inform, involve and engage readers in the sport clubs' activities and efforts. But, besides notifying and sharing information, E-mail messages can also be used to educate your target audience.

For instance, Parents can be one of the main targets to keep engaged because they are important to the financial and emotional support of the athletes, as well as they are present in most of their activities. Athletes' motivation and results in the sport club are also correlated with the parents' level of participation and behaviour quality. Any bad parent or coach behaviour (verbal, physical or antisocial – like alcohol and cigarette use, etc.) in or out of the sports field practice and games, can also be negatively interpreted by youngsters. You must be sure that their conduct must contribute to the maintenance and reinforcement of the sport club culture and values.



**Image 21. Conceptual photo off Rights sports club newsletter**



#### Use E-mail communication channel when:

- You would like to encourage the growth of a closer connection with your audience, sharing a **Newsletter** i.e. - a communicational tool that gives the sport club news; results; initiatives and important updates to all your fans, athletes, and society in general.
- You need to communicate an important and more detailed information (share important messages and institutional content; like sharing club policies and values, important statements, management information and others);
- The communication needs to use a more formal tone;
- You are promoting an inclusive and intercultural awareness communication campaign;
- You would like to reinforce the sport clubs values, culture and identity;
- You're sure that you have the audience consent to use their E-mail contact.

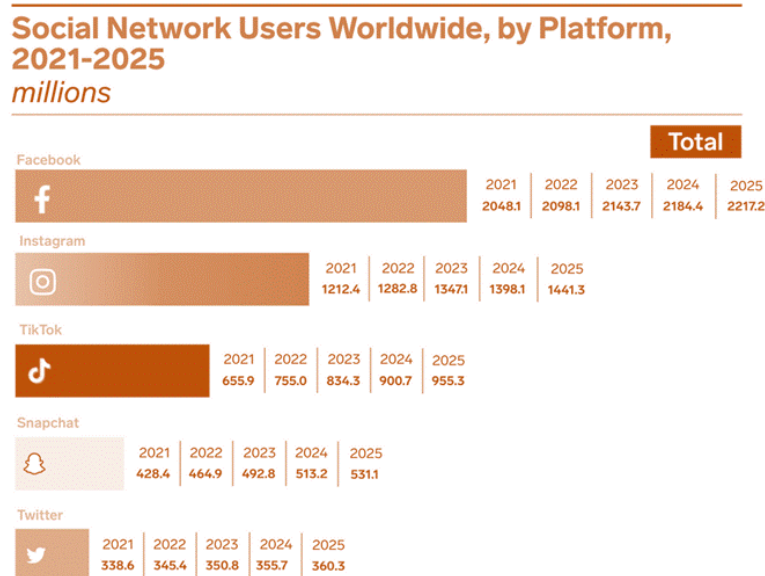
Check some automatic email platforms in  **D3.2 - OER - Open Educational Resources Tool Grid**



#### D4. Social Media Platforms

Choose social media channels that your audience uses most and adapt the content and refine accordingly to the platform. You might be interested in this information when choosing where to be present.

The next chart represents the evolution and projected numbers until 2025 of digital users by some of the social media platforms, independently of the age and the device, that are used at least one time per month. The numbers are the result and the estimation from an Insider Intelligence survey and traffic analysis data of business research and regulatory bodies; business announcements; historical patterns; internet and mobile trends; country and socioeconomic factors.

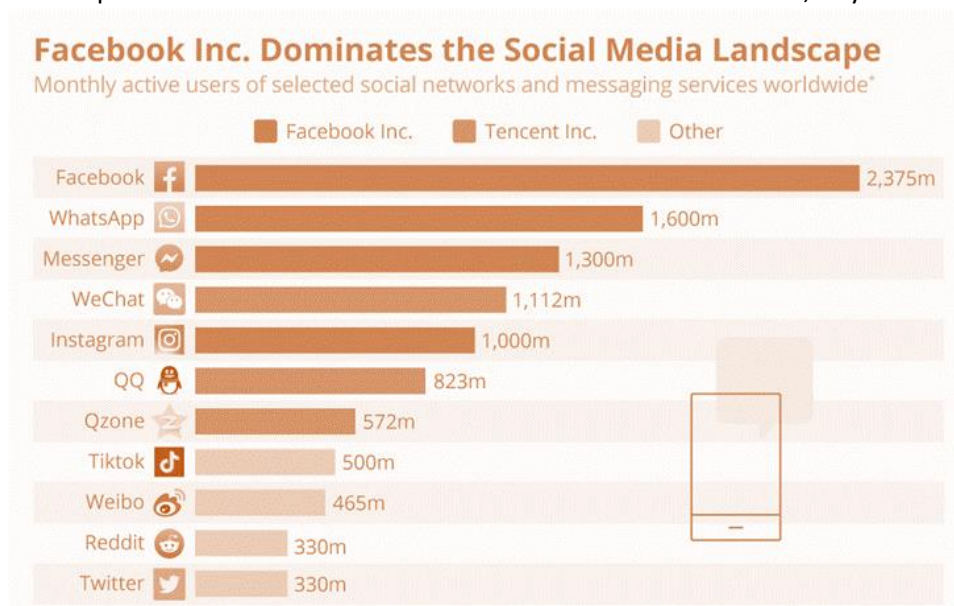


Graphic 6. Statistic data from Insider Intelligence<sup>10</sup>

<sup>10</sup> [www.insiderintelligence.com/](http://www.insiderintelligence.com/)



The next chart represents the worldwide internet active users until the 2019, July.



**Graphic 7. Users statistics vision of different social platforms<sup>11</sup>**



As you can see, there are several technologies and platforms that can be used to interact with our members:



**Image 22. Example of Rights Social Network Platforms: Facebook – Instagram – LinkedIn – Twitter**

They are good to:

- Promote relationship building;
- Lead generation;
- Brings the sport club brand awareness;

Check  **D3.2 - OER - Open Educational Resources** tips for more information about them.

<sup>11</sup> <https://www.statista.com/statistics>



### Facebook page VS Facebook Group

Both can add value to your communication strategy and your sport club awareness, but they have different approaches and goals.

If you just want to update, share contents in a one-way direction with the latest news from the team Facebook page is appropriated. With this channel you can reach a bigger audience as there are many ways to grow the engagement and followers of your page, even without paying for Facebook Ads. If your goal is to build community and more emotional engagement you should consider a Facebook Group in your communication strategy.

When using both, you can share the posts from your page in your group and use your page to encourage and invite new people to join your group. It will depend on your goals and the resources (time and people) you have to managing them.



**Image 23. Example of Rights Media Sharing Networks Platforms: Instagram – Snapchat – YouTube – TikTok**

Type of social media where you can post and share photos, videos, reels, stories, do livestreams, etc., are good to:

- Bring brand awareness;
- Drive engagement;
- Boost participation;
- Attract sponsors;

Check  **D3.2 - OER - Open Educational Resources** tips for more information about them.



**Image 24. Example of Rights Discussion Forums Platforms: Facebook Groups**

These platforms are appropriated to:

- Advertising and gain more athletes;
- Build Community;
- Connect people with the same interests;
- Promote sharing of opinions;
- Share interesting resources and information in a safe and private space;
- Share institutional information;
- Proactive approach to different type of targets;

Check  **D3.2 - OER - Open Educational Resources** tips for more information about them.

Specially after the COVID-19, your followers and community have gradually use and trust on online digital communities to stay informed, connect and participate with the sport club's activities.

According to Facebook: "Groups are a place to communicate about shared interests with specific people". This type of online channel you can activate and engage with your community and fans, and they can also use it to interact between each other.

These groups should be also a focus and a priority of any social strategy of a sport club.



**Image 25. Example of Rights Club Facebook Group**



To help you develop an online group strategy, like in Facebook, we give you some key ideas for to you increase sport clubs' awareness, your community engagement and foster a healthy and constructive online community:

### 1. **Select the Right privacy level**

You can have your team's group **public**, which means anyone can join with your community; you can have it **closed**, where people can request to join the group; You can have it **secret**, which is visible to members only. The group type must be clear to all members, and they have to accept the adequate rules to be part of it.

### 2. **Write clear Group Guidelines**

It's important that your online group have clear and visible rules, that can be seen and known by all members. Have a clear description about how the group operates and what are your expectations from the members.

You can also have them in the 'files' section and create a Facebook document.

They can be related to goals of the group, list of current admins, with details authorities and levels of control/intervention (e.g.: tight control and monitoring of group posts and content and kick out permission if some member doesn't have a proper behaviour); information about group resources, what are they for and how to access them (files section, group search or others).

### 3. **Give some control and initiative to members**

On the opposite to other online social network channels, in Facebook Groups, it is not necessary to command all the sharing and dialogues. It can be used to members share external content, ask thoughts or questions, submit polls, and start conversations with other fans. Although you lose some control, this is one of biggest benefits of a group. Opening a channel of communication between them, allows to directly communicate with members of the teams or technical team. They can also talk directly via private messages, wall posts, and chat.

### 4. **Intervene quickly**

If there is an improper comment or post causing a major disturbance in the group, interfere early. Don't let it grow until the 170 comments! Unfortunately, usually, the thread gets worst. So, you must act firmly. If the post continues to inflame, you should consider deleting comments or the entire post, if that it's the only way to get the peace back.

### 5. **Promote events and get your community to engage more**

It's also a lot easier to promote an event, such as an upcoming game. Take this space to create excitement and involve your community. Build an event days before and invite member to give their opinions about outcomes or games strategies. Make them part of your decisions and game! This can also give an idea of how many people will attend to the event. Use contents like live videos to catch the attention to the team and the games.

### 6. **Let them express**

Members can be nice and applaud some of the sport clubs' initiatives and results, but they also express when they're not happy. It's important to build a strong connection with them outside of


the group (through a chat or personal messages). Giving them a voice to suggest and criticize gives ownership of the group and it's a way to have more participation and engagement from them.

