



CURRICULUM



FOOTBALL FOR UNITY 2.0

SWITCH THE PITCH

CURRICULUM

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INTRODUCING SWITCH THE PITCH

ABOUT SWITCH THE PITCH

Switch the Pitch (StP) originated as a programmatic approach within Common Goal's Anti Racist Project, launched to unite the U.S. football community in 2022 in collaboration with Soccer Without Borders. Switch the Pitch uses interactive and experiential anti-racist-based curriculum to enable coaches to foster safe and inclusive spaces and inspire young players to take action.

As the program expands into the European

context, it continues to uphold the original challenges and modules developed in the U.S. while adapting to the unique geo-political demands of each region, all with the goal of fostering a unified, globally aligned football community committed to racial justice.

Switch the Pitch aims to equip coaches to manage diversity, inclusion, integration and anti-racism within the European football landscape.



WHAT DO THE TERMS DIVERSITY, INCLUSION, INTEGRATION AND ANTI-RACISM MEAN?

The terms diversity, inclusion, integration and anti-racism describe different aspects of how organizations or societies represent and involve varied groups of people. Here's an overview of each term:

DIVERSITY

- **Definition:** Diversity refers to differences within a setting. This can include differences in race, ethnicity, religion, and other attributes. The focus of diversity is on recognizing, valuing, and ensuring representation of these varied characteristics within a group or organization.
- **Relation to Football:** Embracing diversity ensures that football reflects the broad range of people who are passionate about the sport, from players and coaches to supporters.

INCLUSION

- **Definition:** Inclusion is about creating an environment where all individuals, regardless of their diverse characteristics, feel welcomed, respected, and valued. It involves actively involving and engaging everyone in the environment. The focus of inclusion is on ensuring that diverse individuals have equal access to opportunities and resources and can contribute and feel a sense of belonging.
- **Relation to Football:** In football, inclusion involves making efforts to ensure that all stakeholders (such as players, coaches, and fans) have equal opportunities to engage with and contribute to the sport, and that their unique perspectives are valued.

INTEGRATION

- **Definition:** Integration refers to the process of foreigners (being migrants, immigrants or refugees) becoming an active and accepted part of the host society while maintaining aspects of their own cultural identity. Integration ensures that immigrants and refugees have equal opportunities and the chance to take part in all areas, especially social, economic and cultural life. The focus of integration is on facilitating access to resources, opportunities, and social networks in the new country, while supporting their ability to contribute to and take part in the community. This includes aspects such as language acquisition, employment, education, and social inclusion.
- **Relation to football:** Integration addresses the challenges faced by migrant, immigrant and refugee footballers by providing support systems and opportunities to blend into existing teams and leagues, enriching the sport with diverse perspectives and experiences.

ANTI-RACISM

- **Definition:** An active and affirmative commitment to fighting against racism by making frequent, consistent, and equitable choices in the day-to-day.
- **Relation to Football:** Anti-racism focuses on combating racial discrimination by promoting equity and respect, implementing policies to prevent racism, and encouraging diverse representation in all levels of football. This effort enriches the sport by fostering an inclusive environment where all players and fans can participate and thrive.

IN SUMMARY:

- Diversity is about the “what”-the presence of differences.



- Inclusion is about the “how”-ensuring everyone feels valued and involved.
- Integration is about the “embedding”-incorporating diversity and inclusion into the core operations and practices.
- Anti-racism is about the “commitment”-actively challenging and eliminating individual and systemic racism to ensure that diversity, inclusion, and integration are not just superficial but genuinely just.

These definitions are primarily an internal resource for workshop facilitators to align their understanding of these terms that might come up in workshops organically. When facilitating an audience with fairly low pre-existing knowledge or that does not consist of English native speakers, it may be sensible to reduce your vocabulary to “Diversity” and “Anti-racism” or “Racial Justice” as umbrella terms.

SWITCH THE PITCH WORKSHOP

This in-person workshop equips youth football coaches with the knowledge and tools necessary to strengthen their capacity in managing diversity, inclusion, integration and anti-racism within their teams, during matches or other related situations.

As a foundational training, this workshop provides participants with essential insights and tools to address challenges in their teams and communities relevant to promoting inclusivity in football. While not an exhaustive diversity training, it serves as a crucial starting point for building capacity in these principles.

The Switch the Pitch workshop is the live execution of this curriculum, where the planned learning objectives will be delivered to the participants in discussions and activities.

PARTICIPANTS & TARGET AUDIENCE

The workshop targets youth football coaches, who are coaching in a European context. This workshop accommodates up to 40 participants (plus any additional support personnel participants may require). In the event of a significantly larger group, facilitators should

adjust key planning and preparation aspects of the workshop to ensure it remains effective and engaging. For detailed guidance on these adjustments, please refer to the section Scaling Workshops to Larger Groups in the Facilitator’s Guide.

Workshop participants will present a heterogeneous level of knowledge and lived experiences of racism among them regarding the curriculum’s principles. A variety of expertise can enhance the learning experience, making it more effective. They should, however, demonstrate a willingness to extend their existing perceptions and understandings about diversity, inclusion, integration and anti-racism. A respectful approach toward others and their learning capacities is essential to ensure that Switch the Pitch spaces remain safe and conducive to open dialogue. Consider the chapters on “Language, Power & Privilege” and “Empowerment” to further adjust to your target audience.

If an interpreter accompanies any participants, it is crucial that the interpreter receives a briefing prior to the workshop. This briefing should cover key terminology and its adaptation to culturally sensitive language, ensuring effective and politically correct communication throughout the workshop.



USING THIS CURRICULUM

The primary purpose of this workshop is to equip football coaches with the knowledge and tools needed to manage diversity, inclusion, integration, and anti-racism in their teams. This foundational training is not a comprehensive diversity training but serves as a critical first step for coaches in addressing these principles in their daily activities. The objectives include fostering a deeper dialogue and understanding around the connection between these principles in the context of football, providing practical tools and strategies for addressing racism, and promoting a long-term commitment to inclusion both on and off the field.

This curriculum serves as a guide for the workshop facilitators, outlining the content, activities, objectives, and methods to be used during the workshop. It helps facilitators ensure the workshop stays on track, covers all necessary material, and meets the intended goals. It defines what participants will learn, the skills they will develop, and the activities they will engage in throughout the workshop.

Facilitators should use the curriculum as a detailed guide to structure and deliver the workshop, which helps provide a cohesive learning experience for participants.

