



Kick It Out Schools' Pack



Introduction

Kick It Out has published a number of schools' packs to coincide with the *One Game, One Community* weeks of action. For the first time the pack is being made available online to all schools free of charge.

This new pack contains a variety of activities, with some brand new activities and some of the more popular activities from previous packs brought up to date with current issues.

The pack comes in three parts. The first pack explores some issues under the One Game, One Community theme. The second section of the pack explores some relevant and current issues within society, and the third section takes a look back at the last World Cup in South Africa and looks forward to the London Olympic Games and to the next European Championships to be held in Poland and Ukraine in 2012.

The pack is largely aimed at key stages two and three, but activities in it can be adapted for use with other key stages. The pack also contains activities for different teaching contexts, including short one-off lessons and longer in-depth programmes of work. The new pack in-depth activity can be undertaken by the whole school. It is aimed to prevent prejudice-related bullying, and contributes to schools' duties in the Equality Act and the forthcoming Schools' Act, and issues which are highlighted in the new Ofsted framework for schools inspections.

The various activities in the packs can be used in a number of ways across curriculum subjects, such as English, Drama, IT, Citizenship education, PSHE, Art and Design, History and more. However, they particularly respond to new duties for schools in respect of equality.

New duties for schools in respect of equality

In October 2010, the Equality Act came into force; in 2011 the Schools Act will be passed. Ofsted inspections will cover the way in which schools implement their duties in respect of these Acts, and a new framework for Ofsted Inspections has been published to commence in January 2012. It would be good practice for schools to take account of the requirements from now, so that they can present a body of evidence at the time of inspection.

More information for teachers about areas in these duties which the Kick It Out schools materials can contribute to can be found at the end of this pack in Annex D.

We hope that you enjoy using this pack and find it both interesting and relevant and would welcome any feedback you have on the activities. Any feedback can be emailed to info@kickitout.org.

Berenice Miles

Alison Vaughan



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Kick It Out Quiz

These two quizzes have been designed for classes that have done limited work around diversity and equality.

Pupils' knowledge and perceptions around the diversity of the United Kingdom will very much depend on where they live, and their own personal circumstances. For example, someone growing up in Cornwall or Cumbria will have a very different experience to someone growing up in the urban areas of London, Manchester or Birmingham. The media will also determine our perceptions of where we live.

The first quiz is a general quiz about diversity in the UK, whilst the second quiz is a football focused quiz, looking at issues of equality and diversity within the game.

The majority of statistics for the first quiz come from the 2001 census (as data for the 2011 census has not yet been released). However, some of the questions come from the Commission for Racial Equality, which has now been incorporated into the Equality and Human Rights Commission, <http://www.equalityhumanrights.com/>

The aim of the second quiz is to test some preconceptions that pupils may have about the history of black footballers in the UK. It is important to stress that participants are not expected to know the answers, but the aim of the quiz is to test perceptions. For example, many people believe that black footballers did not make the breakthrough in this country until the 1950's, 60's or 70's. In fact, there were a number of black footballers in England and Scotland in the 1880's, just after the game was legalised. Many of the answers for this quiz can be found on the Kick It Out website, www.kickitout.org

For each quiz, firstly print the quiz out and ask the pupils to complete the ten questions on their own in a very short space of time, so that they will only be able to give each question a few seconds thought.

Then put the pupils into small groups, where they can compare their answers. Groups can then be asked to feed back their collective answers to the whole class. Teachers may want to give out the answers at the end of the class, or pupils could be asked to go away and research the answers as part of their homework.



The Diversity Quiz

Complete the following 10 questions.

Question	Options	Answer
1 What percentage of the population class themselves as coming from an ethnic minority?	A: 9% B: 19% C: 29%	
2 What percentage of the population is female?	A: 41% B: 51% C: 61%	
3 What percentage of the population is aged over 65?	A: 36% B: 26% C: 16%	
4 What percentage of the population class themselves as having a disability?	A: 8% B: 18% C: 28%	
5 What percentage of the population class themselves as being non-Christian?	A: 5% B: 15% C: 25%	
6 In February 2005, who was voted the greatest ever Black Briton in a poll?	A: Mary Seacole B: Rio Ferdinand C: Trevor McDonald	
7 What year was the 'Abolition of the Slave Trade' bill passed by MP's in parliament?	A: 1757 B: 1807 C: 1857	
8 From which country does ketchup sauce originate?	A: England B: America C: China	
9 Where was St George, the patron saint of England born	A: England B: Turkey C: Germany	
10 What month is Black History Month?	A: April B: July C: October	

My Score is



The Diversity Quiz Answers

Question	Answer
1 What percentage of the population class themselves as coming from an ethnic minority?	A: 9% Many people commonly believe that the country has a higher ethnic minority population than is the case.
2 What percentage of the population is female?	B: 51% Women are now in the majority, and whilst they are still getting better exam results, there is still a gap in pay that averages out to £250,000 over a woman's working life.
3 What percentage of the population is aged over 65?	C: 16%
4 What percentage of the population class themselves as having a disability?	B: 18% This figure includes people that are classed as having a long-term illness.
5 What percentage of the population class themselves as being non-Christian?	A: 5%
6 In February 2005, who was voted the greatest ever Black Briton in a poll?	A: Mary Seacole Mary Seacole was a nurse who was originally born in Jamaica in 1805 before moving to Britain. She worked tirelessly to treat soldiers in the Crimean war. Although it was Florence Nightingale who received much more of the public attention.
7 What year was the 'Abolition of the Slave Trade' bill passed by MP's in parliament?	B: 1807 2007 was the celebration of the bi-centenary of the abolition of the slave trade.
8 From which country does ketchup sauce originate?	C: China Originally known as ke-tsiap, it was imported into Britain in the 17th century when it was originally known as 'catch up'.
9 Where was St George, the patron saint of England born	B: Turkey Pupils may also be interested to learn that the national dish, 'Fish and Chips' is thought to have been imported from Portugal.
10 What month is Black History Month?	C: October



The numbers game

This quiz is designed to test your knowledge about the contribution that the black and Asian community have made to football, since the game was first legalised in 1885. Some of the answers can be found on Kick It Out's website — www.kickitout.org

Question	Answer
1 Arthur Wharton was the first black footballer to play professional football in England. What year did he make his debut?	
2 Albert Johanneson became the first black player in 1965 to do what?	
3 Viv Anderson was the first black player to be selected for the full England team. What year do you think this was?	
4 Who was the first black captain of the England team? Again, what year?	
5 How many black managers are there in professional football? Can you name any of them?	
6 How many British born Asian professional footballers are there? Again, can you name any of them?	
7 Who is Hope Powell?	
8 Can you name a professional player whose family came to the UK as an asylum seeker/refugee?	
9 Can you guess how many different nationalities play in the English professional game?	
10 What year did the 'Let's Kick Racism Out of Football' campaign first begin?	



The numbers game Answers

Question	Answer
1 Arthur Wharton was the first black footballer to play professional football in England. What year did he make his debut?	Arthur Wharton made his debut for Preston North End (or the 'Invincibles' as they were then known) in 1865. In the same year, he also won the 100metres 3'A's athletics championships, and yet he was made to play in goal.
2 Albert Johanneson became the first black player in 1965 to do what?	Albert became the first black player to play in an FA Cup Final, playing for Leeds United. Unfortunately after a long football career, he died forgotten and penniless, in a Leeds high rise council flat.
3 Viv Anderson was the first black player to be selected for the full England team. What year do you think this was?	1978. This is over one hundred years since the first black player made his debut in the league.
4 Who was the first black captain of the England team? Again, what year?	Paul Ince when he was playing for Manchester United in 1993.
5 How many black managers are there in professional football? Can you name any of them?	There are currently only two black managers (although this figure is always liable to change). Currently there is Chris Hughton (Birmingham City) and Chris Powell (Charlton Athletic). This figure is disproportionately low, given that around 23% of players are black.
6 How many British born Asian players are there playing in the Premier League.	Currently there are no British born Asian players in the Premier League. There are one or two Asian players from overseas, such as Park (Man United) from South Korea and a handful of British players that play within the Football League
7 Who is Hope Powell?	Hope Powell is the manager of the England women's team, the only black manager to hold this position. Hope led the team to the World Cup Finals in China in September 2007, the first time the England women have qualified for this tournament.



<p>8 Can you name a professional player whose family came to the UK as an asylum seeker/refugee?</p>	<p>Shola Ameobi (Newcastle United) and Calvin Zola (Crewe Alexandra). In actual fact, more than one in four Premier League clubs answered a recent survey to say they had a refugee playing for them at some level within the club. This helps to show that both refugees and asylum seekers can have an important contribution to make to society.</p>
<p>9 Can you guess how many different nationalities play in the English professional game?</p>	<p>We do not have the definitive answer to this as it is constantly changing, however it is intended to challenge and provoke thought. The answer can be given that it is similar to an inner city school – some of which have over 52 different nationalities and 49 different languages.</p>
<p>10 What year did the 'Let's Kick Racism Out of Football' campaign first begin?</p>	<p>1993</p>



Section 1: One Game, One Community activities

Activity one: Preparing a collage to represent One Game, One Community, One School, One Community

This activity is designed to be completed over a double period session. A short period of time in a previous session should also be allocated to give pupils a homework task, and if available time in a later session should also be allowed to reflect on what has been produced.

Materials needed: The material brought in by pupils, printouts of the football material below, scissors, glue, marker pens and large sheets of sugar paper. Pupils might need to glue two or more sheets of sugar paper together if they are working in groups. Printouts of the photographs below will also be required.