### 7. Use your biggest supporters to manage the group

Moderating comments, accepting requests, and reinforcing group rules is a hard work. Facebook Groups requires more moderation than pages. This can be one of the biggest challenges and disadvantages of using this kind of channels. The more members the group has the more attentive you must be, especially when it comes to discussions. You can give these responsibilities to your biggest fans and let them help you with your goals.

### 8. Explore some community stories

On Facebook groups, as a safe space, people are more open to share personal stories and content. Depending on the group purpose, they can be private, what builds a tendency to ask and share personal stories or things. If it's worth it, and with the proper consent, you can give recognition and appreciation by sharing it in other platforms.

 You can create different groups for your amateur sports team, to different purposes:

- **A general group** that gathers and embraces all the community, build a closer relationship with the public and fans;
- **A group for coaches and technical team** – where there they can exchange knowledge for practices; new measures to be implemented; new approaches of coaching methods to increase the team performance;
- **A group for athlete's parents only** – to give them access to important information, daily bases notes or changes.

When you have a specific online group like Facebook groups or use a direct message group app, please have in consideration that it should be monitored by a staff member, a manager or someone elected for that specific responsibility and:

- Build the guidelines for the use of the group app;
- Identify well who will moderate;
- Prevent and apply consequences in case of inappropriate use.



In general, there are some important decisions and information to consider when choosing the best Social Media platforms for you:

- Human recourses (social media manager – a person responsible for the contents, calendar and to feed the different social media);
- Budget, if there exists;
- Understand your audience (what's the platforms they use the most);
- Check all the competitors pages;
- Prepare engaging content;
- Set metrics (what numbers and goals you would like to achieve).

Check  **D3.2 - OER - Open Educational Resources** tips for more information about them.



#### 5.2.4. Defining the message (Graphic and copywriting content)

After identifying your audience, knowing their tastes, needs and profiles, you will need to adapt the content to them and the chosen channels to reach them, as well. Writing the appropriate text context in a creative and a catchy copywriting style, using the right tone of voice and selecting the right pictures, is the best method to draw the attention of your audience. If they are young, you should use more attractive and unformal language. The tone must also be consistent with your goals and the audience you want to engage. For example, choose between a video that uses emotions, humour, or have a more formal and assertive approach according to who you intend to reach. Here are some technical tips about the contents shared that you should consider when planning:

##### A. When defining your Graphic Content

**Define your graphic image:** Use a framework defined by the sport organisation (colours of the team, logo, a lettering style that goes with the club identity and personality and highlight the most important information.) Note: If you don't have one, or want to refresh it, think well about your graphic design identity right from the beginning. Without it, you don't have a brand. This will guarantee that your public doesn't mistake you for the competition and you are well represented.

**Be consistent:** Maintain uniformity while developing and sharing content. Use the same colour scheme (no more than five colours total, including shadows - 2-3 is the recommended). Make use of the same fonts and typography (use up to three different ones or the same family font).

If you want your branded material to seem excellent, you should adjust the individual components and messages to the different channels (for example, so that your brochure does not look like your website printed in its entirety).

**Avoid Poor Legibility:** When mixing images and text, include an excellent photo from players or games (70% should be focused on a picture and the 30% text). Select a suitable typeface for printed and online communication tools. If it's not readable, you won't be able to convey your message and may even turn off your audience. Choose a font that is both public and representative of your brand.

**Avoid colour disharmony:** Prefer complementary colours, such as those in a colour scheme.

**Avoid poor quality images:** When increasing or lowering the image, they may encounter pixelation and a loss of quality.

**Alignment:** To aggregate components, use alignment. If the elements (pictures and text) are randomly distributed, the result will be a jumbled mass that is difficult to read and understand.

**Hierarchy:** Create a visual hierarchy with size and colour to differentiate significance and draw attention to certain information over others (Image x and y).

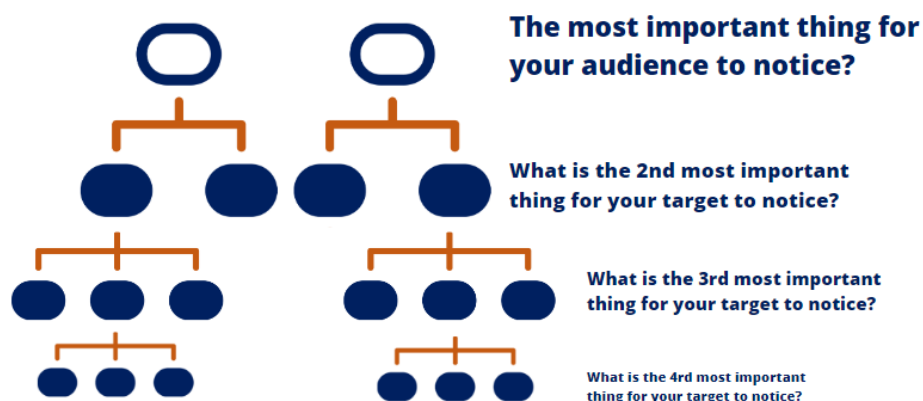


Image26. Content importance structure tips

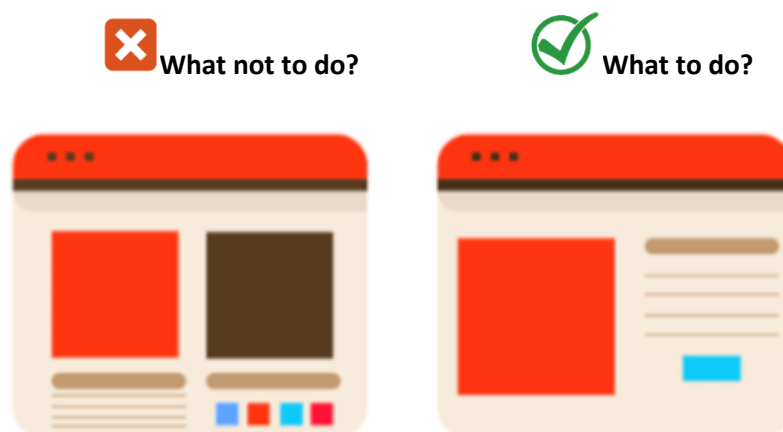


Image 27. Content appearance suggestion

## B. When defining your Text Content or Copywriting

**Don't use CAPS:** It seems you are shouting.

- **IDA rule:** You can use this rule if you want to build the reader's attention, interest, create desire, and prompt them to act.
- **PAS rule:** Is a concept of Problem, Agitation and Solution. It's good for writing about how your practice can solve a problem that your readers are likely to have.
- **Use hashtags:** In the digital field, as keywords, they help your post gain more visualizations and impressions. Be aware of the trends and get the wave or create your own hashtags.
- **Talk about what they want to know:** What is your target audience curious about? You should be aware of the kind of concerns they have, in order to keep them interested and connected with the organisations' operations, its representatives, and players. Here are some examples of themes and concepts to use:



- Pre-Game: Match dates;
- Post - Game: Team results;
- Playing Tactics;
- Best practices of team (fair-play examples);
- Players and staff profiles;
- Partnerships;
- Job announcements;
- Celebration days;
- Club history;
- Overall Tips and a Story;
- Surveys and pools;
- Others.



### New approach:

Know how the message spreads and propose a new way of sharing it.

Think about what reaction you would like the audience to have, what should they think or reflect?

Do you want your audience to act? Be sure that they understand the message. But first, you must capture their attention.

So, the first sentence, image or video frame's initial part must capture the audience's curiosity, whether it is the emotional tone or the music that captures the audience's interest. Keep the content interesting enough and maintain frequent contact with the audience, by getting feedback regularly.

## C. Create Engaging Content: From hate speech to positive narratives

### C1. Policies, Proposals, Styles & Tones

In general, your communication must have clear limits, safeguard members' privacy, and prevent hatred speech like bullying and harassment. In this regard, to prevent and deal with specific problems brought on by the usage of social media, don't forget to create your own sport club social media policy beforehand and have a proactive action plan sharing the RIGHTS message and values.



### *From hate speech to positive narratives*

- What type of content should you create?
- What concept or format should you use?
- What type of tone should you use?

Once you know who your audience is, what type of profile it has, what their needs and tastes are, you should adapt the message and tone of voice accordingly when speaking to them. For example, when addressing young people, you shouldn't use technical language. With regard to the tone of

voice, you should try to be appealing, energetic and vibrant. Be consistent with the goal of the message and with the target audience you want to reach.



**Keep in mind that all the social media platforms shared contents are public and "public commented", that is why you should have this in consideration when sharing:**




#### **What not to do?**

- Accept statements that are abusive, discriminatory, threatening, or insulting;
- Get into a conflict with someone who has complained;
- Share content about other themes that are not the club issues;
- Share the member's personal information.



#### **What to do?**

- You should post written, images, or video content to highlight the good news and activities from the sport club;
- No remarks will be made that could damage your club's reputation;
- If they exist, delete offending posts and restrict the author's access to the platforms;
-  **D3.2 - OER - Open Educational Resources** - How to report to social media
- You should not harm someone's reputation or declare untrue statements regarding anyone's claims about someone else;
- You should keep your members' private information safe.



#### **What not to do?**

- Use or share any hostile, obscene, harassing, discriminating, threatening, racist content, including sexual harassment, or any content exhibiting improper behaviour..



#### **What to do?**

- Use a positive narrative, promoting values-based narratives, building a story based on human rights, highlighting beliefs like humanity, dignity, justice, and equality;
- Use a positive story, or a message with a purpose instead of teaching the audience;
- In case of any doubt, ask for guidance from people before sharing any material if you are unclear if it is proper to do so, or if you want to be safe, don't share anything at all.



#### **What not to do?**

- Use pictures or personal information in your posts without asking permission.