The following resources accompany this curriculum. All resources, except the StP Card Deck, can be found in the Appendix of this curriculum.

FACILITATOR'S GUIDE:

- A guide designed to support individuals who lead a StP workshop. It provides detailed facilitation tips and orientation on how to plan, prepare for, and effectively manage the workshop. This resource can be found in Appendix 2. of this curriculum.

POWERPOINT SUPPORTING SLIDES:

- The Template for PowerPoint Slides to support the facilitation of this workshop visually.
When reading through the curriculum, one will find a breakdown of the workshop segments, which reference each slide with its corresponding number.

STP COACHING TOOLKIT:

- A comprehensive toolkit to be distributed during the workshop to help prepare coaches to engage their teams through a series of on-field Team Challenges, and tips on managing mitigation strategies for dealing with discrimination and escalation. These challenges were designed to educate, activate, and facilitate dialogue on the critical topics of managing diversity, inclusion, and integration. By seamlessly incorporating the resources from the toolkit into practice sessions, coaches can tailor their training, ensuring that it is not only football-focused but also grounded in cultural competency—all with no further help from a facilitator.

STP CARD DECK:

- A small deck of cards to be handed out to coaches together with the toolkit. This deck is an on-the-go collection of activities meant for supporting in implementing discussions about StP principles with the coaches' teams, in an accessible and practical format. Each deck contains cards with prompts and scenarios related to diversity, inclusion, integration and anti-racism. These cards stimulate meaningful conversations and reflections and coaches can use them during various parts of a practice session—such as warm-ups, drills, or cool-downs. Some



activities found in the StP Card Deck are part of the StP Workshop's Agenda that will be facilitated to the coaches.

LAMINATABLE 1-PAGE REACTION PLAN:

- This document guides you through the immediate steps you and your team can take when confronted with racist aggression. You can fill in the blanks (contact names, etc.), print and laminate this and carry it along to all games and practices.

Facilitators are encouraged to read and understand these materials thoroughly before organizing and conducting a workshop to ensure a smooth and effective learning experience.

This curriculum is not intended for facilitators to follow the explanations word for word. Facilitators should adapt the delivery, level of detail, prioritization of topics, etc. to suit their own facilitation style using the language, exercises and approach that best meets the needs of their audience and the specific context in which they are working.

This flexibility ensures that the material resonates more effectively with participants and aligns with the Switch the Pitch goals.

When preparing a workshop it is essential that facilitators are aware of time limits and reduce content where required without sacrificing time and space for group discussions and questions.



WORKSHOP AGENDA

AGENDA OVERVIEW

The following is a detailed outline of the agenda for an In-person Workshop. This level of detail is intended for preparation and planning purposes only. On the day of the workshop present a high level version of this to the participants (see Segment 2 below).

Facilitators are encourage to adapt items, durations and exchange exercises as they see fit for their cohort.



09:00–09:30	Cohort's Arrival
Segment 1: Welcome remarks and Workshop Disclaimers	
09:30-09:40	<ul style="list-style-type: none">• Facilitators welcome the participants, introduce themselves, and explain the Housekeeping for the workshop. (5 minutes)• Announce workshop's disclaimers: (5 minutes)<ul style="list-style-type: none">○ 1) warning on potential triggers (see Toolkit for guidance);○ 2) open floor for questions on terminology
Segment 2: Icebreaker and Agenda Walkthrough	
09:40-10:10	<ul style="list-style-type: none">• Explaining the rules and playing the Icebreaker focused on the principle of Identity. (15 minutes)• Debriefing about the activity and explain the importance of reflecting on their players' identities. (10 minutes)• Going over the workshop agenda. (5 minutes)
Segment 3: Group Agreements	
10:10-10:25	<ul style="list-style-type: none">• Introducing the Workshop's Agreements for the day (5 minutes).• Activity: letting participants discuss which other agreements they would like to add to the workshop and give them sticky notes to write their ideas. (10 minutes)
Segment 4: StP specific Agreements	
10:25-10:30	<ul style="list-style-type: none">• Presenting and explaining StP specific agreements as foundational guidelines for ongoing implementation and future activities. (5 minutes)



Segment 5: Workshop Goals	
10:30-10:35	<ul style="list-style-type: none">• Reviewing the goals of the workshop and clarifying that it is intended for: (3 minutes)<ul style="list-style-type: none">○ creating a dialogue on how diversity, inclusion, integration and anti-racism are connected to football,○ providing practical tools and strategies for managing diversity, inclusivity and integration in their daily coaching,○ and encouraging long-term commitment on and off the pitch.• Mentioning which principles will be covered during the workshop. (2 minutes)
Segment 6: Presenting Switch the Pitch	
10:35-10:45	<ul style="list-style-type: none">• Presenting an overview of how StP originated, and the intentions behind it (5 minutes).• Emphasizing the role of the participants as part of StP and briefly allowing them to share how they see their own role. (5 minutes)
10:45-11:00	Short Break (15 minutes)
Segment 7: Bringing Awareness	
11:00-11:25	<ul style="list-style-type: none">• Contextualizing why it is crucial to discuss racism and anti-racism in football, and its connection to managing diversity, inclusion and integration. (5 minutes)• Explaining the difference between racism and discrimination. (5 minutes).• Clarifying the difference between individual and systemic racism. (10 minutes)



Segment 8: Exchanging Lived Experiences in Dealing with Racism	
11:25 -11:35	<ul style="list-style-type: none">• Activity: Asking participants to reflect on and share specific instances where they encountered racism in their role as a coach. (15 minutes)<ul style="list-style-type: none">○ Encouraging them to describe the situation, their response, and the outcome.○ Asking about strategies or practices that were successful or not in addressing or mitigating racism in their coaching experiences.
Segment 9: The roles of Racism and Anti-racism in Football	
11:35-11:50	<ul style="list-style-type: none">• Explaining the different roles of racism and anti-racism-how it presents itself and impacts the game. (5 minutes)• Identifying Manifestations of Racism and Xenophobia-Explore examples where it manifests itself within football. (5 minutes)• Activity: Facilitating a brief discussion on how racism and anti-racism are experienced in football and ask the participants to give examples. (5 minutes)
Segment 10: Case Study-Impact and Inaction during a Match	
11:50 -12:10	<ul style="list-style-type: none">• Presenting the case's background and the impact it had on the team. (2 minutes)• Breaking down the Mitigation Strategies and Solution for the case: (18 minutes)<ul style="list-style-type: none">○ Immediate Response,○ Post Match Interventions,○ Community Engagement.
12:10-13:10	Lunch break (60 minutes)
Segment 11: Barrier Game	