Suitable for all key stages

In the preparation session pupils should be asked to bring in magazines, newspapers, advertising material, brochures – anything which has photographs of people and other images which represent different cultures and environments. It might be best to arrange for pupils to start collecting a couple of sessions before the activity, to be sure that you get a good range of material.

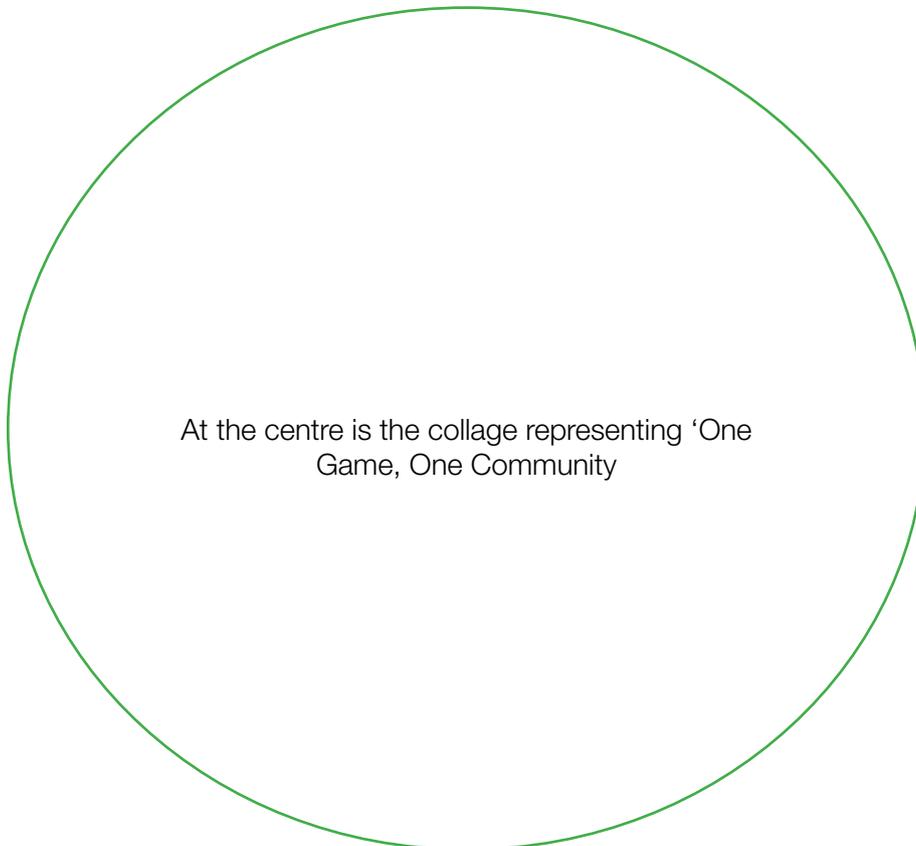
- **Tell the pupils they can use photographs from magazines to represent their school community. They can also use other images, for example somebody might want to represent people's interests, identity and cultures by pictures of their favourite food, where they worship, what their interests are and so on.**
- **Print out the photographs below, and give them to the pupils to use in their centre section if they wish.**
- **Ask the class what they think the phrase 'One Game, One Community' means when it is used to describe football. Have a class discussion, and give the pupils prompts so that the discussion is wide-ranging. Any discussion should include ethnicity, culture, faith, disability, gender, sexual identity, language, age, lifestyle, people who play football professionally, or for recreation, or enjoy watching football, and more. As the discussion progresses, record the different ways pupils describe people who make up the community.**
- **Ask the class "What is special about a group of people that makes it a community?" As you draw the children out to talk about positive aspects of respecting each other, living in harmony and so on, write them up where the pupils can see them.**
- **Tell the class that they are going to make a collage to represent 'One Game, One Community, One School, One Community'. The collage will have pictures, but can also have words if the pupils want to emphasise any aspect of what they are producing. The school community includes pupils, teachers, all staff, parents, carers and families and the people in the school neighbourhood.**
- **The collages can be made in groups, or by individual pupils, at the teacher's choice.**
- **Show the pupils a diagram of how the collages will look (see below).**
- **Print out the photographs below, and give them to the pupils to use in their centre section.**



- Tell the pupils they can use photographs from magazines to represent their school community. They can also use other images, for example somebody might want to represent people's interests, identity and cultures by pictures of their favourite food, where they worship, what their interests are and so on.
- When they are ready, the pupils collect their materials and make their collages. If they are working in groups, each person should spread out what they have brought so that everyone can see it. They might want to discuss how to present all the material.
- The collages should be displayed, and teachers should encourage all pupils to take some time when they can to look at them and think about them. If it is possible to have time at a later session there could be a class discussion about what messages the pupils have taken from the collages. Pupils could also have the opportunity to talk about their own collage, and to ask other pupils questions.

Photographs of completed collages can be emailed to info@kickitout.org for inclusion on the Kick It Out website.

Around the outside are the words the pupils have chosen



one game community

www.kickitout.org





Activity two: Interviewing people who have made a contribution to society

This activity is designed to be completed over one or two sessions and is suitable for key stages 2 & 3

The teacher should divide the class into groups of three or four. Each group should then be given one name from the list at the bottom of this page.

- 1 The group should then prepare a list of questions for an interview with the person they have been given, of things they would be interested to know. These have to be written up neatly, because they will be read by other pupils.**
- 2 The groups should then pair up and swap names and the list of questions. Groups will then try to research the information that has been requested to try to find the answers to the interview questions. Pupils should be told that they might not be able to find out everything, but they are allowed to add in additional information they discover if they think it is interesting.**
- 3 Then they present it in one of the following ways:**
 - **As a newspaper article or magazine feature, written in the first person as a journalist writing up an interview.**
 - **As a televised press conference, with one person playing the interviewee and the other members of the group acting as the journalists. The questions should be divided up between the journalists first, and the group practice so that the person being interviewed can be sure of his or her response.**
- 4 Finally, the class puts together a list of what they see as the three most important contributions each person being interviewed has made.**
- 5 This activity could also be extended to include teaching the class about the editorial process of newspapers and magazines. The group could conduct a full editorial meeting to draft the final article together.**

Depending on the age and context, it might be useful to give the pupils some prompts, or even a structure, for the kinds of areas they should explore in their questions. For example:

- A Starting with the basics: name, where the person grew up and went to school**
- B What contributions did they make?**
- C What are they most known or famous for?**
- D Who inspired them?**
- E Whether they had ever experienced any form of discrimination or bullying?**



The first list of names are people who can be researched from the Kick It Out website:

Cristiano Ronaldo
Sir Alex Ferguson
Eric Cantona
Hope Powell
Steven Gerrard
Chris Powell
Mido
Danny Shittu
Samuel Eto'o
Dwight Yorke
Rio Ferdinand
Kolo Toure
Paul Elliott
John Barnes
Zesh Rehman
Anwar Uddin
Permi Jhooti
Aman Dosanj
Adnan Ahmed
Harpal Singh
Michael Chopra
Netan Sansara

The following names are of people who have made an impact on the wider society:

Baroness Valerie Amos
Diane Abbott MP
Yasmin Qureshi
Tim Campbell
Yinka Shonibare
Dr John Roberts QC
Archbishop John Sentamu
Malorie Blackman
Baroness Patricia Scotland
Doreen Lawrence
Linford Christie
Benjamin Zephaniah
Adrian Lester
Sabina Iqbal
Baroness Warsi
Shami Chakrabarti
Zaha Hadid

As a starter, Dr John Roberts QC is someone pupils may not have heard of. His life is fascinating. To research him, click [here](#)



Activity three: *Developing a respect for diversity*

This activity is designed to be completed over one session and is suitable for key stages 2 & 3

Is there an ideal model for a person?

In this activity the class will imagine what it would be like to live in a world where everybody was exactly the same, looked the same, thought the same, had the same qualities and interests, could only do the same things etc.

As a warm up activity, pupils should get into pairs. They are given three minutes to think about their partner and write down two things about them that they value. Then the pairs join with another pair to form a group of four. Each person introduces his or her partner to the group and says "This is xxx. The two things I value about xxx are....."

- 1 Pupils then return to work in pairs. They are told that they are going to design a new world, and each pair is to choose a person who would be their ideal person to live in the world. They can choose a person from any area of life, famous or not famous, but they are warned to think very carefully about their choice.**
- 2 When they have chosen a person, they are asked to write a list of the special characteristics and abilities which their person has.**
- 3 The teacher then tells the pupils that this new world is to be an ideal world. Every person in the world will be exactly like the person they have chosen – they will look the same, think the same, have the same qualities and interests, will be good at the same things, but that they will only be able to do those things. This new community of ideal people must construct the ideal new world. To do this, they will only be able to use the special characteristics and abilities which the pair has listed.**
- 4 The pupils are given the handout below, with a list of tasks the people must do to construct their new world and to make it a good place to live in. Pupils will then fill in the handout in their pairs.**
- 5 This activity should be followed by a class discussion. The teacher asks the class for feedback on their findings. What problems did they identify?**
- 6 The class will then discuss what is really needed for an ideal world, and the concepts of difference and diversity. What are the values of living in a diverse community?**
- 7 Finally, the pupils discuss the advantages of learning in a class where everyone is unique.**



Constructing the ideal new world

In our world all the people would be like

The special characteristics of are

.....

.....

.....

.....

To construct the ideal new world, your ideal people are going to need to do everything in the list below, and much more. Using the list of characteristics you have put together for your ideal person, read down the list below and put a tick against those things that you think the people in your world would be able to do, and put a cross against those things that they would not be able to do.