#### **What to do?**

- Obtain the consent from the person when sharing any personal information, such as pictures and personal data. Especially, when you share any children's information, you must make sure that you get their parental agreement.



#### What not to do?

- Use fictitious identities or pseudonyms when posting.



#### What to do?

- Be truthful and open-minded;
- Be honest about who you are, use your true name, and list any associations you may have.



#### What not to do?

- Use always the same type of gender and race.



#### What to do?

- Show emphatically inclusion and diversity with the use of interculturality communication contents.



Do you know how to communicate having an **intercultural** and **sports fair play** attitude approach?

Here are some **basic steps**:

1. Don't highlight other people's differences or use competitive affirmations, as shown by claims such as "Our way is superior" or "We are better".
2. Don't pass judgement on any kind of players differences or team characteristics (physical, mental or of any kind);
3. Keep in mind that "Others have different ways of doing things";
4. When referring game results, value both team efforts and players (even if they are competitors);
5. Include difference awareness gained via cross-cultural engagement dialogue, and observation. You can do the same with the competitors;
6. Appreciate difference and embrace it and using it to your advantage in a way that is mutually beneficial;
7. Highlight the game and sport competition, instead of the winner and the results;;
8. Use Tolerance and respect for every player;
9. Promote interest and curiosity in an empathetic way, towards individuals from various cultures or teams;
10. Comprehend and accept each other's intentions, cultures and needs completely.

This type of communication fosters an inclusive environment and social cohesion in which no one is excluded and considered as an outsider or a threat, in the case of competitors.

## C2. Storytelling VS Intercultural Communication

This is an efficient methodology used in communication that contributes to intercultural skills development, knowledge, and competences. Here are some benefits:

- Enables different perceptions (allows to “zoom in” and “zoom out” of perceptions and even changing perspectives);
- Transmit and explores diverse cultural foundations;
- Gives good examples of the multicultural identities and complexities;
- Touches people's hearts and emotions, which allow besides the cognitive interpretation, adding an emotional tone and better memorise;
- Processes of change are better noticed.

### C2.1. Digital Storytelling

Digital Storytelling gathers old storytelling techniques with new technologies, communications channels and tools.

Storytelling fosters reflection, and with the help of the digital tools, allows the use of multiple modes to better convey their message. Since ancient times, the sharing of stories brings people together, allows the expression of thoughts and experiences in your/their own words.

Ultimately, this approach gives life to intangible concepts and emotions. That’s why we want to give you the **5 steps** or components or a good structure of Storytelling and the important elements when adopting this approach on online tools.

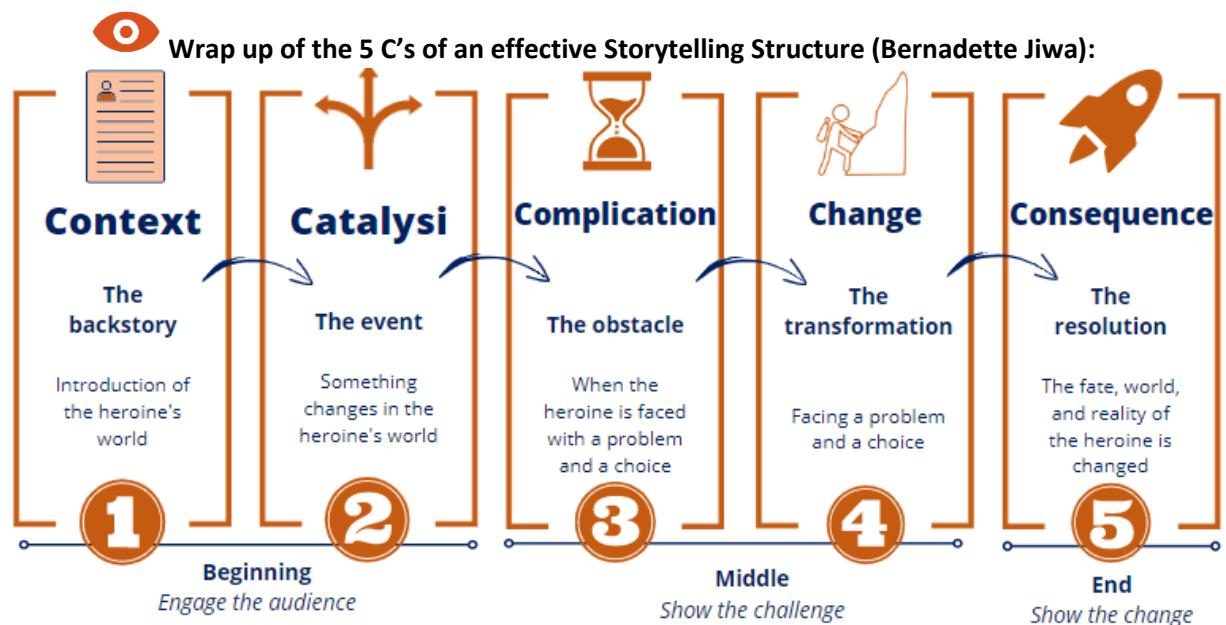


Image 28: The 5 C’s of Storytelling<sup>12</sup>

<sup>12</sup> From: [thestoryoftelling.com](http://thestoryoftelling.com)

1. **The context:** An introduction to the story of the person (hero or heroine).
2. **The Event's Catalyst:** Something happened and has changed in the world of the person (hero or heroine).
3. **The Complication or difficulty:** When the person (hero or heroine) is confronted with a challenge and a decision.
4. **The Change or modification:** The Process of Change - The hero or heroine decides on a course of action and a strategy to conquer the challenge.
5. **The Consequence or result:** From a Decision or an attitude the fate and perspective of the person is transformed (hero or heroine).

Check  **D3.2 - OER - Open Educational Resources Tips**



## C2.2. The Seven Elements of Digital Storytelling



Image 29. The Seven Elements of Digital Storytelling<sup>13</sup>

1. **Point of view:** What is the story's major point, and what is the author's point of view?
2. **The dramatic question:** An essential question that catches the audience interest and will be answered at the conclusion of the story.
3. **Emotional Content:** Concerns that are brought to life in a personal and dramatic way, connecting the audience to the narrative.
4. **The Gift of Your Voice:** A method of personalising the tale in order to assist the audience grasp the context.
5. **The Power of the Soundtrack:** Music or other noises that complement and enhance the tale.

<sup>13</sup> Based on [slideteam.net/seven-elements-of-digital-story-telling](http://slideteam.net/seven-elements-of-digital-story-telling)

6. **Economy:** Using just the right and enough information to share the story without overwhelming the audience.
7. **Pacing:** The story's rhythm and how slowly or swiftly it moves.



**Here is an example of a video idea that can create and include a storytelling concept<sup>14</sup>**

When creating a video using a digital storytelling concept, you can develop a storyboard based on shots of your players, reflecting different situations and emotions of youth when practising sport. The images can be described by a warm voice of a speaker. The script and narrative could be something like:

*"My game, my values! In victory or in loss, respect always wins!"*

*"The challenge is with me! I want to be better than yesterday! I want to be stronger! I want to go forward!"*

*"On the field, friendship and fair play always win. When we fall the adversary is there to help us."*

*"The ball has different colours, so do the players!"*

*"My flag and shirt are my values, the passion through sports!"*

Check other awareness videos using the storytelling approach produced by the Rights project in



[D4.3 -Video stories.](#)

### **C3. Daily basis communication contents examples:**

You must keep the "game playing" when we talk about creating a relationship with your audience and sharing content. On a daily basis, remember to "start a conversation" with your audience. Rather than talking for them to just listen, involve and engage them. Give your audience something to think about or reflect on, and let it roll. Here is a list of different types of messages and contents you could use as "triggers":

<sup>14</sup> Script based on the Project "Bandeira de Ética", from the Portuguese Institute of Sports and Youth", in the context of the National Plan of Ethic in Sports





### Example 1. Facts and figures

Use interesting information and data from themes and circumstances related to your reality, collected from reliable resources. Having a narrative with qualified information can help to enrich the content you share.



### Example 2. Inspirational

Narratives need to make sense and inspire others. Use inspirational messages and positive people stories of your sport club reality and players, for example.







### Example 3. Emotional testimonials

You can create awareness with a big impact by sharing some examples of people that experienced racist, homophobic, or sexist attitudes, but who had a positive attitude end and turned the situation around.

This can lead to recognition and show different points of view for the ones who are suffering, as well as provoke questioning and change a bad attitude of those that are affecting others. Use a storytelling approach applying digital tools, like videos and a sequence of pictures telling an emotional story.



### Example 4. Satire and humour – Use a light tone to deal with hate speech and extremist behaviours. You can use memes and cartoons as effective expressions because they touch people in an emotional way and at the same time reach a large audience.

Check this example made for the players:

Image:



Copywrite:


When playing at a football ⚽ match, remember to that the only way to score is if you kick the ball  
😊 Respect your opponent 🗨️🗨️  
#respectisthegoal #rightvalues #lovethisgame #fairplay


Check the following example made for the parents:


Image:





Copywrite:


Dear parents , the grandstand is a safe space where you to share all opinions with respect. There is room for you to show your support unconditionally to your sport club, which always gives us strength.