13:10-13:30	<ul style="list-style-type: none">• Activity: separating participants into groups and explaining the rules of the game. This will be their first opportunity to engage with the StP Card Deck. (5 minutes).• Allowing groups to work on their solutions. (10 minutes)• Brief round for sharing their results. (5 minutes)
13:30-13:40	Move to pitch (10 minutes)
Segment 12: Find your Power Game	
13:40-14:10	<ul style="list-style-type: none">• Activity: separating participants into groups and explaining the rules of the game.• Playing two rounds, so participants can strategise.• Debriefing about the activity. (10 minutes)
Segment 13: Crossing Boundaries Game	
14:10-14:50	<ul style="list-style-type: none">• Activity: separating participants into groups and explaining the rules of the game. (5 minutes)• Playing two rounds so participants can implement ideas based on their observations from the first round. (20 minutes)• Debriefing about the activity. (15 minutes)
	Back Move back to Classroom setting (10 min)
Segment 14: Sharing Resources	



15:00-16:00	<ul style="list-style-type: none">• Distributing, introducing, and walking participants through the StP Coaching Toolkit (45 minutes).• Distributing and introducing participants to StP Card Deck (10 minutes).• Presenting a summary of the Facilitator’s Guide (5 minutes).• Presenting the Laminatable 1-pager (5 minutes).
Segment 15: Next Steps	
16:00-16:20	<ul style="list-style-type: none">• Introducing key sections of the StP Toolkit, card deck and 1-pager (5 minutes).• Workshop first steps towards implementation of learnings from (10 minutes).• Create commitment and accountability (5 minutes).
Segment 16: Finishing Up- Key takeaways, Q&A and Feedback	
16:20-16:40	<ul style="list-style-type: none">• Revisiting key takeaways from the workshop (3 minutes).• Following up with a Q&A and feedback (15 minutes).• Closing remarks (2 minutes).

The following section of this curriculum provides a detailed breakdown of each segment and activity within the workshop. A step-by-step guidance for facilitators, with key learning objectives, and practical exercises designed to help youth football coaches foster inclusivity.



WORKSHOP'S SEGMENTS BREAKDOWN

WORKSHOP SEGMENT 1:

WELCOME REMARKS AND WORKSHOP DISCLAIMERS

→ **Duration:**

09:30-09:40 AM (10 minutes)

→ **Supporting Materials:**

PowerPoint slides

→ **Instructions:**

- Facilitators greet participants and introduce themselves to the group. Unless all participants and facilitators already know each other, conduct a short round of personal introductions. Next, facilitators explain the housekeeping rules: break times and what time the workshop will finish, ask participants to keep their phones silent, give instructions to the location of the bathrooms, emergency exits and other important information. Participants also must be informed that pictures and videos will be taken throughout the workshop and those who wish to decline participation in the recordings can do so. (5 minutes)

The facilitator delivers the workshop's disclaimer announcements as follows (5 minutes):

- Trigger Warning: Racism and potential re-traumatisation.

Terminology: In the workshop, participants are encouraged to seek clarification on any terms or concepts they may not understand at any point, without worrying about interrupting the facilitators.

Note: A trigger warning is essential in this workshop because the topics discussed can be emotionally intense and potentially re-traumatizing for those who have experienced racism or discrimination. The warning

helps create a safer environment by acknowledging the potential for distress and encouraging participants to take care of their well-being, such as taking breaks or stepping away if needed. As outlined in the Toolkit and Facilitator's Guide, a trigger warning was issued to all participants with their invitation to the workshop ahead of time.

WORKSHOP SEGMENT 2:

ICEBREAKER "WALKING WITH OUR IDENTITIES" AND AGENDA WALKTHROUGH

→ **Duration:**

09:40-10:10 AM (30 minutes)

→ **Supporting Materials:**

PowerPoint slides

→ **Instructions:**

- First in small groups then with the entire group, participants are asked to reflect on and discuss different components of their identities. There are many elements that make up people's identities, each of which may be at the foreground or in the background depending on the situation, circumstances, or environment we are in. In this activity participants will reflect on the different things that makes them "them" and seek to understand how their backgrounds play different roles in their identity formation.

Note: Football deeply influences and reflects various forms of identity, from the personal to the national level. It fosters national pride, unites communities, and serves as a symbol of cultural, political, and regional identities. Football clubs are often central to local identity and engage with race, ethnicity, and religion issues, serving as a platform for inclusion and the fight against discrimination. Overall, football is a powerful medium for expressing and shaping personal, cultural, and political identities. It's important for youth coaches to understand the concept of identity because it helps them support the personal and social development of their



players. By recognizing the diverse backgrounds, and individual experiences of young athletes, coaches can create an inclusive and supportive environment. This understanding allows coaches to build stronger relationships with their players, foster a sense of belonging, and help them develop confidence both on and off the field. Acknowledging identity helps coaches address issues like stereotypes and cultural differences, promoting a positive and respectful team culture.

- Setup: If possible, prior to the participants arrival, facilitators should prepare a few “identity stations” around the room. Each station will represent a different aspect of identity such as *Race/Ethnicity, Gender, Nationality, and Choose Not to Share*.
- Facilitators should be prepared to give precise examples of these three identity markers, be somewhat accustomed to speaking comfortably about race and gender in the German context and be able to define each, specifically “race” within the German social and historical context. See toolkit for more information on “race”.

Participants will be invited to move to the station that resonates most with their response to each prompt.

- Facilitators briefly explain that everyone has multiple facets to their identity, which shape who they are and how they experience the world. It is important to encourage openness, but also respect that participants can choose not to share.
- Here are the following prompts, they should be read one at a time:
 - Which aspect of your identity do you think about the most?
 - Which aspect of your identity do you think about the least?
 - Which aspect of your identity is the hardest to talk about?

- Which aspect of your identity do you think will become more significant as you get older?

After each prompt, participants move to the station that best represents their response. At the station, participants can briefly share why they chose that identity marker (optional, 1-2 minutes per prompt).

