



## CASE STUDY

# Chelsea FC Foundation, Standing Together

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## OVERVIEW

Standing Together is a school- and community-based discrimination awareness and social activism project working with students and young people in out-of-school settings (aged 12–18). Beneficiaries are selected based on need and in cooperation with school safeguarding leads and local Prevent teams using the Foundation's risk assessment framework. The project uses sport and the Chelsea FC brand to engage young people and delivers a mix of activities in schools and Chelsea's Stamford Bridge stadium. Students are introduced to the project and anti-hate activism through school assemblies before taking part in a campaign-building course, ending with a competition for the best initiative. During the project, students and other young people from the community also attend a day of workshops at Stamford Bridge to hear from extremism experts. Through these activities, the project raises awareness, promotes tolerance and equips young people with the skills and confidence to challenge hate. The winning teams from the campaigning competition are also supported to present their initiatives to their peers.

## BENEFICIARIES

- **250** secondary education students
- **100** young people in out-of-school settings
- **10** schools
- **6** boroughs

## PROJECT ACTIVITIES

### School and Community Activities:

**Stadium Workshop Days** – Alongside the schools-based activities, the project also runs six stadium workshop days for students and young people from the local community. These events include a tour of Stamford Bridge followed by a carousel of workshops on identity-based discrimination, media and digital literacy, incident reporting and bystander interventions delivered by experts at the Metropolitan Police, BE LADS, Kick It Out, Hope Not Hate, Maccabi GB and Shout Out UK.

## School Activities:

**Campaign Building Course** – This course consists of an introductory assembly followed by five 1-hour workshops delivered weekly to groups of 25 students from each school. During the sessions, beneficiaries learn about identity-based discrimination, media and digital literacy, incident reporting and anti-hate activism, while working in small groups to develop social action campaigns. The workshops develop students' critical thinking, creativity and self-esteem, providing them with practical tools to turn their ideas into tangible actions.

**Campaign Competition Events** – At the end of the project, the winning group from each school comes to Stamford Bridge to present their campaigns to an expert judging panel. These events provide students with the opportunity to showcase their campaigns and receive feedback and recognition. The winning campaigns from each school are also presented through assemblies, while the overall winners receive matchday tickets.

## TESTIMONIAL

B was chosen by their school to participate in the project due to their social isolation and reluctance to engage in group activities. The school identified Standing Together as an ideal opportunity for them to integrate into their year group while learning more about hate and discrimination. At the start of the project, B displayed a lack of enthusiasm towards the activities, particularly the group campaign building. However, as they engaged with the process and began working on their campaign, 'Racism in Sports', their interest and effort levels grew, leading to a noticeable shift in their attitudes and overall positivity. This transformation was observed by both the school and their fellow group members, who reported a sustained improvement in B's self-confidence, relationships with others and sense of civic responsibility.

## PROJECT RESULTS

62%

students' awareness and concern about intolerance and discrimination, and their effects on individuals and society

63%

students' ability to critically engage with information on social media (i.e. digital literacy)

61%

students' tolerance for difference and diversity

62%

students' sense of community engagement and responsibility

62%

students' intention to report hate speech encountered on social media

59%

students' intention to report hate crimes and hate incidents witnessed offline

65%

students' ability and intention to challenge prejudiced and hateful views

67%

young people's awareness and concern about intolerance and discrimination, and their effects on individuals and society

69%

young people's tolerance for difference and diversity

74%

young people's sense of community engagement and responsibility

74%

students' ability and intention to challenge prejudiced and hateful views