 Don't forget the **10 rules** that you must be aware of when watching the games:

 Be positive with the players in public and don't shout with them;


 Be nice to the coach, don't yell;


 Respect the referee decisions;


 Give positive and motivating comments to the team players (Don't understate);


 Control your temper;

 Have fun when watching the athletes playing;

 Keep your lessons just for you after the game;

 Remember it's just a game;

 Believe that the player always does its best;

 Players will be happy and have better results with your support;

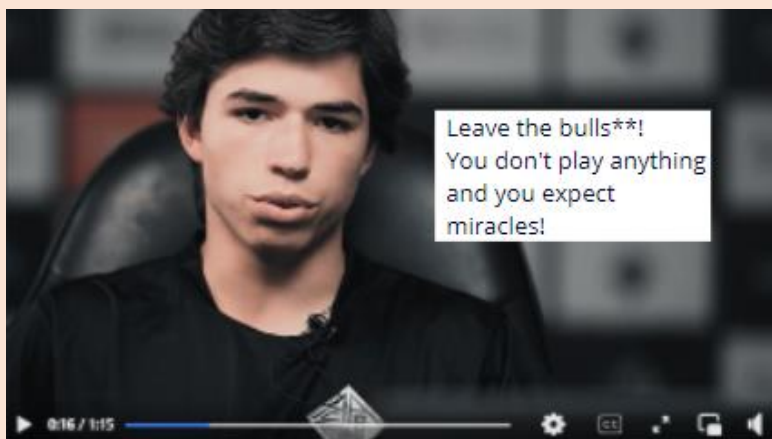
#respectisthegoal #rightsvvalues #lovethisgame #fairplay



### Example 5. Audience in general, especially the social media fans<sup>15</sup>

On World social media day, invite athletes to read and record some comments that were made last season on social media, showing the impact they can have on all our athletes.

#### Video:



#### Copywrite:

*What would you do if it was your child in this situation? 💬*

*Show the positive support and its effect on players - confident winning.*

*Say no to the hate! Say yes to the support!*

*We will always continue to count on you! ❤️*

*(Link to the video)*

*#respectisthegoal #rightsvalues #WorldSocialNetworkDay #SayNoHate #sayyestosupport*

<sup>15</sup> Font: Example from Associação Académica de Coimbra / OAF, an initiative certified with the Ethics Flag, in the context of the National Plan of Ethic in Sports.





### Example 6. Engage your target and fans

Use every opportunity to interact. Even when the sport club is on holidays you can catch your target's attention and create a movement or a sharing proposal of something personal related to the association. In this way, you will maintain the connection active and work on their emotional identification, increasing the loyalty to your sport organisation. You will increase their sense of belonging and connection forward the sport organisation, what makes it easier when understanding and following behaviour rules.



#### Copywrite:

Even on holidays our fans don't take off their sport club colours. 😊

Send us some pictures of your holidays and identify the place where our t-shirt is 🇪🇺.

Maybe we are traveling around the world! 🌍

#lovethisgame #rightssportclub #holidays



### Example 7. Promote more the challenge, the game, the practice of sports and less the results



#### Copywrite:

#lovethisgame #rightssportclub #fairplay





## Example 8. Promote your Games & important events Calendar



### What not to do?

**Image:** For example, when sharing the games calendar, do not choose an image that represents negative competition, faults or aggressive behaviours between players.



Games Calendar		sub-15 national championship	
<b>August</b>			
J1	VARZIM SC	14/08	F
J2	VITÓRIA SC	21/08	C
J3	AVELEDA FC	28/08	F
<b>September</b>			
J4	VIANENSE	04/09	C
J5	GIL VICENTE	18/09	F
J6	PALMEIRAS	25/09	C
<b>October</b>			
J7	RIO AVE	09/10	C
J8	BRAGA SC	16/10	F
J9	BARROSELAS	23/10	C
J10	VARZIM SC	29/10	C
<b>November</b>			
J11	VITÓRIA SC	13/11	F
J12	AVELEDA FC	20/11	C
J13	VIANENSE	27/11	F
<b>December</b>			
J14	GIL VICENTE	04/12	C
J15	PALMEIRAS	11/12	F
J16	RIO AVE	18/12	F
<b>January</b>			
J17	BRAGA SC	08/01	C
J18	BARROSELAS	14/01	F

**Copywriting:** Regarding the text content, don't use words that provoke a competitive mindset, diminish or disrespect other players and teams. Here is an example:

Join us for exciting challenges and games!

With our competitive mindset, perseverance, and focus, we will win!

All the other teams suck. See us as the champions of this season! 🖐️🌐🌐

#fight2win #wearethebest #unstoppable #rightssportclub



### What to do?

**Image:** Use images from the team, including players from diverse cultural backgrounds and nationalities.



Games Calendar		sub-15 national championship	
<b>August</b>			
J1	VARZIM SC	14/08	F
J2	VITÓRIA SC	21/08	C
J3	AVELEDA FC	28/08	F
<b>September</b>			
J4	VIANENSE	04/09	C
J5	GIL VICENTE	18/09	F
J6	PALMEIRAS	25/09	C
<b>October</b>			
J7	RIO AVE	09/10	C
J8	BRAGA SC	16/10	F
J9	BARROSELAS	23/10	C
J10	VARZIM SC	29/10	C
<b>November</b>			
J11	VITÓRIA SC	13/11	F
J12	AVELEDA FC	20/11	C
J13	VIANENSE	27/11	F
<b>December</b>			
J14	GIL VICENTE	04/12	C
J15	PALMEIRAS	11/12	F
J16	RIO AVE	18/12	F
<b>January</b>			
J17	BRAGA SC	08/01	C
J18	BARROSELAS	14/01	F

**Copywriting:** Regarding the text, try to be assertive and clear but, at the same time, embrace the audience showing them that their presence is positive and welcoming.

Mark it on your calendar now! 🖐️

This is the match schedule of **SUB-15** team for the 22/23 season 🖐️🌐🌐

Come and support us. We'll be motivated and we are counting on your support!

#lovethisgame #rightssportclub #fairplay"



### Example 9. Motivational Pre-Games Promotional example



#### What not to do?

**Image content:** On pre-games posting, you shouldn't choose photos that represent competition or aggressive behaviour.



*#wearethechampions #wewillfighttowin*

**Copywrite content:** In terms of the text content, don't promote negative motivations, and don't provoke or encourage bad behaviour between the sport game agents (like players, referees, parents or other fans).



#### What to do?

Instead, use motivational pictures or/and words that focus on fair play and not on the result or a comparison.



*#lovethisgame #rightssportclub #fairplay"*



## Example 10. Communicating when your team loses the game or championship



### What not to do?

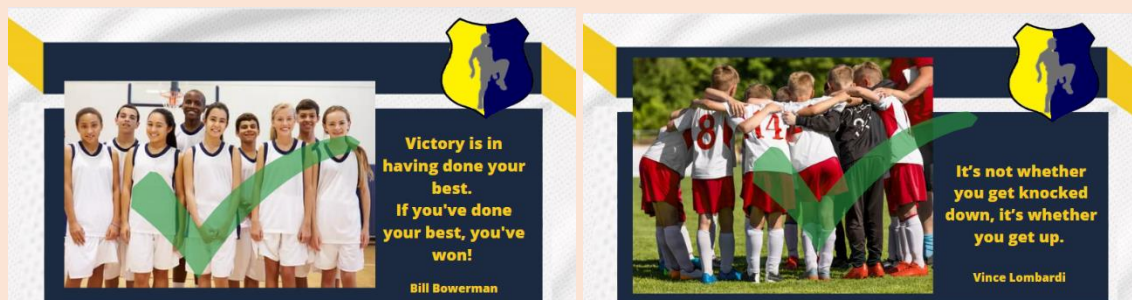
**Image content:** Don't choose a picture of the team's defeat. You must keep the players motivated and value their efforts.



### What to do?

In your post, we advise you to apply a motivational picture and encouraging words! Value the team efforts and stimulate their skills and confidence for the future practices and matches.

**Graphic content example:**



### Copywriting content example

*"Our team is unstoppable! Our opponents were precise when scoring! 🏀🏈🏉"*

*We congratulate both teams for their performance.*

*Together they gave the audience a great show!*

*#lovethisgame #rightssportclub #fairplay"*



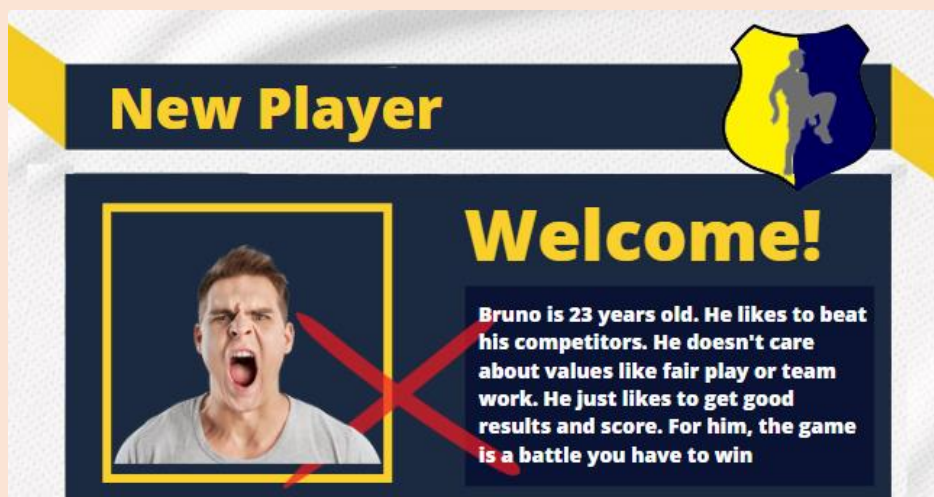


### Example 11. Presenting a new player of the sport team example:



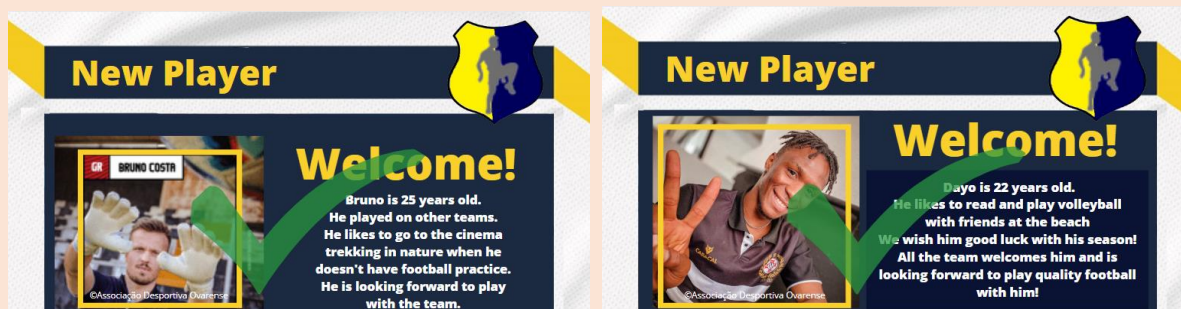
#### What not to do?