- Afterwards the group discusses how it felt to reflect on these aspects of identity. (10 minutes)
- Question: *Why is it valuable to recognize and explore our different identities?*
- During the debrief it is explained that same as them reflecting on their own identities, the coaches should reflect on their players’ experiences. Taking someone’s background into consideration helps to grasp behaviours or barriers they might face in different scenarios on and off the field. By better understanding the team’s identities, coaches can more effectively help them grow as athletes. It allows coaches to tailor their approach to individual needs. This personalized guidance not only enhances the player’s skills but also fosters their confidence and motivation, leading to overall better performance and personal development.
- After the Icebreaker, the workshop agenda gets introduced, highlighting the breaks and change of workshop spaces. Printed copies of the agenda are distributed to all participants.



WORKSHOP SEGMENT 3:

GROUP AGREEMENTS

→ **Duration:**

10: 10-10:25 AM (15 minutes)

→ **Supporting Materials:**

PowerPoint slides; Flipchart; Pens; Sticky Notes

→ **Instructions:**

- The facilitators will now transition to establishing the group agreements for the day. It will be explained that, for the workshop to be successful, a safe and supportive learning environment must be created. (5 minutes)
- A Flipchart is prepared in advance to outline several key agreements deemed important, and participants will be invited to review and provide input. There are no pre-written agreements. The groups comes up with them together.
- Participants will then be encouraged to contribute their suggestions, which will be added to the Flipchart using sticky notes. They can be invited to participate by asking:
 - What kind of culture do we want to create together today?
- Participants are given time to share their ideas and reflect if other people in the room who agree or disagree with their suggestions. (10 minutes)

WORKSHOP SEGMENT 4:

STP SPECIFIC AGREEMENTS

→ **Duration:**

10:25-10:30 AM (5 minutes)

→ **Supporting Materials:**

PowerPoint slides

→ **Instructions:**

- It is relevant to discuss Switch the Pitch specific agreements separately from the overall workshop agreements because they address unique expectations directly related to the activities and interaction. As the first European cohort for Switch the Pitch, these specific agreements are not just a set of ground rules for a singled-out workshop, but rather foundational guidelines that will continue to accompany participant's actions and interactions long after the workshop concludes, ensuring consistency and alignment with the program's objectives. (5 minutes)
- Community Agreements for StP:
 - **Agree to Agree**- "Agree to agree" means that we want to acknowledge that in this space we'll share the intent to agree on specific terms in the future. Often when talking about social issues, we reach points of disagreement. This is not the intention of StP. We want to come together; in the things we can agree to agree. This signals commitment to continue discussions and work towards a more inclusive coaching environment for our communities. When in doubt about nuances of racism, please follow the lead of People of Colour in the room who are directly negatively affected by racism and therefore often possess a more sharpened understanding.
 - **Have the conversation first**- Before making any decisions or commitments, let's agree to discuss the matter thoroughly to ensure understanding and alignment. Let us prioritize open dialogue and conversations.
 - **Be Mindful of Community Space**- We must first respect the physical space provided to us today. Second, given the diversity of backgrounds within



the group, we commit to fostering an inclusive environment by allowing everyone the opportunity to speak, be heard, and by respecting the varied perspectives and experiences each person brings with themselves.

- **Pair uncertainty with Curiosity**-We want to foster a culture where questions and exploration are welcomed and incentivised. However, it is essential to express curiosity respectfully. Engaging in provocative challenges or replicating disrespectful or discriminatory language is not acceptable.
- **Use Inclusive Language**-We want to respect all participants' names, pronouns and other self-identification. This means that we respect everybody's right to choose which race, gender, etc. they want to belong to and others do not assign them to a different group based on visual appearance, for example. When speaking about specific marginalized groups, we commit to only using terminology that members of this specific group deem appropriate themselves. When describing instances of racism or discrimination we minimize the reproduction of offensive language to the absolute minimum necessary for workshop participants to learn and grow.

These StP Community Agreements are the ground rules for the workshop. They help both facilitators and participants to stay respectful, productive, and collaborative. By sticking to these guidelines, we ensure everyone is valued and heard, creating a positive space to achieve the curriculum's goals together.

WORKSHOP SEGMENT 5:

WORKSHOP GOALS

→ **Duration:**

10:30-10:35 AM (5 minutes)

→ **Supporting Materials:**

PowerPoint slides

→ **Instructions:**

- With the agreements established and the tone set for a respectful and inclusive environment, facilitators share the key goals intended for the workshop day. These goals will direct the discussions and activities, ensuring meaningful engagement and a clear sense of purpose and commitment as the workshop progresses. (3 minutes)
- The workshop is designed with three primary goals:
 - **Creating a dialogue and deeper understanding:** The workshop aims to equip coaches to engage confidently in meaningful discussions about diversity, inclusion, integration and anti-racism, both on and off the pitch. It encourages open dialogue helping individuals bridge the connection of these principles to football, and the role they play.
 - **Providing Tools and Strategies:** Participants receive tools to integrate Switch the Pitch team challenges into their practices, and strategies to support them in effectively managing diversity, inclusion, integration and anti-racism within their teams.
 - **Encouraging Ongoing Commitment:** Beyond the workshop, participants carry forward the lessons learned and apply the Switch the Pitch challenges actively in their daily coaching within their communities. This commitment



to continued reflection and action ensures that the work begun here has a lasting impact, fostering long-term growth and inclusivity.

WORKSHOP SEGMENT 6:

PRESENTING SWITCH THE PITCH

→ **Duration:**

10:35-10:45 AM (10 minutes)

→ **Supporting Materials:**

PowerPoint slides

→ **Instructions:**

- The StP's programmatic approach, and how it connects to Common Goal gets introduced: (5 minutes)
- StP is a capacity-building program designed by Common Goal, that started in the U.S. as an initiative of bringing clubs, grassroots organizations, coaches, and players together. Switch the Pitch aims to equip coaches to manage diversity, inclusion, integration and anti-racism within the European football landscape.
- Being part of StP Europe's first cohort means they are role models in advancing diversity, inclusion, integration and anti-racism in the European Football context. This is a significant step forward towards making successful societal impact.
 - Participants should be encouraged to embrace their role as trailblazers and to actively contribute to the program's success.
 - By opening the floor for any questions or initial thoughts about StP and their role, facilitators can best engage with the group. This discussion is brief and focused.