- 1 Build new homes
- 2 Build roads and bridges
- 3 Build cities with schools, hospitals and shops
- 4 Grow food
- 5 Farm animals and look after them to produce meat
- 6 Build cars, lorries, airplanes, trains so people can travel
- 7 Invent and develop new computers
- 8 Teach in the schools, colleges and universities
- 9 Be doctors, surgeons, nurses, dentists
- 10 Be pharmacists, producing medicines and tablets
- 11 Be vets
- 12 Be police officers
- 13 Be firefighters
- 14 Look after people's entertainment: write books, plays, music, make films and perform
- 15 Look after all sports, playing in the teams and representing their area in the Olympics
- 16 Repair things if they break down, be plumbers, electricians, car mechanics, computer engineers and more
- 17 Be developing ways to care for the environment and reduce global warming
- 18 Be politicians and run the new world.

Score your new world.

Number of things my people could do	Number of things my people could not do



What would happen in a world where all people were the same?

What are the values of living in a diverse community?

What are the values of difference and diversity?

Advantages	Disadvantages
Living in a society where everyone is the same	
Living in a diverse society	



Activity four: A classroom where everyone feels welcome, safe and comfortable

This activity is designed to be completed over one or two sessions and is suitable for key stages 2 & 3

In this activity pupils will say what kind of school and classroom they want for themselves and others, and will come up with their own suggestions about how to achieve it.

- Start the session with some individual work. Ask the pupils to write down these things, without sharing them with others:
- Three things people do in the classroom that make them feel good
- Three things people do in the classroom that make them feel unhappy or anxious
- Make it clear that they must not mention individual names.
- Give each pupil two slips of paper, and ask them to write down one negative and one positive statement. Again, they must not name any individual. They should not put their name on it, and it must remain confidential.
- The teacher collects the statements in sensitively, without looking at them at that point. The teacher thanks the pupils and says their ideas will be very helpful, and assures them that they will be confidential.
- Ask the pupils whether there might be different ways that some people make other people feel welcome, or unwelcome. Give some examples:
 - What about people who have just arrived in the area and don't know anyone?
 - What about people who have a physical disability?
 - What about people who do not read very well?
 - What about people who are the only pupil from their country?
 - What about people who are refugees and have come from a war zone?



- Get the pupils to talk about this in pairs, and to be thinking about whether their school and their classroom gives all pupils and visitors the best possible experience. Ask them if they can think of new ways to make it even better. While they are doing this, look through the statements handed in and see if there are either:
 - Any common themes
 - Any concerns
- Have a class discussion to see if the pairs of pupils have come up with any good suggestions. In the course of this discussion, pick up anything you have identified from the statements collected in, being careful not to make it possible to identify anyone. Say things like 'I noticed there were a few people who did not like it when people made fun of them for xxxxxxxx reason,' or 'I noticed that several people had had a good experience when someone helped them with xxxxxxxx.' (Never say 'one person said' or 'someone said', because this will make pupils look around to try and identify an individual.) Ask how the class feels about that? Try to improve and increase pupils' sensitivity to the effect they can have on others.
- Distribute the matrices below to the pupils, and tell them they are going to put their suggestions for positive action in the columns. Say that the class will adopt the best ideas, and that they will be able to feed what they think to the relevant people (school council? Headteacher?)
- Three rows have been left empty so that the pupils or the teacher can add their own items based on the school context.
- When all the matrices are ready, let the pupils share their ideas with the class in a plenary session.
- The class then produces a final version, which they can put on the wall and adopt within their classroom to help all pupils learn in a peaceful and welcoming atmosphere.



Complete the matrix

To make all people feel welcome and comfortable in school	Actions and behaviours	School environment
Pupils who do not speak any English		
Parents who do not speak any English		
Pupils who are learning English		
Pupils who are refugees		
Pupils who have a physical disability		
Pupils who have a learning disability		
Pupils from poorer situations		
Pupils who are caring for a parent		
Pupils who are LGBT, or perceived as LGBT		
Pupils who are Gypsy Roma Travellers		
Pupils whatever their faith or belief		
Pupils whatever their sexual identity'		



School environment

Developing a school for everybody	Yes	No	Is there more we could do?
Does the school display notices welcoming parents, carers and visitors?			
Do the posters, photographs and pictures around the school reflect a diverse community?			
Does the school take account of pupils' cultures, including their language and their religion or belief?			
Does the school curriculum, resources and the events which it organises reflect a diverse community?			

In the classroom

Do we have a procedure for welcoming new pupils?			
Do we have a policy not to use language which may hurt, insult, offend or disrespect any pupils?			
Do we have a policy for including everybody, and never ignoring or isolating any pupil?			
Does everybody feel that our classroom is a safe place for them?			

Individual behaviour

Do I respect and value pupils, whatever their ethnicity, their culture, their religion or belief, their ability or disability?			
Am I an ally? Do I stand up for people who are being hurt or bullied, and do I object when others use offensive names or make offensive comments? Do I report bullying and racist incidents?			
Do I help include people who are being isolated, and make friends with them?			



Section 2: Current Issues

Activity one: What would Kio say?



Kio, is the mascot for Kick It Out — K-I-O, hence, Kio! He was designed by a pupil from Thornton Grammar School in Bradford following a nationwide Kick It Out competition.

Kio is dedicated to kicking out all forms of discrimination and he stands up for right, and fights prejudice and injustice, wherever and whenever it occurs. The cartoon strip on the following page illustrates the story of when Kio stepped in to manage a team, which had a number of boys playing in it who held a number of stereotypical views. As an introduction to this exercise, give the cartoon strip to the pupils.

In groups, they should discuss some of the following:

What different stereotypes are displayed in this cartoon?

Who else could have challenged the boys?

What would the pupils have done if they had witnessed this situation?

The teacher should then lead a discussion about why we don't sometimes challenge a situation. This might include lack of confidence, feeling that you don't want to stand out from friends etc.

To help empower pupils to stand up to discrimination the pupils are given the opportunity to role-play a hero in the kind of situation they might encounter in school where they would be too scared to stand up to a bully.

In this activity, three people at a time role play Kio and call out their objections. This increases pupils' vocabulary of resistance, empowers them to resist and provides them with a context of mutual support which they can use in the future.

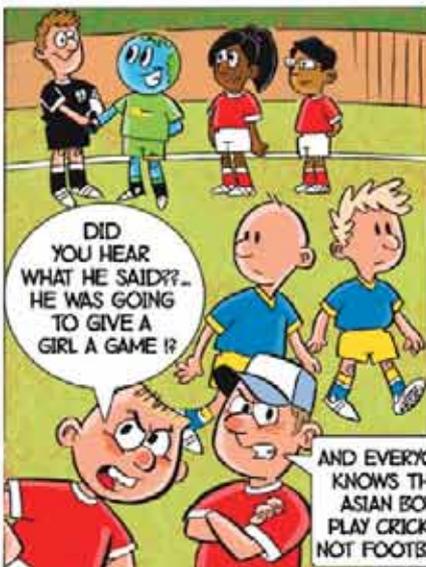
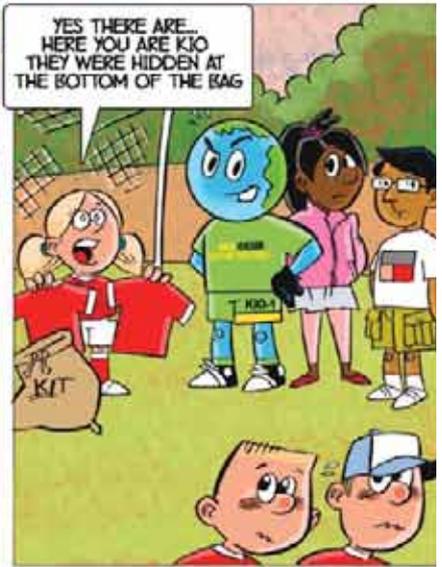
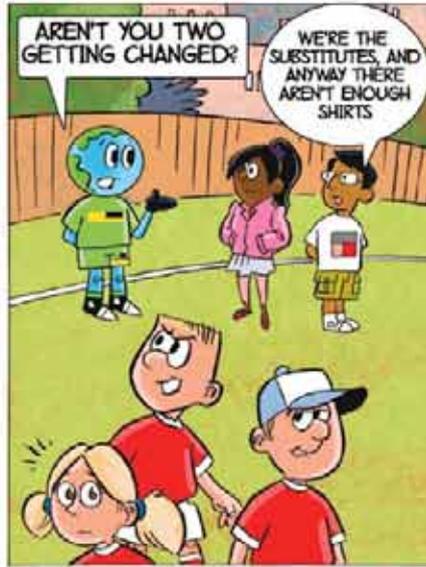
The pupils sit in groups of four. Each pupil is given the set of scenarios below. Each scenario will take 3–5 minutes for pupils to go through, and depending on the age of the pupils, teachers may call time to move on to the next scenario, or ask the groups to nominate someone to move the group on when they have said all they can about any scenario.

Taking turns, one pupil reads out one of the scenarios, and asks 'What would Kio say to everyone?'. The other three pupils have to call out answers as if they were Kio. They have to call out what Kio would say to the various people mentioned in the scenario.

As an extension activity pupils could be given the task to design their own cartoon strip. They could use one of the scenarios used for this activity as a starting point and show how Kio resolves the situation, or they can make up an adventure of their own.



KICK IT OUT WITH KIO!





What would Kio say?

What would Kio say to each of the people in the following situations?