**Image content:** When presenting a new player of the team, don't use pictures that can show an aggressive attitude, anger, any type of discrimination (physical characteristics, sexual preference, religion, etc.).



#### What to do?

**Image content:** Presenting a new player of the team is an important moment. You are giving a first impression to the rest of the players, to the audience and fans. That's why you should use friendly pictures of him dressed in the team's equipment or a neutral picture of him on the playing field.





## Example 12. Presenting the technical team example:



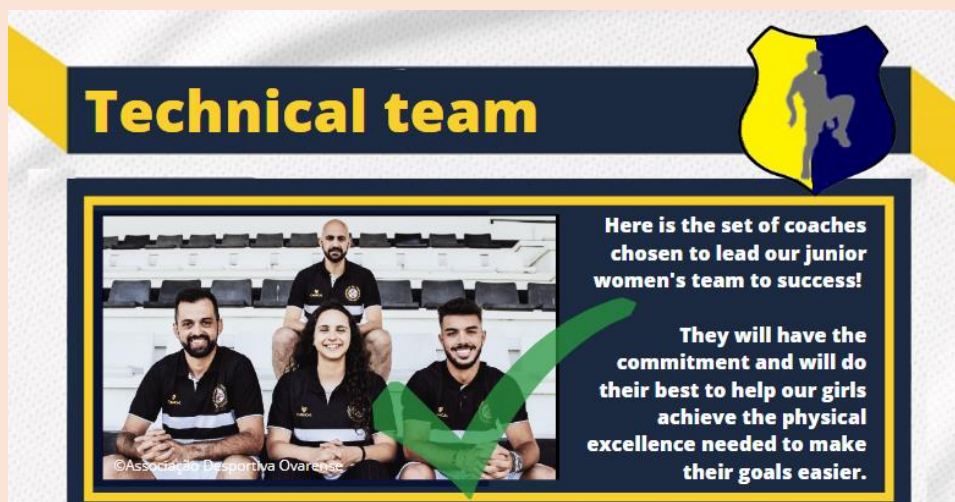
### What not to do?

**Image content:** The technical team is also an important agent for the club and team performance. When presenting, don't use pictures that can show any kind of cultural or gender preference, any aggressiveness or arrogance, that shows any difference or importance of the type of work and role of the sport association.



### What to do?

All the tasks and responsibilities are important. So, you must include everyone and give importance to all tasks and responsibilities (ex. physical technicians and the locker room attendant).



*#togetherwecan #sportvalues #rightsclubvalues*

### 5.2.5. Define the content calendar (scheduling and frequency)

On average, it is generally recommended to post 1 time per day, and no more than 2 times per day. Some studies have even found a drop in engagement if you post more than that. Trying to have a fluent and consistent frequency and avoid over-posting is the best way. Otherwise, people will be overwhelmed and will lose interest in what you say. It is better to aim for quality over quantity.

Posting consistently and frequently to social media will strengthen the relation between you and your fans. By being consistent with your followers, you'll build loyal followers that will share and talk about your organisation.

To make it easier for you to plan and schedule in advance, you can do an editing calendar.

This tool will help you to organise your work and to know when and where you should produce new material and to publish it. Gathering all the information on a grid allows you to stay on track with your workflow.



Here are some **tips** when putting into practice:


- Write your objectives;
- Build a template grid;
- Select the communications channels to be present;
- Start with a year calendar (celebration dates or other important events in advance);
- Think about your content and what the best frequency is;
- Make use of previews content;
- Have the content close;

In the template grid, use the rows to add your content calendar and decide on each new piece of content, and the columns to include information about the individual pieces.

Determine how frequently you will publish on each platform, what kind of content you'll need and use.

These columns might be about:

- Content theme;
- Content format and text;
- Date of publication;
- Content area;
- Audience or target audience;
- Hashtags;
- Tagg's;

You might want to have the help of Content Calendar Software. Check  [D3.2 - OER - Open Educational Resources Tool Grid](#)

Here is a proposal that your communication plan can follow in regards to content management:

December 2021						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<div> <div></div> holiday/event affecting business           <div></div> promotional communication           <div></div> social media           <div></div> deadline-driven communication           <div></div> regular communication         </div>			1 <b>Pinterest:</b> Create 3 boards with gift ideas and 1 board of stocking stuffers	2 <b>Instagram:</b> Post a photo of employees unpacking new holiday inventory	3 <b>Facebook:</b> Link to Pinterest board of gift ideas 1	4 <b>Monthly Newsletter:</b> Gift ideas
5	6 <b>Email promotion:</b> Free stocking stuffer w/purchase	7 <b>Facebook:</b> Share a link to your gift idea newsletter	8 <b>YouTube:</b> Talk about your holiday gift ideas	9 <b>Instagram:</b> Post a holiday #TBT	10 <b>Facebook:</b> Who in your family is hardest to shop for?	11 <b>Email:</b> Just three more days left to order with free shipping
12	13 <b>Email:</b> Last chance for free shipping	14 <b>Facebook:</b> Link to Pinterest board of gift ideas 2	15 <b>YouTube:</b> Share your expertise with a holiday themed video	16 <b>Instagram:</b> Snap a photo of holiday gift packages	17 <b>Facebook:</b> Remind followers of your extended holiday hours	18 <b>Email promotion:</b> Free stocking stuffer offer ends today
19	20 <b>Email promotion:</b> 3-day eGift card sale w/promo code	21 <b>Facebook:</b> Share last-minute gift ideas	22 <b>YouTube:</b> Share a video of you and your employees wishing everyone happy holidays	23 <b>Instagram:</b> Share a photo of a favorite Christmas morning treat and link back to the recipe	24 <b>Christmas Eve</b>	25 <b>Christmas Day</b>
26 <b>Kwanzaa begins Boxing Day</b>	27 <b>Email promotion:</b> After Christmas blow-out sale	28 <b>Facebook:</b> Ask your followers what they're doing for New Year's Eve	29 <b>Pinterest:</b> Create boards of New Year's Eve decorations, party outfits, and party favors	30 <b>Instagram:</b> Snap a photo of your business preparing for a New Year's Eve party	31 <b>New Year's Eve</b>	

Image 30: Example of a Content Calendar<sup>16</sup>

<sup>16</sup> Font: constantcontact.com

## 5.2.6. Sports Values and Intercultural awareness campaigns

Although just two of the seven **specialists interviewed** during the **Rights Project** were directly involved on the creation and implementation of an awareness campaign, it was possible to retain these important key ideas and steps that you can follow when implementing and developing an awareness-raising campaign:

1. **Review literature on the topics**: To understand what already exists, what results and conclusions the investigations have reached.
2. **Review best practices campaigns**: Get inspiration from other clubs, brands or social or human rights organisations that have already worked on these issues and check the different and best approaches of how to change hate speech to a more positive, inclusive and intercultural speech. Check the tactics, creativity, and tones of voices.
3. **Diagnose the needs**: What thoughts do you want to change or implement, what behaviour do you want to improve? Is an awareness campaign the best way?
4. **Define your target groups**: Which audience should you reach and need to work with?
5. **Define the main objectives**: Which objectives would you like to achieve with this campaign?
6. **Choose the best communication channel**: Learn how to deal with communication structures.
7. **Choose and adapt the materials**: What **tools and materials** can send the message in an impactful way? (Physical or digital, such as social networks, newsletters, comic strips, info data, etc.).
8. **Be aware of successful characteristics and criteria**: Simple, objective and with language accessible to people.
9. **Establish partnerships**: Choose relevant entities, namely with the media that can disseminate the campaign.
10. **Consider using influencers**: This depends not only on their target audience, but whether the influencer himself/herself is someone consensual and who creates bridges. Influencers can help spread the message to a wider group of people and help identify the best ways to communicate a message. But to do so, they must be genuine and imbued with the spirit of the campaign. That is, the influencer must be someone that people associate with a cause and give themselves to the cause; people who know what they are talking about, because values are not goods or services, they are values. Thus, people with media presence can be good allies, but there is an associated risk: if these people fall into "disgrace", this will also influence the image of the campaign itself.
11. **Test the campaign**: With people from the same audience to analyse its impact and make improvements before launching it.
12. **Measure the impact**: Choose the **indicators** to evaluate the success and results of the campaign (e.g., the number of people we reach, in terms of engagement - social media followers, their physical and online reaction; the reaction of stakeholders; use evaluation forms to assess impact and transformations, etc.).





Here are some examples of awareness raising actions, tools and materials that you can use as an inspiration to your approach:



Image 31: Example of an awareness action- seminar<sup>17</sup>



Image 32: Example of an awareness action tool used before the games<sup>18</sup>



Image 33: Example of an awareness action tool<sup>19</sup>

<sup>17</sup> In Famalicão Football Club, in the context of the implementation of Portuguese Ethics Flag

<sup>18</sup> In Famalicão Football Club, in the context of the implementation of Portuguese Ethics Flag

<sup>19</sup> Used by Famalicão Football Club on the field entrance in the context of the implementation of Portuguese Ethics Flag



Image 34: Example of an online intercultural awareness campaign image



Image 35: Example of an awareness action – online seminar



Image 36: Example of an online awareness campaign





Image 37: Example of a behaviour awareness action campaign when watching the games<sup>20</sup>



Image 38: Example of a behaviour awareness action campaign when watching the games<sup>21</sup>

Some of the above examples belong to the No Hate Speech campaign, active in the UK on social media, such as Facebook or Twitter. The main objective was to fight hate speech and discrimination in its online expression, but also on life - at the fields.