WORKSHOP SEGMENT 7:

BRINGING AWARENESS

→ **Duration:**

11:00-11:20 AM (20 minutes)

→ **Supporting Materials:**

PowerPoint slides

→ **Instructions:**

- This segment begins with the explanation why discussing racism and anti-racism in football is crucial. Talking about racism and anti-racism is directly related to managing diversity, inclusion, and integration because it addresses the systemic barriers and discrimination that can hinder the full participation and acceptance of diverse groups in football. By confronting racism and promoting anti-racism, coaches can create more equitable environments where all individuals, regardless of their background, are valued and included. It should be emphasized that talking about it is always the first step towards addressing it, and that the terms around it will be explained during the workshop. (5 minutes)
- Before the definition of anti-racism is presented, participants are asked what the term means to them. Once they have briefly shared their insights, facilitators can proceed to connect what they shared with the definition from the slides.
- Explaining to the difference between racism and discrimination. (5 minutes)
 - Racism is based on a conscious or sub-conscious belief that one race is superior to others, while discrimination is the unfair treatment of people based on race or other characteristics. Racism is the attitude or belief, whereas discrimination is the action or behaviour that results from that attitude.



Racism is always a form of discrimination based on race, but discrimination can occur based on various factors like gender or age, not just race.

- Clarifying the difference between individual and systemic racism. (10 minutes)
 - To better segue into the two definitions of individual and systemic racism, it is highlighted that racism in football can be subtle and pervasive, and does not always need to be intentional, violent, or radical to have a significant impact. Facilitators explain the difference between *intent* vs. *impact*. Intentions are what drive our actions, while impact is what those actions actually do to people.
 - Individual racism refers to personal beliefs or actions that discriminate against others based on race, while systemic racism involves institutional policies and practices that create and perpetuate inequalities on a broader scale.

Examples for systemic racism: In the context of racial stacking, players from certain racial backgrounds might be systematically steered away from strategic or leadership roles, such as team captains or central playmakers, and instead placed in positions that fit stereotypical expectations (e.g., speed or physical roles). This practice limits their opportunities to demonstrate their full range of skills and contributes to unequal career advancement within the sport.

WORKSHOP SEGMENT 8:

EXCHANGING LIVED EXPERIENCES IN DEALING WITH RACISM

→ **Duration:**

11:20-11:35 AM (15 minutes)

→ **Supporting Materials:**

PowerPoint Slides

→ **Instructions:**

- Facilitators begin by setting the tone for the discussion, by emphasizing that this is intended to be a safe, non-judgemental space where everyone's experiences and perspectives are valued.
- Shortly repeat the trigger warning about specific examples of racism and remind participants that they can reduce their participation as far as they want to.
- Participants get asked to reflect on and share specific instances where they encountered racism in their role as a coach. They should be encouraged to describe the situation, their response, and the outcome, and it should be kept in mind to: (15 minutes)
 - Emphasize that participants should not reproduce slurs even if quoting or describing an assault. Specifically beware of usage of the N-word.
 - Stress the importance of maintaining confidentiality. What is shared in the room should remain private to respect the trust and vulnerability of all participants.
 - Remind participants that the purpose of this discussion is to learn from each other's experiences. Encourage openness and honesty, ensuring everyone that all contributions are valuable.

Encourage participants to identify and share strategies or practices that were successful in addressing or mitigating racism in their coaching experiences.

- Invite participants to discuss instances where their approach to dealing with racism did not yield the desired results. Encourage them to reflect on what



could have been done differently.

- **Prompts:**

- Think of a time when you faced racism in your coaching practice. What was the situation, how did you handle it, and what was the result?
 - What actions or strategies worked well for you? How did these approaches help in creating a more inclusive environment?
 - If you encountered challenges or if certain strategies didn't work as expected, what would you change if faced with a similar situation again?
- Facilitators summarize key insights and common themes from the discussion and encourage participants to continue reflecting on these experiences and applying the lessons learned in their coaching practices. (2 minutes)

- Elaborating how racism impacts the game: its impact on players, coaches, and fans, and how it can influence team dynamics, player performance, and overall inclusivity within the sport.

- **Identifying Manifestations of Racism and Xenophobia**-Exploring where it manifests itself within football:

- **On the Pitch:** Examples include discriminatory behaviour during matches or biased refereeing.
- **On the Sidelines:** Its effect in coaching, support staff interactions, and team management.
- **In Talent Recruitment:** Biases in scouting, stacking and selection processes.
- **Dealing with Fans:** How fan behaviour impacts players and the broader football community.

WORKSHOP SEGMENT 9:

THE ROLES OF RACISM AND ANTI-RACISM IN FOOTBALL

→ **Duration:**

11:35-11:50 AM (20 minutes)

→ **Supporting Materials:**

StP Card Deck; Pens and Paper Notes; PowerPoint Slides

→ **Instructions:**

- Discussing the Roles of Racism and Anti-racism in Football:
 - Facilitators give examples on how racism and anti-racism can present themselves in various forms in football, and the importance of adopting anti-racist practices without reproducing slurs.

Feel free to ask the participants for more examples, so they can share their insights.

- A discussion on the various ways racism and anti-racism are experienced in football is moderated, while encouraging participants to share their own observations or experiences.
- Emphasizing the role each participant can play in promoting inclusivity within their own environments.
- This segment aims to deepen understanding of racism in football, its implications, and the importance of proactive anti-racist measures.

Shorting or skip parts of this segment if examples were covered sufficiently in the previous segment.



WORKSHOP SEGMENT 10:

CASE STUDY-IMPACT AND INACTION DURING A MATCH

→ **Duration:**

11:50-12:10 AM (30 minutes)

→ **Supporting Materials:**

PowerPoint slides

→ **Instructions:**

- The facilitator presents the following Case Study to the participants:
- **Background:** In a regional youth football league, a 15-year-old player was subjected to racist remarks during a match. The opposing team's players repeatedly used derogatory language, and some spectators joined in with offensive chants. The affected player was visibly upset, which affected his performance and morale. Despite the referees hearing some comments, no immediate action was taken to address the situation during the match.
- **Impact:** The player felt isolated and demoralized, leading him to consider quitting playing for a while. His teammates were also affected, leading to tension and division within the team. The incident caused widespread outrage among parents and coaches, but no formal complaint was initially filed, and the league's management did not have a clear protocol to address such incidents.
- Mitigation Strategies and Solutions:

1. Immediate Response:

- Referee Action: The referees should have immediately halted the game upon hearing the racist remarks. A clear warning should have been issued to the offending players and, if necessary, the match should have been

paused until the behaviour stopped or got punished or aborted.