- 1. Fatima is proud to be a Muslim and proud of her hijab. However, every day in school the children kept bullying her and pulling it off. She doesn't wear it to school any more.**
- 2. The local football club sends the school 30 free tickets for pupils to attend a match. The headteacher asks teachers to ask their class for the names of boys who would like to go. The girls are angry and unhappy.**
- 3. Denise, who is white, goes to a school where the pupils come from many different cultures. Her best friend at school is Michelle, who is black. At home she hears her family saying racist things about the children in school and their families, and she knows the things they are saying are not true. She has divided loyalties, and she is confused.**
- 4. There is a lot of homophobic name-calling in the playground, with pupils using terms like 'gay boy' and 'poof' and nobody is brave enough to challenge it. This is making some pupils really unhappy, and others who see it going on feel uncomfortable.**
- 5. Joseph and Grace Mensah were born in London and went to school there. Their parents had been born in London too, but their grandparents had come to London from Ghana many years ago. Joseph's father is a doctor, and when he got a job in a hospital in a rural area he and his wife and Joseph and Grace had to move. When Joseph and Grace go to the local school, they find they are the first pupils there who are not white. Some of the pupils avoid them, some call out racist taunts, like 'Get back to your own country', and others want to be friends, but are not sure how.**
- 6. Donovan is sent to the head's office for fighting with Jason. The whole class knows that ever since Jason came to the school two terms ago he has been taunted by Donovan behind the teachers' backs, with Donovan calling him names like 'gypo' and 'pikey' and saying things like 'Get back to your caravan'.**
- 7. At the lunch table David tells an Irish joke. Mary says she doesn't like it because it stereotypes all Irish people as stupid, but David said "I didn't mean anything, and everybody laughed anyway. You are too sensitive".**
- 8. Robert and Johnny come to school after the holidays boasting about some youth meetings they have been to. They say that the problem with the country is that there are too many immigrants, and they give out leaflets saying that. They try to persuade people to go to the meetings with them.**



Activity two: Manipulation and the media: Islamophobia

In this continued climate of negative media stereotyping of Islamic and Muslim communities, it is very important to dispel the myths and to educate children and young people about Islam to help combat Islamophobia. This is equally important in areas with Muslim communities and areas where children and young people are less likely to come into contact with Muslims.

As with all teaching about diversity, the issue should be tackled with sensitivity and if the teacher does not already have some knowledge of Islam he or she should do some preliminary reading. The RE staff in school would be able to provide information to help with this, and there are many websites making it easy to research enough to carry out the activity.

- To begin the activity collect a pile of newspapers ready for pupils to look at.
- Begin by discussing the concepts of fact, knowledge, opinion, stereotype, prejudice, rumour and propaganda. Write these up on the board.
- Share out the newspapers, and get the pupils to read them and mark any example on any topic they see that illustrate any of the concepts. They can do this by underlining the phrase or story headline, and writing what it is next to it. Give the pupils ten minutes to do this.
- Get the pupils to share what they have found with partners. Each pair should choose two examples to feed back to the class.
- The pupils feed back and there is a class discussion about findings.
- The teacher then asks the class 'What do I know about Islam and what do I know about Muslims?'
- Then there is a teacher-led discussion on the outcomes.
- Islam should be covered first, and fact sorted from misconceptions or ignorance. Pupils should be given basic information about Islam. Begin by telling the class that the name 'Islam' means 'peace'.
- The feedback on 'what do I know about Muslims?' may give rise to stereotypes, misconceptions, fear and other negative ideas pupils may have picked up from the media. Pupils should be helped to sort out the true facts from misconceptions, and the class will be able to refer back to the work done at the start of the session. The teacher will need to exercise great sensitivity for this exercise. Examine the terms the pupils have suggested and discuss whether mainly positive or negative words are used.
- Teachers may wish to draw up a list with positive words on one side and negative words on the other. It is likely that the list of negative words will be longer than the list of positive words, and discuss whether the words stem from fact, knowledge, opinion, stereotype, prejudice, rumour, or propaganda.
- The concept of Islamophobia should be introduced and discussed as a teacher-led activity.
- Explain the issue of generalisation. Ask 'If one person in this class steals something, should we assume that everybody in this class cannot be trusted?' And 'If one Christian commits a crime, should we fear all Christians and assume they are criminals?' Ask how they would feel if the rest of the school community did not trust them and would not have anything to do with them.
- Draw the ideas together by discussing the implications of generalisation and negative stereotypes of the Muslim community, and ask the pupils how this knowledge and understanding might affect their own behaviour.
- Finally, pupils write a thoughtful piece individually: it could be a paragraph or a poem, about what they have learnt about Islam and Muslims. They might choose to start with 'what I used to think' and go on to 'what I know now.'



There are many excellent websites, but as beginning the following websites are good for pupils to research individually on Islam: <http://atschool.eduweb.co.uk/carolrb/islam/islamintro>

html Islam for children, Oxfordshire

<http://www.iaw.org.uk/> Islam Awareness Week

<http://www.isb.org.uk/virtual/newsite/> The Virtual Classroom

As an extension exercise, pupils could carry out some research on Asian and Muslim footballers that currently play professional football. Whilst there are high numbers of black professional players (23% of professional players are black), there are only a handful of Asian and Muslim players.

These include:

Nicolas Anelka (Chelsea FC)

Kolo and Yaya Toure (Manchester City FC)

Samir Nasri (Manchester City FC)

Abou Diaby (Arsenal FC)

Michael Chopra (Ipswich Town FC)

Mame Biram Douf (Manchester United FC)

Marouane Fellaini (Everton FC)

Many people (both within and outside of the game) have stereotypical views about Asian and Muslim players, often without realising that some of the above players are Asian and Muslim. These include myths such as 'they don't like football and prefer cricket', 'their parents would prefer them to be doctors or lawyers', 'their religion gets in the way' and 'they have the wrong diet to be able to participate in sport'.

Teachers could carry out a debate on the theme 'Asians don't like football' with one group of pupils arguing the case, whilst the other group try to argue against these myths and stereotypes.

Pupils could also look at developing an action plan for The FA and other football authorities to get them to try and increase the numbers of Asian professional players.



Activity three: Accessible schools

As well as participating in sport, research has also found that attending football matches can also be beneficial and rewarding for those with a disability.

Annex A is a case study from Level Playing Field that tells the story of Katrina Hammond and how she loves attending England matches. It illustrates that the main problems that most fans have in attending matches is around the accessibility of the stadium.

Football clubs are required by law to make sure that their grounds are accessible to people that may have a disability, including those that have a physical disability, an audio impairment and a visual impairment. As part of this, clubs are expected to have an access audit, which looks at the ground to see what facilities the club has in place for their disabled fans and what other adjustments they could make to make life easier for those fans that have some form of impairment.

For the first part of this exercise, the teacher should hold a class discussion about Katrina's experiences and what clubs could have in place for disabled fans.

Generally this would fit into the following headings:

- Transport and access to the stadium
- Information and signage
- Parking
- Ticket outlets and designated entrances
- Movement and circulation in and around the stadium
- Vertical and horizontal circulation (e.g. lifts, ramps and staircases)

A guidance note that the Premier League has developed for their clubs is included in Appendix B to help illustrate some of the different adjustments that could be put in place.

For the next part of the exercise, pupils will have to carry out a form of an access audit for their school. They will need to walk around the school in pairs, or in small groups to look at what facilities are in place for those with a disability (physical, audio and visual disability) and what aspects of the school would be difficult for a pupil with a disability.

The next page helps to set out the different aspects that schools should be looking at.

At the end of this exercise, all pupils should come together for a class discussion to talk about both the good and bad aspects of their findings, and what improvements the school could put in place.



How does the school ensure that pupils with disabilities have the best facilities for learning?

What facilities does the school have for people with physical disabilities?

For example does it have:

- Ramps
- Accessible toilet
- Dropped kerbs at the school gates
- Doors wide enough for a wheelchair user
- External doors which open automatically, or can be opened by someone in a wheelchair, or have bells at wheelchair level to summon help?
- If it has more than one storey, does it have a lift?

Are there any other facilities for people with a physical disability?

.....

.....

When a wheelchair user arrives at the school gates, how easy is it for them to come into the school?

.....

.....

Does your school have any facilities for:

- Pupils with a visual (sight) disability?
- Pupils with an aural (hearing) disability?

Often people's disabilities are not immediately obvious. For example, if a person is blind then people would know, but if a person has one of the many disabilities which affect the way they can see, people might not know. Similarly, people who have a hearing disability might be lip-reading, and would have to sit directly facing the teacher to pick up what he or she is saying. In the classroom, what arrangements do teachers make if there is a pupil in class with a visual or hearing disability, so that they can see and hear everything that is going on?

What aspects of the school would make it difficult for a pupil with a disability?



Activity four: *The women's game*

Women's football in England has a turbulent history. It was widely played in the early 20th Century, coinciding with the rise of the suffragette movement, before being banned in 1921.

For this activity, pupils will carry out some research into the women's game to complete a timeline. This can either be completed by pupils in small groups or as an individual exercise. Pupils can either have a go at guessing the answers or it can be set as a research exercise.

Most of the answers for the footballing elements of the quiz can be found at:
<http://www.thefa.com/England/WomensSeniorTeam/History.aspx>

The teacher should lead a class discussion about whether the answers are what the class expected. This activity can also lead on to a further discussion about women's rights and the suffragette movement.

A further quiz on women's rights can be found at:
http://www.bbc.co.uk/history/british/victorians/launch_gms_womens_rights.shtml

The women's game in England was banned for fifty years (between 1921 – 1971) because The FA did not believe football to be a suitable sport for females to participate in. As a follow up activity, pupils should imagine that it was 1970 and write a letter to The FA strongly urging them to lift the ban on the women's game.