Online hate speech dimension and potential damage gives new reasons to act proactively acting and doing whatever we can to invert and focus on the positive things: a world of possibilities for creating, publishing and consuming content; a space for full participation, commitment, and free personal expression. Awareness campaigns are a great way to sensibelize your community, and the online space gives your sport clubs new opportunities for others to join you in the same causes you want to commit to and care about.

You can also check other importance sources like:

 [D3.2 - OER - Open Educational Resources](#) Best practices campaigns selection

 [D3.2 - OER - Open Educational Resources](#) Awareness Best Practices Corplay Project

 [D4.3 – Video Stories](#) and [D4.1 – Comic strip pack](#) for more content to share

<sup>20</sup> Based in nohatespeech.uk project

<sup>21</sup> Based in nohatespeech.uk project

### 5.2.7. Analyse your target feedback and engage



The emotional bond formed between the team and the supporters is what drives fan involvement in sports. Through these relationships, fans may have an impact on how sports clubs plan the future.

Many contributions and ideas come from the fans when they see the sports club as their club, and they want to contribute.

By receiving activity proposals from the sport club's supporters, you can engage them. Communication is crucial and you must let your supporters know what is happening and what you have planned for the next season, as well as involve them in the online activities' announcements.

Fan support can be extremely encouraging for sport clubs and the players' motivation.

The better you know your fans and your audience feedback, the more you will be improving their experiences, emotional connection and value towards you. If you "social listen", is important that you interact with your fans in a way that directs your strategy and establishes practical steps based on the insights supplied.




To promote your fans engagement, you have here some suggestions you may utilise to develop a stronger bond with their sports fans and interact directly with your audience.

- Invite them to tag others, remark, ask to share games promotion like *"Join us with you friends in this game, tag them and I we will offer you both a surprise!"*;
- Publish highlights during the games - provide play-by-play updates and goal announcements;
- Pay tribute to a member of your sport club;
- Use positive visual recaps of the games;
- Use videos or interviews with athletes discussing their exercise regimens at home or personal questions;
- Post positive pre game behaviours, show how the athletes and coaches before the game starts, it brings the human element to discussion and will inspire others;
- Invite and take your audience closer to the game field and changing rooms sometimes;
- Create pools, Q&A sessions and question the audience opinions about what was the best player of the game/season;
- You can also post screenshots of their wishes events;
- Challenges that can connect players and fans.

You could reference someone in your club to keep an eye and monetarize the social media accounts.

This is important, especially in hate speeches or any kind of negative online situations. In these moments, you should follow a clear reporting procedure, act quickly to address problems, and get inappropriate content deleted. Your policy may specify how to do this. Here are a few crucial factors to bear in mind:

- Report the material;
- Remove and delete posts when they are under your control;
- When someone submits something to another website (e.g. YouTube), ask them to delete;
- Ask the different organisation or website to delete the content (e.g. negative comments about your club to another clubs Facebook page);

- Illegal comments, behaviours or of serious concern (e.g. child protection), should be reported to the relevant authorities immediately. You can learn more in the next chapter and check “How to report on social media” at  [D3.2 - OER - Open Educational Resources](#).

In this matter, sport clubs can and should be more proactive. Let your members be aware of what kind of behaviour they must have on social media.

Promote the sport club policies doing a briefing to athletes, parents, coaches and other members (include face-to-face instructions, talks during the season or signs at the sport facilities (e.g., simple tick and cross for examples of good and bad social media use like we do on the content examples in this guide).

Make these rules and advises available on your website, newsletters, handbooks, team conversations or other types of interesting ways about what to expected standards for social media use (pass the message points in your weekly newsletters, emails, or others).

#### 5.2.8. Measure and Analyse



Knowing how many followers you have and their characteristics gives you an idea about their profile, getting to know how to better pass your message and how many people you could reach. If you know your message goals and are aware of the needs and habits of your communication target you have a good success base.

Social media monitoring also involves being aware of how many people were reached by your message and the tracking of online mentions and the subsequent response to them. This is a way to know what they think about what you communicate.

Social media analysis reports help to evaluate performance and allow them to be shared with your team and stakeholders — to figure out what’s working and what’s not.

They should also provide the data you need to assess your social media marketing strategy on both macro and micro levels.

Social posts and profile metrics, as well as best time to post recommendations are important to analyse and to use as a base for future decisions. They help you to maintain a positive image and create engagement with what you do.

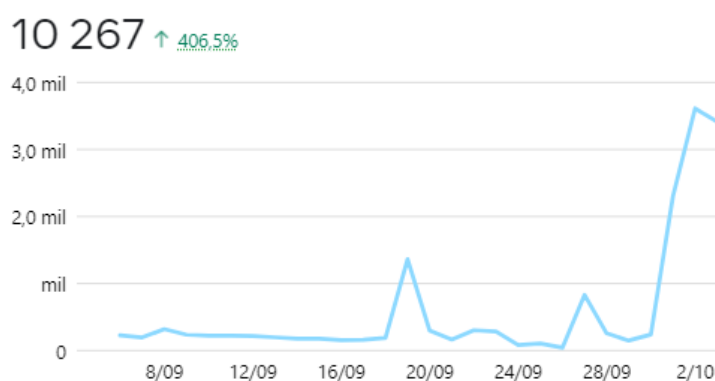


**Social media metrics can be drawn into categories, awareness, engagement, and finally the impact** (Reynolds and Tuck, 2016):

- **Awareness** is the total number of people who view your content (whether videos, ads, posts, websites, or other digital content), and who those people are. It is important to consider awareness metrics which help you understand the characteristics of your audience: how, when and where they were exposed to your contents, and which parts of the reached them.
- **Engagement** is defined as the volume and types of interaction between audience members, clubs/organizations, or contents/materials. Engagements can include everything from likes and shares to email responses and can be positive or negative. The number and nature of engagements can help to understand the audience’s reactions to the content. These metrics

can be combined and analysed to build a comprehensive picture of a post or campaign and help organizations to understand the impact they are having. (number of likes on a page, number of post shares, number of comments)


- **Impact** is a measurable change in the audience's knowledge, attitudes or behaviour that can be attributed to exposure to or engagement with contents. Awareness and engagement metrics, when properly analysed, can be brought together to help evaluators understand the impact of their posts. Additional indicators, such as evidence of offline action, or the qualitative evaluation of online comments, can contribute to the overall impact picture. The measurement of impact will be defined by the goals and objectives set at the very start.



**Graphic 7: Number of views behaviour evolution graphic in a social media network**

Several free resources are available that can provide evaluators without extensive technical expertise with the software tools that they need to operate natural language processing software.

Check  [D3.2 - OER - Open Educational Resources Toolkit grids](#)

Monitoring the engagement behaviour also keeps your sport association on top of messages before they might become viral for the wrong reasons. If you set up hate or improper speech alert system, you are acting proactively and taking necessary preventive steps, as you might anticipate some issues to occur. There are monitoring and automatic alerts systems that can help you detect possible crisis situations. These media monitoring tools are particularly meant for searching for bad mentions, but first you need to identify keywords to trail. Check words automatic tools for monitoring in  [D3.2 - OER - Open Educational Resources Toolkit grids](#).

These tools are a great form of keeping up with negative comments and resolving them immediately and consistently, by giving quick feedback.

In other hand, this way you can keep track of specific keywords related to an issue crisis already installed or names of people involved.

### 5.3. Crisis Communication Strategy

Communication plays a key role in an organisation's reaction to a crisis and is most likely the main component of the crisis management process (Frandsen & Johansen, 2017, in Yamamoto and Correia, 2020). According to Fearn-Banks (2002, p. 2, cit. Cardoso, 2018, p. 111), *"crisis communication is the dialogue between the organization and its audiences before, during and after the negative occurrence. Strategies and tactics are designed to minimize damage to the image of the organization"*.

The essential roles of crisis communication are:

- ✓ to affect public opinion (and, in a way, shape its opinion about the situation)
- ✓ to help in decision making and communicate clearly, since the organisation needs to try to control the situation.

A critical situation can often be prevented; when it arises it needs to have a quick, careful, and assertive response, and when it ends, it is necessary to draw conclusions from the event and try to reconstruct what was lost or try to improve what the crisis was not able to solve. A critical situation management team or a crisis communication plan should not be created only when a crisis arises. But, at the dawn of a crisis, all possible resources that help the organization in the management of the critical situation should be used.

One of these features are new technologies, more specifically social networks. Online media and tools are more effective today in fighting the crisis than traditional media such as print newspapers. Social networks are potentially more interactive, dialogical, authentic, and credible. The possibility of rapid response to situations may raise the reputation of the organization and minimize the damage created by the critical situation (Schultz, Utz and Goritz, 2011, p. 22, cit. Cardoso, 2018).

Also remember that *"if you promote a hashtag, police it. A hashtag is a great way to monitor a conversation, but if left unmonitored it can veer off into a land of rumour mills"* (Lin et al., 2016, cit. Fry, 2017).

#### 5.3.1. Crises Communication Strategy in Sport

According to Bruce and Tini (2008, p. 109, cit. Cardoso, 2018, p. 121), *"sports organizations spend most of their time reacting to unplanned events, which can negatively influence public attitudes, rather than proactively influencing public attitudes"*.

Although sports operate in a context where it seems logical to have a well-developed crisis communication plan, it seems that many sports organisations, including those with full-time professional players, continue to operate reactively or ineffectively, rather than planning and preparing for the types of crises that can be predicted.