- Team Support: The affected player's coach should have intervened by speaking with the referees and offering immediate support to the player, ensuring he felt safe and valued.
- Team Communication: Calmly but firmly address the entire team, making it clear that racist comments or behaviour are unacceptable. Use this as an opportunity to reinforce the team's commitment to respect and inclusivity.
- On Field Support: If the affected player shows signs of distress, the coach should bring him off the field temporarily to provide immediate emotional support. Offer reassurance and let the player know that the team and coach stand behind him.
- Reassurance: Speak privately with the affected player to ensure he feels supported and to discuss any immediate needs or concerns. This can help mitigate the psychological impact and prevent further demoralization.

2. Post Match Interventions:

- Reporting the Incident: The coach or team manager should have filed a formal complaint with the league immediately after the match, documenting the incident in detail, including the racist actions by all parties including spectators and the referees' failure to intervene.
- Counselling and Support: The affected player and his teammates should have been offered access to counselling services to help them process the incident and its emotional impact.



- Request Follow up: Follow up with league officials to ensure that the complaint is being addressed and that appropriate measures are taken to prevent future incidents.
- Player and Team Debrief: Hold a team meeting after the match to discuss the incident openly. Reiterate the team's values and the importance of standing up against racism. Encourage players to express their feelings and thoughts in a supportive environment.
- One on One Conversations: Have a one-on-one conversation with the affected player to address any lingering concerns, offer further support, and discuss how to move forward. Ensure the player knows they have the coach's and team's full support.
- Seek External Support: Arrange for the affected player to speak with a counsellor or psychologist if needed. Provide information on counselling services and ensure that the player has access to emotional support.

3. Community Engagement:

- Parent and Spectator Involvement: Parents and spectators (i.e. fan groups and fan organization) should be engaged in discussions about appropriate behaviour at matches. This could include signing a code of conduct agreement that reinforces the league's stance on racism.
- Community Resources: Connect the player and the team with community organizations or resources that specialize in addressing racism and promoting inclusivity in sports.
- Mentorship Programs: Establish a mentorship program where experienced

coaches and players mentor younger participants, promoting an inclusive and supportive environment.

- **Outcome:** By implementing these strategies, the league can address the immediate impact of the incident, support the affected player, and create a safer, more inclusive environment moving forward. The long-term focus on education and community engagement will help prevent similar incidents in the future, fostering a culture of respect and unity in the league.

WORKSHOP SEGMENT 11:

BARRIER GAME

→ **Duration:**

13:10-13:30 PM (20 minutes)

→ **Supporting Materials:**

StP Card Deck; Pens and Paper Notes; PowerPoint Slides

→ **Instructions:**

This activity is an opportunity for the participants to engage with StP Card Deck and put the workshop learnings to practice by having to collectively work on problem solving.

- Each group is assigned a Barrier Game card. In each card, they'll find a situation (WHERE), and a component that creates an obstacle to the situation (BARRIER). Give them time to interpret the different meanings of that overall situation and imagine what could be stopping people from taking part in it. Then, the groups must come up with solutions and outcomes to overcome the barriers. (10 minutes).
- Once they have as many solutions as possible, they should share them with the other groups (5 minutes). Everyone's a winner!



For inspiration, the groups can use their own experience or something they might have witnessed/ heard of to come up with solutions.

WORKSHOP SEGMENT 12:

FIND YOUR POWER

(Location change: see agenda) Make sure all attendees know ahead of time that part of the workshop will be conducted on the pitch and require physical activity.

→ **Duration:**

13:40-14:10 PM (30 minutes)

→ **Supporting Materials:**

StP Card Deck; Footballs; Whistle

→ **Instructions:**

- This activity is like setting up a regular game of football. Participants are separated into two equal teams if the group has large numbers (15+ players), making this a 3-team game with one team serving as bumpers outside the field. It is a regular game of football except everyone is only allowed to walk. Only after a player scores, they can run. After giving each team a chance to strategise after some discussion, they play a second round. It is also possible to add a progression where no one can use their voice until everyone can run (20 minutes).
- It is recommended allowing the players to come up with their own ideas around what to do if/when they score to see how they respond and then build that into the discussion.

Debrief Round (10 minutes):

- What did you notice in the game so far?
- How many are running? How many are still walking?

- Did anyone have a different tactic?
- What do you think running vs. walking represents in this game?
- Can anyone share a time when they had an opportunity, and they passed instead of scoring more goals?
- How can we do a better job supporting each other and sharing the opportunities that we get?

If we translate this activity to your players' lives off the pitch, what can you do to pass them the ball (or in this case, share resources)?

WORKSHOP SEGMENT 13:

CROSSING BOUNDARIES GAME

→ **Duration:**

14:10-14:50 PM (40 minutes)

→ **Supporting Materials:**

Notepad/clipboard; Footballs; Whistle

→ **Instructions:**

- Allyship in the world looks and feels a lot like being a good teammate. There are many ways to show up consistently as an ally including practicing good supportive communication. The purpose of this challenge is for players to consider ways they practice solidarity in football and in their everyday lives.

Allyship is crucial for coaches because it fosters an inclusive and supportive environment, essential for the positive development of youth in football. By actively supporting and advocating for players from different backgrounds, coaches help create a safe space where every player feels valued and empowered. This promotes teamwork, respect, and a sense of belonging, which enhances both individual and



team performance, and sets a strong example for young athletes in how to be inclusive and supportive in their own interactions.

- Participants are separated into groups and the rules of the activity are explained (5 minutes).
- Form at least 3 or 4 groups. Each group can have at least 3 or 4 players, so there can be bigger groups depending on how many players are present. If there are 20 players, there can be 4 groups of 5 for example.
- Each group is challenged to take the next few minutes to come up with a new activity that they will play amongst themselves. It can be anything, but it needs to be something not self-explanatory like a 2v2 scrimmage. There must be some extra rule or added layer to be explained.

Once they have their activity each group will start playing (20 minutes).

- After a few minutes the game stops and one person from each group rotates to a new group. Then everyone is challenged to find a way to keep playing with their new team members. It is important to notice what choices they make.
- After playing through 2 or 3 rotations, the game is paused and discussed. Then a second round is played, allowing the players to implement some of the ideas they came up with during discussion.

Debrief questions (15 minutes):

- What happened when you received a new player in your space? What did you do? Did you explain your game? Did you ask them about their game? How did you greet them?
- How did it feel to be a new player that rotated? How did the new group treat you?

- How can we connect this with what happens on and off the pitch? On our teams and in our communities?

How do we treat each other, how do we want to treat new people with different identities?