Alternatively, pupils could carry out a class debate about why the women's game in this country is not professional in the same way that the men's game is. One group of pupils could argue about the merits of having professional women's football whilst the rest of the class should argue about why this should not happen. Teachers should be careful in this debate and avoid too many stereotypical comments about women's football especially from boys. One option would be to get the boys in the class to argue for making the women's game professional, whilst the girls could argue the opposite case.



Time line of women's football

What happened in each of these years?

2011

1993

1979

1971

1970

1939

1928

1921

1920

1913

1895

1872



Time line of women's football

- 1 Women received the vote on equal terms as men.
- 2 The biggest ever crowd recorded for a women's game in England took place when 53,000 people watched Dick Kerr's Ladies beat their closest rivals, St Helen's Ladies, 4-0.
- 3 The FA Council lifted the ban which forbade women playing on the grounds of affiliated clubs.
- 4 The women's suffragette movement began in Britain.
- 5 England women reach the quarter final of the women's World Cup. They lost the game to France on penalties.
- 6 The first women's football match recorded was held between a northern and a southern team. The north won the game 7-1.
- 7 The Football Association banned women from playing on Football League grounds. Although there were discrepancies to be found in the accounts, the main reason was that: "Complaints have been made as to football being played by women, the council feel impelled to express their strong opinion that the game of football is quite unsuitable for females and ought not to be encouraged."
- 8 The most famous women's team, Dick, Kerr Ladies was put on hold because of the Second World War.
- 9 The FA took over responsibility for women's football.
- 10 England voted in its first and so far only female Prime Minister, Margaret Thatcher.
- 11 Emily Davison was trampled by the King's Horse at the Epsom Derby in her fight for the rights of women.
- 12 An act of parliament was passed giving women the same employment rights as men.



Time line of women's football

Answers

- 1872 The women's suffragette movement began in Britain.
- 1895 The first women's football match recorded was held between a northern and a southern team. The north won the game 7-1.
- 1913 Emily Davison was trampled by the King's Horse at the Epsom Derby in her fight for the rights of women.
- 1920 The biggest ever crowd recorded for a women's game in England took place when 53,000 people watched Dick Kerr's Ladies beat their closest rivals, St Helen's Ladies, 4-0.
- 1921 The Football Association banned women from playing on Football League grounds. Although there were discrepancies to be found in the accounts, the main reason was that: "Complaints have been made as to football being played by women, the council feel impelled to express their strong opinion that the game of football is quite unsuitable for females and ought not to be encouraged."
- 1928 Women received the vote on equal terms as men.
- 1939 The most famous women's team, Dick, Kerr Ladies was put on hold because of the Second World War.
- 1970 An act of parliament was passed giving women the same employment rights as men.
- 1971 The FA Council lifted the ban which forbade women playing on the grounds of affiliated clubs.
- 1979 England voted in its first, and so far only female Prime Minister, Margaret Thatcher.
- 1993 The FA took over responsibility for women's football.
- 2011 England women reach the quarter final of the women's World Cup. They lost the game to France on penalties.



Activity five: What kind of school do we want to learn in?

This is a project for whole school, school council or year group to help pupils consider the school environment they want to learn in, and prepare advice for their peers and the school community on ways to achieve it.

Undertaking this activity contributes to KS1, KS2, KS3, KS4 NC art and design, citizenship, design technology, English, ICT, mathematics, PSHE. Every Child Matters and the Equality Act (2010).

Project outcomes

- **Pupils gain an understanding about the damaging effects of racism, sexism, homophobia and bullying on the targets, the bullies and the whole school community**
- **Pupils consider their own and other pupils' experiences and feelings**
- **Pupils have the opportunity of finding their own solutions**
- **A final document is produced, (or a set of documents) which are relevant to the pupils and contain a code of conduct**
- **The final document is useful to the whole school community – pupils, staff, parents, governors – and can be used to inform policy and strategy**
- **The process of carrying out this project will have a positive effect on the school ethos**
- **Pupils gain in confidence and improve their attainment in a range of national curriculum subjects**

The project takes account of the voices of children as experts, knowing what happens in school, knowing how to talk to their peers and wanting to learn in a peaceful, inclusive environment free from bullying and racism.

Similar work has been done with pupils aged from 5 to 18, from mainstream and special schools, and it has been very successful. Even the youngest children had powerful and perceptive contributions to make.

The kind of advice which comes out of the project will have different emphases in schools in diverse city areas and schools in mainly white areas, and this makes the project even more valuable. It allows schools to customise their policies and strategies.

Carrying out the project

The project is overseen by teachers, but is carried out in a democratic way with pupils taking leadership roles.

It is suggested that this is a project preferably for whole-school involvement, or for whole year groups to do. If your school has a school council, the project can be led from there.

Although the details of how the project progresses will be different in every school, there are some broad steps which will be taken whichever model you choose.



Preparing

- 1 The project begins with the staff involved agreeing what they want to come out of it, and how they will organise it.
- 2 Staff involved then inform the rest of the school staff. They may also wish to inform parents and governors, as appropriate.
- 3 The project is introduced to the pupils in the appropriate groupings (eg. classes, school council, year group). It is made clear to pupils that most of the pupils in the school are kind, caring and respectful of each other, but that the school takes a strong stand against prejudice-related bullying and incidents of any sort and they are asking pupils to help them prepare advice. In this first session pupils think about what kind of school they want to learn in.
- 4 Pupils are asked to go away on a fact-finding mission, to research the experiences of pupils in the school in respect of prejudice-related bullying and incidents. They might do this through discussion in class, circle time, designing questionnaires etc. This will vary considerably according to the age of the pupils. They should be confident of the definitions of racism, sexism and homophobia at a level which is appropriate to their age group, and able to explain them to their peers.

Scoping

- 5 Findings of the initial research phase are discussed in individual classes. From the outset the teacher will need to stress that these sessions are absolutely confidential, and that pupils are expected to respect and support each other. Classes define what constitutes racism, sexism and homophobia and come to their own definition and understanding of them. This will be refined later. If there is a school council, the representatives take the information back to it. Notes must be taken of what pupils are saying, and this may be best done on flipchart, but it will have to be typed up. Some pupils may feel safe enough to give very sensitive and painful information and they must be supported if this happens. Pupils are asked to think about what might be included in their advice and bring ideas to the next class
- 6 At the next class, pupils decide on a framework for the advice and what sections they want to see included. Then the school council, or the staff involved if there is no school council, make a synthesis of the suggestions and prepare a final framework. The work of writing the sections is then allocated to the classes involved. It is very valuable to have a document written by pupils in their own language register. Staff should only edit it minimally, for spelling and for clarity.

Writing

Some examples of the way that the work might be allocated to classes include:

- pupils prepare advice for peers in their own key stage
- pupils prepare advice on different issues
- pupils prepare advice to school staff on how they would like staff to support them
- pupils prepare a list of what staff have done which they value as effective
- pupils prepare a code of conduct for school students
- pupils prepare different advice for targets, bullies and witnesses
- pupils prepare information about the duty to record and report racist incidents, and the school procedures
- pupils write up the first session 'What kind of school do we want to learn in?'
- pupils prepare definitions, based on the initial sessions.



Outcomes and Presentation

- The final product is a school publication, or set of small publications. The school will decide how it is to be used and disseminated, depending on the technology and funding available. Every pupil and all staff and governors should have access to it, and parents should be aware of it.
- In carrying out the work pupils might also want to present their views in other ways, such as making presentations, posters, video programmes, plays or have other ideas.

General notes

Deciding which model suits your school

This project is best carried out as a whole-school project. For that to happen it requires the agreement of all staff.

As a whole-school project, it can be led through the school council in schools that have one. Other than that, it will need a steering group of school staff.

It contains activities which go across several curriculum areas and attainment targets. For this reason, if it is being carried out in a high school staff could decide to work together in various different ways suitable for them. For example, the discussion and decision could take place either in tutorial periods, or in PSHE or citizenship education classes. The art and design, design technology, English and mathematics departments could be linked into the project, because activities could be carried out to meet attainment targets in all of these.

Similar organisation will be appropriate if only one key stage or one year group is going to be involved.

The project can be organised as two separate projects for Key Stages 3 and 4, and put together at the end. This is a more manageable way of working in a big high school.

In a primary school the class teachers will have more flexibility in how they organise the project as a curriculum activity. Even the youngest pupils have something to contribute, and should be involved. It is useful to have pupils at Key Stages 1 and 2 write in the appropriate language register for their peers.

Deciding the scope

Schools will decide whether to use this project for a single issue, such as racism and racist incidents, or to broaden it to include all prejudice-related incidents. Primary schools have been reluctant in the past to include the issue of homophobic bullying in policies; however it is now accepted that homophobia language is used even by quite young children who do not understand what they are saying and schools are increasingly working to prevent it.

Supporting Pupils

There will be different issues in schools in multi-ethnic urban areas, and those in mainly white areas. In all cases it is very important to support pupils who may have been targets of discrimination and who are vulnerable. They should be listened to sensitively and their experiences taken seriously.

Support for School Staff

Carrying out such a project may give rise to situations or comments which are difficult and sensitive to deal with. These may occur in the classroom, but also in the staffroom. Teachers will find support to respond to situations, and in particular to all forms of prejudice-related bullying, from the Anti-bullying Alliance, at http://www.anti-bullyingalliance.org.uk/tackling_bullying_behaviour/resources.aspx



Section 3: Sport can bring people together

It is often said that sport has a unique ability to bring people together, and as Nelson Mandela once said “Sport has the power to change the world”. Never is this more evident than when major tournaments take place, including for football the World Cup and the European Championships, and for all sports, the Olympic Games.

This section will look back at the last World Cup, which was held in Africa for the first time, and will look forward to the next European Championship which will be held in Poland and Ukraine in May/June 2012 and the Olympic Games to be held in London in July 2012.