Professional sport has unique characteristics in public relations due to the characteristics of advertising itself in the sector (promoted, mainly, by media coverage) and the strong ties that organizations have with fans. Given the level of engagement and the characteristics of the actors involved, crises in the sport have the potential to strongly reach the relationship between fans, clubs, and players. The number, power, and legitimacy of interest groups (stakeholders) puts the sports industry under constant scrutiny, and thus any conflicting interest between any of the parties involved can be a potential crisis (Manoli, 2016).

So, in sports, a crisis is defined as:

- ✓ a surprising or unpredictable incident that has the power to negatively affect the team's image, financial stability and credibility (Coombs, 2014, in Fry, 2017; Jordan & Smith, 2013, in Fry, 2017);
- ✓ behaviours exhibited by athletes, official, spectators and fans which cause harm, that occur outside of the rules of sport and is unrelated to the competitive objectives of the sport (Ugwueze, 2010, in Ijuo et al., 2018);
- ✓ negative aggressive behaviour which can result to harm, injury or death as well as damage to property not in accordance with the rules of sport (ibd.)

The types of crisis experienced by sport clubs are numerous, including violent and nonviolent crises. Some forms of non-violent crises include racism; the use of derogatory language among players and officials; disinformation, whereby false information is given intentionally in order to hide the truth and confuse people; and misinformation, in which incorrect information is given to distort the fact (Oyewusi, 2011, in Ijuo et al., 2018).

Some **strategies** are found in the literature about crisis management in sports, namely:

- a. **Diversión**: presentation of players and fans as victims of dishonest administrative bodies - in the case of crises arising from problematic actions originating from management bodies -, seeking to limit the most severe damage to organizations, as closing or suspension of competitions (Bruce & Tini, 2008, cit. Yamamoto and Correia, 2020);
- b. **Expression of disappointment**: recognition of the bad behaviour of some member of the group without a definitive break, seeking to show the discontent of the organization with actions that go against its values (Len-Ríos, 2010, cit. Yamamoto and Correia, 2020);
- c. **Conforming**: mitigation of the actions causing the crisis because the transgression is part of a larger transgression culture, without which the involved has no conditions to compete on equal terms with others - example: doping in high-performance cycling (Hambrick, Frederick and Sanderson, 2015, cit. Yamamoto and Correia, 2020);
- d. **Retrospective regret**: expression of remorse for transgressive actions that occurred in the past, admitting errors and recognizing itself as an imperfect character (ibd.);
- e. **Wait for the dust to settle** understanding that the interest of the public and the media lasts a short time due to the high volume of events that are reported daily (Manoli, 2016, cit. Yamamoto and Correia, 2020);
- f. **React promptly before the noise grows**: understanding that quickly providing the Public and the Media with information and details can prevent speculation and positively affect the Image of the Club (ibd.)

Other strategies could be consulted in the Check  **D3.2 - OER - Open Educational Resources - Crisis communication strategy – resume table**



With social networks, both the object of the crisis and the respective audience have greater opportunities to receive and present information (Colapinto & Benecchi, 2014, p. 231, cit. Yamamoto and Correia, 2020).



#### Curiosity:

Brown and Billings (2013, cit. Yamamoto and Correia, 2020) analysed what they called a new type of crisis management. In it, fans become an extension of the strategies of responses to crises of a sports organisation through social networks, because they adopt strategies seeking to repair the reputation of the organisation with which they identify. The authors noted that fans can use strategies that organizations often cannot, such as, for example, “Attacking the accuser” and “Diverting attention” to similar problems in other organizations. Therefore, it is recommended that sports organisations allow the support of fans in response to crises but keep some distance in the event of a negative repercussion.

### 5.3.2. Developing a Crisis Communication Strategy in your Sport Organization

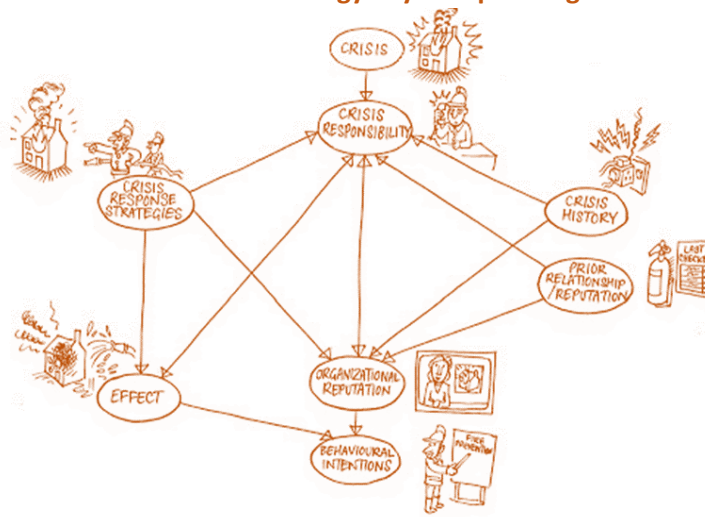


Image 39: Crisis communication flow<sup>22</sup>



Having a **Crisis Communication Strategy** in your sport organization means that you have planned, which can be of great help to your organisation once a crisis occurs. Even if you cannot predict all, it is still crucial to anticipate - “expect the unexpected”. Some general recommendations are:

- ✓ there must be open and consistent communication throughout the hierarchy to contribute to a successful crisis communication process.
- ✓ sport organisation should conduct research to determine its public’s attitudes towards issues or situation. With this knowledge, the organisation can better devise a curse action.

<sup>22</sup> Font: [www.saleshacker.com/crisis-communication/](http://www.saleshacker.com/crisis-communication/)



Your organisation must be able to determine what to do to reduce or prevent the effects of a crisis before it occurs and once it does could immediately address these concerns to the media and public.




So, here are **some tips to develop a Crisis Communication Strategy** in your organisation:

### 1. Define Your Objective

Start by revisiting your long-term organisation goals and values. From there, define a specific objective for the crisis communication process you're going to create. Defining this goal helps keep everything in line with the purpose of your new process.

### 2. Develop a Plan to Minimize Preventable Crises

Crisis events can be avoided if you have a proper plan and strategy to detect the situations and manage it before it became a real crisis issue. So, an essential part of a crisis communication strategy is the early detection and mitigation. You need to consider which actions are most effective for your sport organisation and implement them into your strategy. Each sport organisation's approach to this may differ depending on the size and type. You should consider things like:

- Effective project and task management practices
- Frequent peer and process reviews
- Organisation actors' satisfaction surveys (players, trainers, staff, administrators, ...)
- How to hold your team members accountable for their actions  [See D6.2. Ethic Codes of Conduct.](#)
- Continuous monitoring of stakeholders and audience reviews

### 3. Identify a Crisis Management Team

Choosing the right team is vital for effective crisis management and could mean the difference between success and failure. Because every crisis is different, the appropriate management team varies. However, it's recommended to include someone from the following departments, if you have it on your organisation:

- Public Relations;
- Legal Operations;
- Human Resources

You may need additional team members depending on the nature of the crisis event. It's important to define who are the person responsible for executing and managing tasks, gathering data, presenting data, and communicating internally/externally. So, you need to develop a hierarchy for communicating data and making important decisions. This step is different depending on the crisis, but it is important to develop a system that works in most situations.

#### 4. Identify an Official Spokesperson (or People)

External communication can be confusing for your public and important stakeholders if it isn't presented well and organized in an easy-to-understand way. So, identify one person or a small group of people in charge of communicating with the public. It's important that this person understands how to convey information without causing panic. Additionally, they need to know where to turn internally for accurate data and information. This person can be anyone within the organisation with knowledge about the event and a proven track record of handling the public. This may not always be the same person, so make sure to develop a decision-making process that works in most cases. Lastly, remember to minimize external communication from other people while managing a crisis.



Image 40: External communication

#### 5. Prepare Crisis Response Templates

See  [D3.2 - OER - Open Educational Resources - Example of Crisis Communication Plan](#)

Response templates are used to create quick communication in times of crisis. They might be fill-in-the-blank style or more open-ended to allow for additional information. These can then be copy/pasted for easy, accurate, and quick communication. You may want to create a universal proposal template for frequently asked questions, as well.

You may want to consider working with your public relations team (if applicable) to develop these. As a result, your team is equipped with the language and voice to answer these questions in a timely manner. Include these in your process for easy access when the time comes.

## 6. Define/Develop/Identify an Internal Communications System

At times, internal communication can get scattered and go unchecked. During a crisis, this can escalate to something unmanageable; so, identifying a system for internal crisis communication will help prevent this in the future.

Ensuring effective internal communication channels is key. Develop a plan to escalate problems and data via the proper channels to make sure everyone is informed and know what to do (or don't do). This is also essential for providing data and information to your spokesperson (or team).

## 7. Define External Communication Channels

Each organisation has preferred communication channels and clearly defining them helps your spokesperson prepare content to share with the audience. You should avoid testing out new channels during a crisis and stick to what you know. You may want to consider:

- Offering a live Q&A session for community members
- Developing a press release with data and an actionable plan
- Using social media to answer questions and provide reassurance.

The idea is to deliver information to anyone who needs to hear it in a transparent and easy-to-understand way. So, determine which channels you're going to use and consider developing training for your spokesperson.

## 8. Define a Post-Crisis Evaluation Strategy

Remember that communication doesn't stop once a crisis is over. At this point, the crisis might be ended, but that doesn't mean your crisis communication process is complete. You need to evaluate your response after a crisis is resolved to help prevent future events from happening. This can also help to improve your communication strategy. So, it's important to develop a plan for assessing your response after an event occurred and it is vital to establish rapport with your public, and your staff. You may also need to provide additional information to the public and your team regarding how you handled the situation. Be sure to think about what steps need to happen afterward and include those in your process so they aren't forgotten.

## 9. Evaluate Possible Crisis Scenarios and Examples

No plan is complete without thorough testing. It is important to run through your process for a real-life scenario to make sure you have everything you need. Practicing these responses can help prepare your organisation to move forward. Start by outlining several crisis situations and go through the entire process from start to finish for each one. Remind your team to take this seriously so they're prepared when the time comes.