WORKSHOP SEGMENT 14:

SHARING RESOURCES

(Location change: see agenda)

→ Duration:

15:00-15:40 PM (40 minutes)

→ Supporting Materials:

StP Coaching Toolkit; StP Card Deck

→ Instructions:

- The StP Coaching Toolkit is presented by the facilitators and participants are guided through how to use these resources effectively. (10 minutes).
- As a group activity, facilitators test different resources from the toolkit with the participants. To best familiarize the participants with it, demo practice of the activities is played out to illustrate how they can use the tools in their day-to-day practice. After having demonstrated how to use the materials effectively and facilitators answer questions the group might have (20 minutes).
- Distributing and presenting the Guide StP Card Decks. Facilitators summarize each activity, explaining how they can be integrated into their practices, and encourage participants to explore the resources and ask questions they might have (5 minutes).
- **Reminder:** Some of the activities in the Toolkit and Card Decks are ones they have already participated in during the workshop. This is to help reinforce their learning and



offer a reference for how to implement these activities with their teams.

- A summary of the Facilitator's Guide is present to showcase how the workshop was prepared and to provide a resource for anyone interested in facilitating a similar workshop in the future (5 minutes).
- The Laminatable 1-pager is introduced.

WORKSHOP SEGMENT 15:

NEXT STEPS

→ **Duration:**

15:40-16:00 PM (20 minutes)

→ **Supporting Materials:**

PowerPoint slides; StP Coaching Toolkit; Pens and Paper Notes

→ **Instructions:**

Introduce the idea that in order to be successful as leaders and roll out the learnings from this curriculum into their clubs and organizations, attendees need to come up with a game plan for the course of the season (2 minutes).

Refer to sections "Integrating STP into Practice" and "Monitoring and assessing Progress" from the StP Toolkit and ask participants to take a few minutes to read through them (5 minutes)

- Individually ask the participants to take time and sketch a framework for their game plan using the following questions (10 minutes):
 1. *What is my organization's goal for this season?*
 2. *How will I implement this daily?*
 3. *How will I implement this weekly?*
 4. *How will I implement this monthly?*

5. *How will I monitor our progress?*

6. *Who will keep me accountable?*

Assign the attendees the task to review this game plan after digesting today's workshop and update it if necessary. At the end of the season the attendees revisit the game plan and adapt it for next season (2 minutes).

Field any possible questions and comments (1 minute)

WORKSHOP SEGMENT 16:

FINISHING UP- KEY TAKEAWAYS, Q&A AND FEEDBACK

→ **Duration:**

16:00-16:20 PM (20 minutes)

→ **Supporting Materials:**

PowerPoint slides

→ **Instructions:**

This segment ensures that participants leave with a clear understanding of the workshop and are prepared for continued engagement and application of the workshop's learnings.

- Summary of Key Takeaways from the Day: (3 minutes)
- Q&A and Feedback: (15 minutes)
- Closing Remarks: Participants are thanked for being part of the workshop and the importance of continuous engagement and integration of StP tools in their day-to-day practices is reinforced. (2 minutes)



APPENDICES

APPENDIX 1: GLOSSARY

Ally and Allyship: An ally is someone who supports and stands up for people who experience unfair treatment due to their ethnicity, religion, or other identity markers. People who recognize the unearned privilege they receive from society's patterns of injustice and take responsibility for changing these patterns. Being an ally is more than being sympathetic and feeling bad for those who experience discrimination. An ally is willing to act with, and for, others in pursuit of ending oppression and creating equality. Allyship is the ongoing practice of being supportive and using your voice to help others, even when it's not easy.

Anti-racism: An active and affirmative commitment to fighting against racism by making frequent, consistent, and equitable choices in our daily lives.

Cultural Competency: Cultural competency is the ability to understand, respect, consider, respond appropriately to, and work well with people from different values, beliefs, language, and other mores that differ across cultures. It's about being open-minded and willing to learn from others who may have different backgrounds or ways of life.

Cultural Identity: It's what influences their perception and understanding of themselves. It is closely tied to factors such as nationality, ethnicity, religion, social class, generation, locality, gender, or any social group with a distinct culture. Thus, cultural identity reflects not only the individual's unique traits but also the shared characteristics of the group to which they belong, united by a common cultural background or upbringing.

Discrimination: The unjust and differential treatment of the members of different age, gender, racial, ethnic, religious, national, ability identity, sexual orientation, socioeconomic, and other groups at the individual level (e.g., behavioural manifestation of prejudice involving negative, hostile, and injurious treatment of the members of targeted groups; APA, 2021b) and the institutional/structural level (e.g., operating procedures, laws, and policies) that favour certain groups over others and has the effect of restricting opportunities for other groups.

Equity and Equitable: Providing resources according to the need to help diverse populations achieve their highest state of health and other functioning. Equity is an ongoing process of assessing needs, correcting historical inequities, and creating conditions for optimal outcomes by members of all social identity groups (APA, 2021b). Equitable refers to something that is fair and just, ensuring that everyone gets what they need to succeed, rather than treating everyone exactly the same.

Ethnicity: A category of people who identify with each other based on shared cultural traits, ancestry, language, history, or nationality.

Identity: Identity refers to our sense of who we are as individuals and as members of social groups.

Immigrant: A person who moves to a foreign country, often for better opportunities, safety, or family reunification. Specifically refers to a person who moves to a foreign country intending to settle there permanently.



Inclusion: An environment that offers affirmation, celebration, and appreciation of different approaches, styles, perspectives, and experiences, thus allowing all individuals to bring in their whole selves (and all their identities) and to demonstrate their strengths and capacity (APA, 2021b).

Integration: Immigrant integration is the process of economic mobility and social inclusion for newcomers and their children (Migration Policy Institute, n.d.). Integration means living together as one society, not in separate worlds. Our society should be characterized by respect, mutual trust, shared responsibility and a sense of community. Integration should ensure that immigrants have equal opportunities and the chance to participate in all areas, especially social, economic and cultural life (German Federal Ministry of the Interior and Community, n.d.).

Migrant: Refers to anyone who moves from one region or country to another, either temporarily or permanently, and for various reasons such as work, education, or better living conditions. The term is broader and can include both internal migration (within a country) and international migration (across borders). Migrants might move multiple times and may not intend to settle permanently.

Race: A social construct that categorizes people based on physical characteristics such as skin colour, often used to create hierarchies and justify inequality. There is no biological foundation to this construct and its development and popularization serve specifically to dehumanize and exploit members of groups that are considered inferior.