Note to teachers

It is not the purpose of the activities in this pack to provide in-depth teaching activities about apartheid. However it would not be appropriate to look at the World Cup without the context of South African history, which makes the achievement all the more remarkable. Annex A at the back of this pack contains a number of important principles for teaching about South African history.

For teachers wanting to do more substantial work about the history of South Africa, we strongly recommend using two essential resources from South Africa:

South Africa History <http://www.sahistory.org.za>

This is an absolutely essential website for research on South African History for students and teachers. It is comprehensive, includes timelines, biographies and lesson plans on the classroom pages.

The Apartheid Museum www.apartheidmuseum.org

An excellent website for the years of apartheid. It includes information, classroom activities, and some interactive material which is very accessible for pupils

We also recommend the Football and Freedom pack, which was developed in a collaboration between Kick It Out and Action for Southern Africa, Link Community Development, London Borough of Haringey and the National Union of Teachers. It contains classroom activities around the World Cup, and a very comprehensive timeline linking the history of South Africa and the history of football in South Africa during the Apartheid year. The timeline has links to classroom activities and information. It can be accessed from the Action for Southern Africa, the Kick It Out and the National Union of Teachers websites.

In these sessions, pupils will be looking at the following questions:

What did the South African government and the South African people do to make people from all over the world feel welcome?

What were the most significant achievements of South Africa in bringing communities together through the World Cup?

Why was this success especially significant for South Africa?

Was the World Cup 2010 an overall success?



We welcome you home



Archbishop Desmond Tutu, at the World Cup opening ceremony, Orlando Stadium, Soweto, Monday, June 14, 2010

Archbishop Desmond Tutu, wearing South African team Bafana Bafana gear, launched the opening ceremonies of the 2010 FIFA World Cup in Soweto. His speech welcoming people from all over the world set the scene for the welcome given to the visitors to South Africa. He said

“... I’m dreaming man, what a lovely dream. We are the world, and we welcome you, we welcome you all; for Africa is the cradle of humanity, so we welcome you HOME - all of you, Germans, French, all of you - every single one of you: WE ARE ALL AFRICANS. And we want to say to the world, thank you for helping this caterpillar, which we were, to become a beautiful, beautiful butterfly.”



Activity 1: We welcome you home

Key stages 2 and 3

The timing of this session has deliberately been made flexible, so that it can be delivered in a single period, or with extension activities, in a double period.

Pupils will look at the following

- What did the South African government and the South African people do to make people from all over the world feel welcome?
- What were the most significant achievements of South Africa in bringing communities together through the World Cup?
- Why was this success especially significant for South Africa?

Teachers should begin this activity by printing out the Archbishop Desmond Tutu photograph and speech, and distributing it to pupils. They should then read the speech aloud to the class. Have a class discussion on the following questions:

- If you had been a visitor to South Africa in the Orlando Stadium, how would the speech have made you feel?
- Do you think his gesture plays a part in the message he is giving?
- How has he chosen to dress for this speech? Is that the dress code you would have expected from a dignitary welcoming the world to a major international event, on behalf of the government? Is that how you would have expected an archbishop to appear? Does the way that he is dressed affect how welcome you feel?
- He says “Africa is the cradle of humanity, so we welcome you HOME.” Do pupils know why he said that? Explain that the earliest evidence of humankind was found in South Africa, and for that reason South Africa has been called the cradle of humanity. He is welcoming everybody from all over the world back to where humankind began, and telling them it is their home.
- He says “And we want to say to the world, thank you for helping this caterpillar, which we were, to become a beautiful, beautiful butterfly.” Ask the class if they know why he said that. Explain that the ‘caterpillar’ was an analogy for the terrible time when South Africa was under the ugly apartheid regime, and the ‘beautiful, beautiful butterfly’ is the rainbow nation of South Africa which is free today. Ask why he thanks the world for helping the caterpillar to become the butterfly. Explain that during the years of apartheid, the rest of the world rallied to support the effort of bringing apartheid to an end. They boycotted South African goods, they did not allow any sporting or cultural events in South Africa or involving South African teams, and millions of individual people supported the Anti-Apartheid movement.
- Ask the pupils to think about what kind of welcome speech might be made in England at the opening ceremony of the Olympic Games in 2012. Who would make this speech? What would we want to say to make visitors from all over the world feel welcome and valued? Pupils should write a short speech.
- Pupils can read out their speeches with the class.



Extension activities, if more time is available, and depending on the age and context of the class.

- More time can be spent before writing the speech. The class discussion could include
 - 1 **What are the main messages we want to get across? This could be an open class discussion, or to avoid all the speeches making the same point and for pupils to write spontaneously, they could be given time to make their own notes quietly before they start writing.**
 - 2 **With time permitting, all of the pupils could come to the front in turn and make their speech. This exercise could give confidence to the more shy pupils, and the fact that they will have had time to prepare and practice beforehand will assist them to be more articulate.**
 - 3 **Pupils could be asked whether any of them knows how to say ‘welcome’ in other languages than English. If so, they could think about including it in their speech.**
 - 4 **Point out that Desmond Tutu specifically found a way to make a connection with the visitors. Ask the pupils how they think England could make a connection with visitors from around the world.**
- **Pupils could be asked to think of a time they went somewhere new to them. Did they feel welcome? If so, what made them feel welcome? Did they feel uncomfortable? If so, why was that? They write their thoughts and experiences.**
- **Pupils work on what could be done to make their classroom feel a safe and welcoming place for everyone. Details of this as a complete activity are in the ‘One Game, One Community’ section of this pack.**



Activity 2: Planning, preparation and success

Key stages 2 and 3

In this session pupils will learn about how South Africa prepared for the World Cup, they will look at the outcomes, and they will think about how the World Cup played a role in combating racism and prejudice and bringing people together. They will discuss why all this was especially significant for South Africa, and finally consider what elements contributed to the overall success of the event.

There are 4 information sheets for this session:

- 1 Expectations before the World Cup**
- 2 How did South Africa prepare for the World Cup?**
- 3 The World Cup and it's role in combating racism**
- 4 How successful was the World Cup in South Africa?**

Pupils will use their learning from this session to write their own strategy in the next session for England hosting the Olympic Games, or for Russia and Poland hosting the European Championships both of which will be held in the summer of 2012.

For this session the pupils should work in groups, although for older pupils, if preferred, this work could be set as an individual assignment.

Print out the information sheets and distribute them to the pupils.

- Pupils are asked to read the first sheet about expectations before the World Cup. Ask the pupils what sort of expectations did people have? Did everybody think that South Africa would be able to do it successfully?
- Pupils read the second information sheet. As they read, the groups pick out what steps South Africa took to:
 - Involve all South Africans in the preparations and the events
 - Ensure that visitors felt welcome and had a good experience of South Africa.

They write these down as two lists (pupils should keep their lists, because they will be used in the next activity).

- There is a class discussion where pupils share and discuss their lists, and are asked to say what they think of the actions South Africa took. Do pupils think it is a good idea to involve as many South Africans as possible? Do pupils think it was important to make visitors feel welcome and comfortable? Why do they think that?
- Pupils are asked to look at the third information sheet, on the role of the World Cup in combating racism. The teacher might read it aloud to the pupils.
- Depending on the pupils' prior knowledge, the teacher might need to explain the statement 'They saw it as a way to bring communities together after the apartheid years of racism and forced racial separation.'
- In their groups, give the pupils five minutes to discuss whether they agree with Navi Pillay when she says: "The clear message of the World Cup must be that there is no place for racism and intolerance in sport."
- The pupils share what they have talked about, in a class discussion.



- Pupils read information sheet four on how successful was the World Cup in South Africa. They are given five minutes in groups to make a list of what they think were the most important successes.
- The outcomes of their discussions are shared in a class discussion. The teacher asks pupils why these successes are especially significant for South Africa.

Before they leave the class, the teacher should tell the pupils that in the next session they are going to be asked to write their own plan for what England should be doing to host the Olympic Games, or Russia and Poland should be doing to host the European Championships.

The diskie dance

When they have completed this session, pupils might like to have a go at the diskie dance themselves (remember – diskie is South African township lingo for football). There are several step by step lessons on the internet. There may be a teacher or another adult in school willing to learn and teach it, or if pupils have access to the internet they might enjoy learning it and dancing it themselves possibly after school or in a break. For the official government lessons: <http://www.southafrica.info/video/diskie-dance2.htm>



Information about how South Africa hosted the World Cup 2010

Information sheet 1: Expectations before the World Cup

When South Africa was chosen to host the World Cup, many people thought that they would not be able to do it, but South Africans were confident they could deliver all that was required. Africans all over the world felt a sense of pride that the World Cup was going to be held in Africa for the first time.

Although the South African government and the organising committee worked hard and even got ahead of schedule, they constantly faced sceptical media reports and people who said that South Africa would not be able to organise the event. They said that South Africa:

- **would not be able to build the stadiums on time**
- **the stadiums would not be of the quality required**
- **they would not be able to complete the transportation links**
- **there would be a high risk of visitors being subjected to violent robberies**
- **there would be fighting in the stadiums**
- **South Africa would not be able to provide adequate security for the thousands of football fans who would come**
- **South Africa would not be able to provide the services needed for the numbers of visitors, such as accommodation and healthcare**
- **The stadiums would be half empty for those reasons, and because the ticket prices would be too high for South Africans to buy.**

Sepp Blatter, president of FIFA stated: “You are ready. I am ready. Africa is ready. South Africa is ready.” However, it was discovered that there was a ‘plan B’. FIFA had organised an alternative arrangement in case South Africa failed to get things ready.