When it comes to an organization's chosen crisis response strategies you need to keep in mind the following goals (Coombs, 2007, in Jones, 2019):

1. Shape attributions of the crisis;
2. Change perceptions of the organizations in crisis;
3. Reduce the negative effect generated by the crisis.



See the following examples:

**a) Example of a sports club crisis communication plan to react a scandal:**

<b>This sports crisis communication plan's objectives are:</b>		
<ol style="list-style-type: none"> <li>1. Finalize all information that will be released to the press by September 10, 2023.</li> <li>2. Designate a media centre for all press releases by September 10, 2023.</li> </ol>		
<b>Our Crisis Management Team is composed by:</b>		
<p><u>John Doe</u>: Head Coach - He will answer questions about the team</p> <p><u>Jane Williams</u>: Head of Public Relations - She is responsible for leading outward PR strategies and plans that promote key initiatives and promote the image and reputation of the team.</p>		
<b>Target Market</b>		
The targets of this plan are fans and the general public, because they are those who try most to update themselves when negative news about the club arises.		
<b>Messaging Matrix</b> - The following messages will be used for their sports crisis management plan in their different media channels:		
<i>MEDIA CHANNEL</i>	<i>MESSAGE</i>	<i>TARGET</i>
Magazines	"Our club is a family, and its members are our fans!"	Fans
Social Media	"A strong team is a team with a spirit of mutual help and inclusion"	General Public
<b>Action Plan</b>		
<i>Objective</i>	<i>Action</i>	<i>Deadline and responsible</i>
1. Finalize all information that will be released to the press by January 15, 2023	Manage all news posted online and clarify it with the press.	September 10, 2023 / Jane Williams
	Release only important and legit information to the press.	September 11, 2023 / Jane Williams
2. Designate a media centre for all press releases by January 15, 2023.	Hold a press briefing in one area only.	September 10, 2023 / John Doe
	Allow press to ask questions about the incident.	September 11, 2023 / Jane Williams

b) Example of Starbucks crisis communications plan in 2018  
(Available on <https://www.mediatoolkit.com/blog/crisis-communications-plan-8-steps/>)

“It happened in 2018 when Starbucks’ Philadelphia store manager called the police on two black men for allegedly trespassing. Turns out, the two men were simply waiting for their friend to arrive before ordering and were subject to racism that is still so deeply ingrained in the US (but also the whole world).

The Starbucks CEO did react immediately, issuing an apology a few hours after the incident happened. He stated that Starbucks “stands firmly against discrimination and racial profiling”. Additionally, he promised to look into the situation and circumstances that led to it, as well as make any necessary changes to their practices that would prevent anything like that from happening again. Although he tried to portray a very apologetic tone through his statements, people felt it wasn’t enough.

It didn’t help Starbucks that the whole situation was captured on camera and became available to the wider public. The public then started protesting, with people holding up signs like the one proclaiming “too little, too latte”.

However, Starbucks didn’t want the dust to settle on empty promises. The Starbucks’ then executive chairman Howard Schultz closed 8,000 locations to put 175,000 employees through racial bias training. They aimed to create more awareness around how racial bias works and help employees apply that awareness on the job”.

**LESSONS:**

**“Actions speak louder than words. Take responsibility.”**

c) Example of a sports club reaction in times of crises adopting the “React promptly before noise grows” strategy:



**Image 41: Rights Crisis Statement Club example**

The **Rights Sports Club** would like to comment on the allegations made against its women's volleyball technical team member name x. In this regard, we would like to express the following:

1. By the moment of hiring the coach and until today, the club has no knowledge of any formal complaint or accusation against the coach

2. The Rights Sports club is totally available to collaborate with the competent entities with the primary objective of establishing the truth of the events
3. The Rights Sports club is proud to have its history built on the values of transparency, truth, equality, respect for others and sports ethics
4. The Rights Sports club will always censure any behaviour of abuse, violence, disrespect for others and further informs that, if there is proof of any act committed by the coach, that violates or has violated the freedom of any athlete, it will take the appropriate procedures and all measures to punish him, in accordance with the code of conduct in force in the club.

## CONCLUSION

And here it is – a step-by-step guide that you can take in consideration when building an organised and successful general communication strategy, full of intercultural and positive speeches examples to feel inspired to implement and use on your daily basis's communication in your sport club's organisation.

Now you will also be able to create an “on-line and on-life” awareness campaign to sensibilize and change some of the less positive behaviours of young players, parents, and fans.

You also have access to information and suggestions of how to establish an effective crisis communications plan. It's a fact that only a few sport clubs have that in mind and formalised for a future situation, but you must act proactively. You wouldn't want to wait for a crisis to strike to start scrambling for an appropriate solution.

We hope this Guide can help you to reinforce the Rights Project and sports values in your grassroots sports team and community, like fair play, interculturality, inclusion, friendship, team spirit, responsibility, discipline, tolerance, perseverance, humanism, respect, solidarity, dedication and courage.

Don't forget that RIGHTS project aims to promote the culture of respect and develop intercultural skills to counteract hate speech, intolerance, and extremism in sport. To achieve this goal, there are other approaches and tools, like the intercultural educational resources made to improve the knowledge and the capacities of coaches, managers, fans, and leaders.

You can also take the opportunity to learn and understand more about the issue, accessing the collected stories, studies, and research of this project.

Last but not the least, we advise you to have consideration implementing the Rights Project Code of Conduct, inform, engage, and have the commitment from all your organisation members.

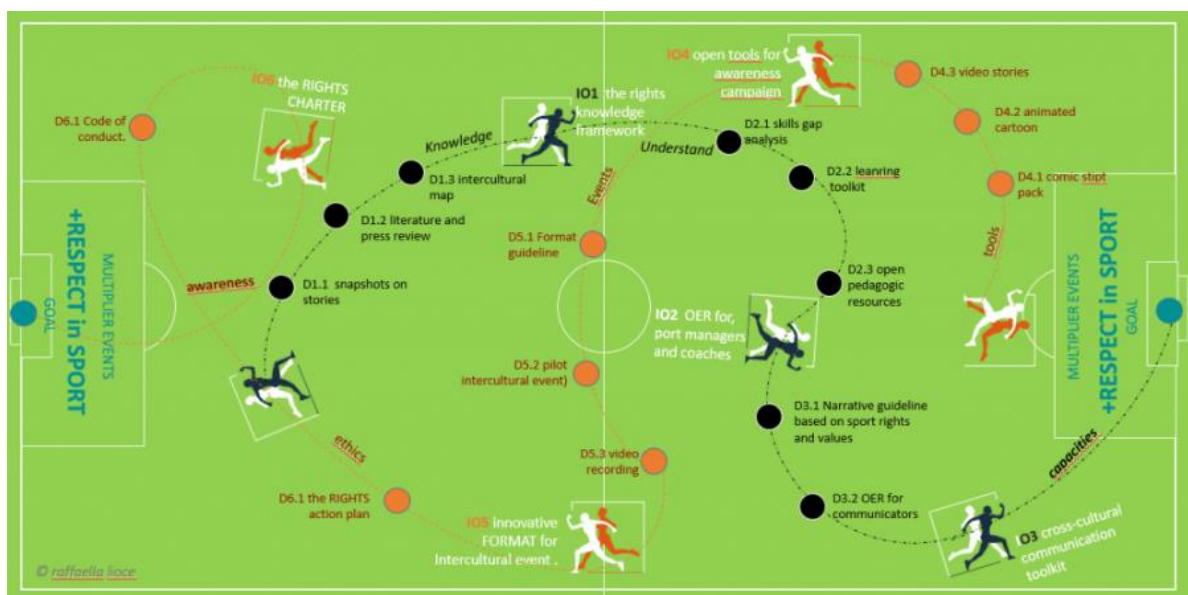


Image 37: Rights Project deliverables image.

Find all you need in the project website <https://rights.usmacaselle.org>.



## GLOSSARY

- “discrimination”: any differential treatment based on a ground such as “race”, colour, language, religion, nationality or national or ethnic origin, as well as descent, belief, sex, gender, gender identity, sexual orientation or other personal characteristics.
- “denigration”: the attack on the capacity, character or reputation of one or more persons in connection with their membership of a particular group of persons.
- “gender”: the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men.
- “negative stereotyping”: the application to a member or members of a group of persons of an generalised belief about the characteristics of those belonging to that group that involves viewing all of them in a poor light regardless of the particular characteristics of the member or members specifically concerned.
- “racism”: the belief that a ground such as “race”, colour, language, religion, nationality or national or ethnic origin justifies contempt for a person or a group of persons, or the notion of superiority “homophobia” : prejudice against, hatred towards, or fear of homosexuality or of people who are identified or perceived as being bisexual, gay, lesbian or transgender.
- “hostility”: a manifestation of hatred beyond a mere state of mind.
- “stigmatisation”: the labelling of a group of persons in a negative way.
- “trivialisation”: the making of something seem unimportant or insignificant.
- “vilification”: the abusive criticism of one or more persons in connection with their membership of a particular group of persons.
- “violence”: the use of physical force or power against another person, or against a group or community, which either results in, or has a high likelihood of resulting in, injury, death, psychological harm, maldevelopment or deprivation.
- “xenophobia”: prejudice against, hatred towards, or fear of people from other countries or cultures.
- “vulnerable groups”: those groups who are particularly the object of hate speech, which will vary according to national circumstances but are likely to include asylum seekers and refugees, other immigrants and migrants, Black and Jewish communities, Muslims, Roma/Gypsies, as well as other religious, historical, ethnic and linguistic minorities and LGBT persons; in particular it shall include children and young person’s belonging to such groups.
- “youth”: children, child athletes refer to the age category from 7 to 18 years old.

Check more in [01 - D1.2 Literature Review](#)

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