Racial Justice: The systematic, fair treatment of people of all races offering equitable opportunities for all, requiring not only the removal of racial discrimination, but deliberate methods to achieve racial equity through proactive and preventative measures.

Racism: A system that structures opportunities and assigns value based on physical traits like skin colour and hair texture, often associated with “race”, affects various aspects of someone’s life. This system influences everyday interactions and access to education, housing, and employment, leading to unfair disadvantages for marginalized racial groups, harming their physical and mental health. It provides unfair advantages to individuals from socially and politically dominant racial groups, ultimately limiting the potential of the entire society.

Specific forms of racism within this system include:

- **Structural Racism:** Arises from laws, policies, and practices that create and sustain race-based inequalities. It also includes failing to address past laws and practices that were explicitly or effectively racist.
- **Institutional Racism:** Occurs within institutions such as schools, healthcare, law enforcement, and the criminal justice system. These institutions’ policies, practices, and procedures often marginalize diverse racial groups.
- **Interpersonal Racism:** Happens when individuals from dominant racial groups act in ways that diminish or harm people from other racial groups. This differs from general bigotry or prejudice, as it specifically relates to race.
- **Internalized Racism:** Refers to when people from marginalized racial groups begin to accept and believe in the negative stereotypes and societal beliefs about themselves, including those related to skin tone. This can lead to feelings of worthlessness and powerlessness.

Refugee: A person who has been forced to flee their country due to persecution, war,



natural disaster, or violence, and who cannot return home safely.

Safe(r) Space: A physical or digital space that is free from discrimination in which all members can freely discuss or engage with experienced discrimination outside of the safe(r) space without fearing any backlash. *Safer* is used sometimes to indicate that no space can guarantee full freedom of discrimination, spaces and organizers can only aspire to be as non-discriminatory as possible.

Stereotypes: Oversimplified and generalized beliefs about a group of people, often based on limited or inaccurate information.

Systemic barriers: Institutionalized practices, policies, or structures that create obstacles for certain groups, preventing them from accessing opportunities and achieving equality.

Xenophobia: Xenophobia is the fear, dislike, or prejudice against people from other countries or cultures. It often leads to unfair treatment or hostility toward those who are seen as different or foreign. Xenophobia can manifest in various ways, including discriminatory behaviour, negative attitudes, and exclusionary practices.

APPENDIX 2: KEY RESOURCES

Facilitator's Guide

Switch the Pitch Workshop's Supporting PowerPoint Slides

- StP Coaching Toolkit
- StP Card Deck
- Laminatable 1-Page Reaction Plan
- [StP Logos and Fonts](#)



ABOUT THE PARTNERS

Switch the Pitch is implemented by a consortium of football and social-impact partners across Europe. Through local pilots, partners tested the curriculum with coaches and young people, shared practical feedback, and helped adapt content to different cultural and football contexts. Their collaboration ensures STP is inclusive, relevant, and scalable across grassroots and professional settings.

Role of Project Partners in Switch the Pitch

The Switch the Pitch (STP) programme is implemented through a consortium of experienced football and social-impact organisations that play a central role in piloting, contextualising, and strengthening the curriculum across diverse European settings. Project partners are responsible for testing the STP coach education curriculum in real-world environments, working directly with coaches, young players, and communities affected by discrimination, exclusion, and social marginalisation.

Through local pilot delivery, partners provide critical feedback on the relevance, accessibility, and effectiveness of the curriculum content, ensuring that learning activities are age-appropriate, culturally sensitive, and practically applicable across grassroots and professional contexts. Partners also contribute to peer learning and knowledge exchange, sharing insights from their respective national and organisational contexts to inform curriculum adaptation and improvement.

In addition, partners support the European scaling of STP by embedding the curriculum within their existing networks, promoting inclusive practices in football, and contributing to dissemination, learning events, and final reporting. Their combined expertise ensures that STP reflects lived realities on the ground

while aligning with European policy priorities on inclusion, anti-racism, and social cohesion through sport.

Soccer Without Borders

The origins of Switch the Pitch (STP) in the U.S. were developed together with Soccer Without Borders, an international non-profit organisation that has spent two decades using soccer as a vehicle for positive social change for youth, including refugees and migrants. Built on a model that combines sport, education and community support, SWB operates free, year-round programmes in multiple countries across North America, Central America and East Africa. The organisation's activities aim to promote education and ease inclusion for young people affected by displacement.

Balon Mundial

Balon Mundial is an Italian non-profit sports association that uses football as a tool for social inclusion and the fight against discrimination. Based in Turin, the organisation works primarily with refugee and migrant communities through intercultural tournaments and grassroots football initiatives. Balon Mundial promotes participation, mutual understanding, and empowerment, with a strong focus on inclusion, equality, and community cohesion.

Dragones de Lavapiés

Dragones de Lavapiés is a community-based football organisation located in the multicultural Lavapiés neighbourhood of Madrid. The organisation promotes social inclusion, solidarity, and respect through football, working closely with schools, families, and local actors. Its programmes aim to strengthen social cohesion and provide young people from diverse backgrounds with opportunities for personal and collective development.

FARE – Football Against Racism in Europe

Football Against Racism in Europe (FARE) is a pan-European network dedicated to combating discrimination and promoting equality and inclusion in football. FARE collaborates with civil society organisations, football stakeholders, and institutions to challenge racism, support anti-discrimination initiatives, and advocate for inclusive policies and practices across Europe.

Latvian Football Federation

The Latvian Football Federation (LFF) is the official governing body of football in Latvia. It is responsible for organising national competitions, managing league structures, and overseeing Latvia's national football teams. As a member of FIFA and UEFA, the LFF plays a central role in developing football at grassroots and elite levels while promoting integrity, participation, and good governance in the sport.

Breaking Grounds – Social Change through Sport

Breaking Grounds is an Austrian organisation that uses sport, particularly football, as a vehicle for social change, inclusion, and youth empowerment. Through participatory sport-based programmes, the organisation supports young people from disadvantaged backgrounds, fostering self-confidence, leadership skills, and social cohesion.

RheinFlanke

RheinFlanke is a Germany-based organisation using sport as a tool for social inclusion and equal opportunity. Working with children and young people facing social and educational barriers, RheinFlanke delivers sport-based education, mentoring, and skills-development programmes to support integration, personal growth, and long-term employability.



IMPRINT

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