Samuel Eto'o, Barcelona and Cameroon star was asked: “You must be very pleased that it is now Africa’s turn to host the FIFA World Cup?” He said:

“Of course I am. South Africa 2010 will give our continent an unbeatable opportunity to prove that we can rise to the biggest challenges and achieve wonderful things. I can hardly wait.”



Information about how South Africa hosted the World Cup 2010

Information sheet 2: How did South Africa prepare for the World Cup?

South Africa started preparing as soon as they were chosen to host the tournament.

- They set up strategic plans which included building, transport and administration aspects.
- They set up plans to involve the South African people.
- They published their plans on the internet to be available to everyone.
- They published reports to let people know how they were doing.
- They set up a detailed timetable for everything that had to be done.
- They met all their deadlines. They even completed items ahead of the deadline.
- They improved existing stadiums, or built new ones in the 9 host cities around the country.
- They organised accommodation for visiting teams, and for the visitors.
- They set up a superb infrastructure of train, plane, roads and bus transport, so that people could travel between stadiums to see the games.
- For those who could not get tickets, they set up huge open air screens in parks so that people could watch the games live.
- They organised festivals of culture and sports events, so everyone could enjoy the run-up to the games.
- Through The Legacy Project, they set up schemes to ensure that the World Cup left a legacy for South Africa, but also for other countries in Africa. They planned to build '20 Centres for 2010', which are 20 centres of education, public health and football across Africa.

South Africa: time to be a good host!

The government urged the South African people to be good hosts to the visitors who would be coming to their country. They asked the question, **'What are you doing to be a good host in 2010?'** and they prepared a 7 point plan of things people could do. These were:

1. Be informed
2. Support our country
3. Support our team, support our players
4. Learn to do the disk dance
5. Go to a game
6. Do things the right way
7. Learn to blow a vuvuzela ... Get yourself a makarapa. Wear a Zakumi badge.

70,000 South African people put themselves forward to be one of the volunteer workers to help games go more smoothly for visitors. 18,000 were recruited.



Involving everybody in the run-up to the tournament

People were encouraged to enjoy the World Cup preparations. Businesses set up 'Football Fridays', where once a week people could come to work in the South Africa team shirts. A special dance, the diskidance, was devised, and people taught it at mass sessions in places of work, public spaces and town squares. A programme of events was organised. South Africans said there was a buzz of excitement around the coming World Cup. Jacob Zuma, president of South Africa, said: "What is happening in the country at the moment is a marvel to watch. The nation is seized with exhilaration and great anticipation. The flags and the colours of the country are in display all over, in the cars and in our houses. Football Fridays have been so popularised that most wish they were a daily indulgence.

Taxi ranks, cafes, streets and literally every corner of the country becomes bright yellow on Fridays, a nation crazy about football and determined to make this tournament succeed beyond expectations.

It is heartening to see how the entire nation is united in support of our national team. This harmony should define us, and resonate in a wide range of spheres, even outside sport."



Information about how South Africa hosted the World Cup 2010

Information sheet 3: The World Cup and its role in combating racism

Many in South Africa, including Nelson Mandela and Danny Jordaan, a former football player and anti-apartheid activist who went on to lead the World Cup organising committee, had campaigned hard for the World Cup to be in South Africa. They saw it as a way to bring communities together after the apartheid years of racism and forced racial separation.

Danny Jordaan said that the World Cup, like other major sporting events, has helped foster reconciliation. “This World Cup is beginning to plant the seeds, serving as a glue to bind the nation. And nation building, social cohesion, is an important outcome for us in this World Cup. And we are quite happy with what we have seen thus far.”



United Nations human rights chief Navi Pillay said that the football World Cup is a perfect opportunity to highlight the need to tackle racism and intolerance on and off the field. She said that South Africa, which had thrown out apartheid, was the perfect host to combat discrimination. She also said the organisers should take a strong stance, and anybody perpetrating incidents of racism or intolerance around stadiums should be dealt with swiftly.

She said

“Let’s kick discrimination off the field. Let’s tackle exclusion. Let’s put racism offside.”

“The clear message of the World Cup must be that there is no place for racism and intolerance in sport.”



Information about how South Africa hosted the World Cup 2010

Information sheet 4. How successful was the World Cup in South Africa?

For full information, go to the SA info website 2010 World Cup legacy pages by visiting

<http://www.southafrica.info/2010/success-stories.htm>

It is full of reports from people who attended, as well as official FIFA and South African government statements.

- **The people who had said that South Africa would not be able to organise the World Cup, and that there would be disasters, were proved resoundingly wrong.**
- **The stadiums, transport, accommodation, health and security provision were all ready on time, and of a high quality.**
- **The atmosphere of the World Cup was friendly and happy, and the South African people were very much appreciated as welcoming hosts.**

Fifa president Sepp Blatter gave South Africa a near-perfect 9 out of 10 for its hosting of the 2010 Fifa World Cup

President Jacob Zuma paid tribute to the people of South Africa as ***‘the true stars of the 2010 FIFA World Cup’***. He said they united to prove to the world that the country and the continent of Africa were capable of hosting a world-class event. ***“There are certain things that you cannot buy or create. Key among these for us is humanity, friendliness and warmth of the South African people.”***

He also paid tribute to the visiting teams and fans. Echoing Archbishop Desmond Tutu’s words from the opening ceremony, he said

“This has been the start of a lifelong friendship. We invite all our visitors to return soon to explore South Africa further. This is your home.”

The South African government produced a video which said to the visitors:

“You arrived with open minds and embraced the spirit of Africa. South Africa thanks all the teams and fans who visited the country “for helping make the 2010 FIFA World Cup one the world will never forget”.



Activity 3: Vuvuzela vs. football chants debates **Key stages 2 and 3**

Before the session

- Print out copies of the two newspaper articles for each pupil.
- Print out enough copies of the blog statements for every group to have a set. Cut the statements out and put a set in an envelope for each group.

Ask the class whether they have heard about the vuvuzelas, which the fans in South Africa blow to support their teams. Ask the class:

- What do fans in England do to support their teams at matches?
- Have any pupils been to a football match abroad? How did the fans support their teams there? (Talk about cheerleaders in the United States, drumming and singing in West Africa and music and drumming in South America.)
- What about other sports? For example, have they seen a West Indian cricket team match, possibly on television? Supporters often take steel pans to the match.
- Ask pupils how they think it makes the fans and the players feel. Does it make them feel happy and add to the excitement of the game, or does it annoy them?

Tell the class that there was a lot of controversy about the vuvuzelas in South Africa during the World Cup. Some people loved them, and others hated them and wanted them banned.

- Distribute the two newspaper articles by Farayi Mungazi and Toby Young, and read them aloud with the class, checking to make sure everyone has understood them.
- With the pupils working in small groups, get each group to choose someone to be the chair. Give each chair an envelope containing the blog statements. The chair is asked to read each statement aloud in turn. After each statement has been read out, the group has to put it in a group of arguments for and against vuvuzelas.
- When all the statements are spread out on the table, the group look at them and see
 - whether any statements have anything in common, and
 - what they think are the three most important points being made.
 - they discuss what they have noticed.
- This will help familiarise everyone with the arguments and give them practice in putting their point of view.
- Tell the class they are going to have a debate to decide whether the class think that vuvuzelas and football chanting make for a happier atmosphere at football matches. Ask for two volunteers for each point of view, and say that after they have spoken the rest of the class can join in the debate. Give them five minutes to prepare their arguments. Depending upon the classroom context and the pupils' prior experience of debating, either the teacher should chair the debate, or possibly a pupil might be capable.
- Finally the teacher conducts the vote.

Note: there are important cultural and anti-racism lessons here, and it may need the teacher to bring them out as the discussion progresses. A number of bloggers talk about the racism of football chants and fans' behaviour in Europe, and this activity will give pupils the opportunity to discuss those issues. There are also positive statements about culture, identity and valuing and learning about different cultures.



It would be worth pointing out that although there are instances of that behaviour in English football, the situation has improved tremendously over the past few years thanks to the work of Kick It Out and other organisations. It is not the same across Europe.

In defence of the vuvuzela

By Farayi Mungazi, from BBC Fast Track

FIFA president Sepp Blatter revealed this week that broadcasters want the instrument banned at next year's World Cup.

But to his eternal credit, the FIFA chief also sprang to the defense of the humble trumpet, saying people must accept that it is part and parcel of football in South Africa.

"That is what African and South Africa football is all about - noise, excitement, dancing, shouting and enjoyment," said the most powerful man in world football.

I could not have put it better myself. Banning the vuvuzela would take away the distinctiveness of a South African World Cup.

It is a recognised sound of football in South Africa and is absolutely essential for an authentic South African footballing experience. After all, what would be the point of taking the World Cup to Africa, and then trying to give it a European feel?

Let us all embrace the vuvuzela and whatever else a South African World Cup throws at us.

The fact that some in Europe find it irritating is no reason to get rid of it.

World Cup 2010: Ban the vuvuzela

Toby Young, the Guardian 15 June 2010

So far, the South African organisers have done a fantastic job. All the stadiums are in excellent condition – no turf problems like there are at Wembley – and the outbreaks of violence predicted by some cynics have not occurred. In virtually every respect this tournament would be a fantastic advertisement for the host nation and, by extension, the host continent were it not for one thing: the vuvuzela.

As anyone who's watched a World Cup match will know, the vuvuzela is the horn that football supporters in South Africa blow to show their support – and they've provoked a firestorm of protest since the tournament's opening game. The instrument makes a noise like a car horn and when several thousand fans are blowing them at once it drowns out every other sound, creating a cacophony of deafening noise. For the viewer, it removes much of the pleasure of watching a football match. You can't hear the roar of the supporters every time their team launches an attack, the "oohs" and "ahhhs" every time the ball misses the net, the cheers when it goes in. Indeed, the ebb and flow of sound that is so much part of the whole experience of watching a football match is absent. All you can hear is the monotonous drone of the vuvuzelas.

Over 10,000 England fans have travelled to South Africa to show their support and there are many more fans already there. But forget about the supporters forming a 12th man. If we can't hear them at home the players certainly can't hear them in the stadium. They might as well not be there.



Statements from a blog about the vuvuzela

I am not a fan of the vuvuzela but have learnt to live with it; in fact I can hear the buzzing on the TV at this moment. Whatever its drawbacks, it beats the offensive use of foul language commonly heard in English football.

South Africa is loud and vibrant - that you will discover the first time you step out of any one of our airport terminals. It is not an outpost of England (as it once was). At least our spectators don't get into drunken fights. Go find a real problem to moan about.

**The Vuvuzela is fast becoming the most annoying invention ever to be thrust upon the world stage. After four years of waiting, dreaming and hoping for a fantastic World Cup finals in South Africa all we are being exposed to is ear-numbing, senseless, mind-melting, irritating, eye-ball scratching, heart breaking, atmosphere-wrecking, game spoiling and deafening noise.
It has to stop.**

It gives me a headache within seconds

There is no way you can just come and rob people of their own pride and customs. If you don't know it, learn more about it. Surely they have more irritating things like name calling our African players back in Europe. Viva Vuvuzela!

It is irritating beyond belief.

How can FIFA not see that these horns are ruining the World Cup on so many levels? Not only is the sound completely killing the atmosphere but it's also making it difficult for viewers to hear the commentary, players are having difficulty communicating with each other, players can't hear the ref, spectators can't hear announcements and on top this it's also a health hazard as it can permanently damage people's hearing. If it carries on then this tournament is going to be well and truly ruined.

The vuvuzela is far less annoying than listening to fans in England chanting abuse at the fans of their opponents for the duration of a match!

I cannot hear the crowd

The players are not able to communicate

I heard a European commentator call the vuvuzela annoying. The choice between rich, vibrant African sounds (vuvuzela), and vulgar songs that we hear across the terraces of Europe (racist chants) is an easy one. Once these hypocrites can deal with the monkey chants in their own back garden, then; and only then, should they consider stymieing the expressions of joy and camaraderie that they see on our African lawns.

It is ruining the atmosphere



If FIFA award the tournament to South Africa then they need to allow the home fans to express themselves as they see fit. The vuvuzela may not be for everyone, but it's part of attending a match for many South Africans. It's certainly preferable to some of the offensive chanting that will be heard if England are allowed to host the tournament in 2018.

Alright people. Seems this will remain an endless debate. But let me have my final say: I was at BRAZIL vs. IVORY COAST on Sunday at Soccercity. The vuvu really adds so much to crowd participation and the over-all vibe around the stadium.

I have to silence the TV

Vuvuzelas shouldn't be banned because they show our uniqueness as Africans and it would be meaningless to have the World Cup in South Africa without embracing our African culture. Let the world have a feel of the African feel to the game of football! Viva Vuvuzela and Viva South Africa!

If people are at risk of having their hearing damaged by attending matches then FIFA could find itself facing lawsuits for millions

I am very surprised by South Africans who complain about the vuvuzela which has been used for many years by SA football fans. Where were they all those years? I watch football on TV and I am never irritated by vuvuzela, I hear every word said by commentators... what is the fuss about? If vuvuzela causes deafness, South Africa would be full of deaf people by now.

If people are at risk of having their hearing damaged by attending matches then FIFA could find itself facing lawsuits for millions - they must consider that argument surely.

I am not able to communicate

I own a vuvuzela, don't particularly like it, but it is an essential part of SA football since the fall of apartheid. Our broadcasters have never had a problem with it, the commentary on TV is always perfect. The European broadcasters are just being petty and want to impose their "standards" on us. How European is a World Cup held in Africa supposed to be?

I think the vuvuzela is annoying. Music is said to be "an organised noise" but the vuvuzela is just noise - not organised.

Hi, I do not watch football, EVER except for the world cup and I am beside myself with frustration at having to listen to the constant BUZZ on the television. As someone commented before it totally destroys the atmosphere and makes it nearly impossible to watch. I think I shall wait for four years and be glad to wait if this is what I will go through for the next four weeks, Ban the noise PLEEEEEEEZE.



Activity 4: Hosting the Olympics: what can we do to bring communities together?

Key stages 2 and 3

In 2012, the UK will host the Olympics. What can we do to bring communities together?

The pupils should have the information sheets and their notes from session two. They will be working in groups. Older pupils could do this work as an individual assignment.

In February 2010, Archbishop Desmond Tutu toured the Olympic Park and met children from schools in the host boroughs. Sebastian Coe, chair of the London Organising Committee of the Olympic Games and Paralympic Games, welcomed him:

‘Sport has a real role to play in healing and bringing a nation together. We are thrilled that Archbishop Desmond Tutu could come and see the progress London 2012 is making, not only on the Olympic Park, but also in terms of our diversity and inclusion work.’

Archbishop Desmond Tutu said:

‘As a South African, I know how much sport can help bring different people and nations together. I feel strongly that the London 2012 Olympic Games and Paralympic Games will be a fantastic celebration of the many different communities and cultures which exist in London and the rest of the UK and will bring everyone together.’

These quotes should be written up and displayed.

- Tell the pupils that they will be working in groups. They will draw on the example of what South Africa did to host the World Cup, to draw up a plan for hosting the Olympics.
- Tell the pupils that the Olympics are being described as **‘London 2012: Everyone’s Games’**
- Draw the pupils’ attention to the quotes from Desmond Tutu and Sebastian Coe.
- Tell the pupils that they must concentrate on the aspects of welcoming people from all over the world, making them feel comfortable and giving them a good experience.
- The groups must first decide what will be the most important things they want to do. They should write a list of their aims.
- The groups then prepare their plan. It should be written up on flipchart paper, or large sheets of sugar paper.
- Pupils will not need to put specific dates on their plan, but the plans should indicate the order in which they will start their suggestions.



There are different ways in which the work could be presented, or extended, depending on the time available and whether the teacher wishes to extend it to more sessions. The work could be concluded by any of these activities:

The plans are pinned up, and a member of each group explains their plan to the class.

- The plans are embellished with designs, advertisements to attract people to be involved in some way, information notes to visitors or British people, the aims of the group or the individual, and why they have chosen to do the things in their plan etc.
- Pupils are told that they should imagine they were an organisation competing to have their plan chosen by the Olympic Committee. They should prepare their plan and supporting material to display. Each group 'pitches' to the class in turn, involving at least two members of each group. The class can ask questions after the 'pitch'. Finally the class votes on which plan to choose.
- Older pupils can look at 'Working towards an inclusive Games: The Second Annual Report of the London 2012 Equality and Diversity Forum' and comment on how the committee is doing.



Activity 5: Let's Kick It Out in Europe

Key stage 3

Over the last few years, there has been a significant increase in England of a number of far right groups and political parties. This includes groups such as the British National Party (BNP) and the English Defence League (EDL). Traditionally the main focus of these groups is to campaign for their nationalist, xenophobic and often racist views.

There are also a number of similar groups that operate across Europe and within different European countries, particularly within Eastern Europe and this is a cause for concern within UEFA (football's European governing body) ahead of the next European Cup, which will be held in Poland and Ukraine in May/June 2012.

- Tell the class that the English Defence League is sending representatives to various countries to help them form their own organisations, and to get alliances across the world. This activity is to consider what is happening in Europe, and what the committee planning the European Cup in 2011 should be doing about it.
- Print out the newspaper articles below and distribute them to the pupils. Give the pupils five minutes to read them quietly, and ask them to jot down any thoughts.
- Get them to share their thoughts in pairs.
- The pairs then join with another pair, and in groups of four they discuss the following questions:
 - The EDL targets football supporters. Do you think the EDL is helpful or harmful to football? What are your reasons?
 - We have just had the experience of the World Cup in South Africa. Should the organisers of the European Cup learn any lessons from that event? If so, what lessons should they learn?
 - Do you agree with the proposals that referees should be able to stop, suspend, or abandon a match if there is racist chanting? Why?
 - EDL organisers make the young people they recruit feel important. Do you think they are respecting them, or using them? Why?
- There is a final class feedback and discussion on each of the questions.

Extension activity: pupils can be asked to research this question:

Tokyo Sexwale has special reasons to love football and hate racism. Can you find out what they are?

- If this is a lesson period, there could be a class discussion on what pupils have found out about his life.
- Alternatively, pupils could write a short piece about the life of Tokyo Sexwale.



Football Hooligans to launch 'European Defence League' in Amsterdam

The English Defence League (EDL), the anti-Muslim 'street army' composed largely of football hooligans that burst onto the front pages of British newspapers in the last year as a result of its often violent protests, is to hold a rally in Amsterdam in October 2010.

from EUobserver, 31 August 2010

South African minister urges UEFA to clamp down on racism

UEFA should take a tougher stance against racism and discrimination in soccer, Tokyo Sexwale, a senior member of South Africa's 2010 World Cup organising committee, said on Saturday.

"It worries us to see the monster of racism raising its head in countries like Spain again," said Sexwale, who is South Africa's Minister for Human Settlements and a member of FIFA's Committee for Fair Play and Social Responsibility.

"I think one of the most important things in the struggle against discrimination and racism is how sporting officials react when they see acts of racism."

UEFA Executive Committee ruled in Bucharest last month that referees in charge of UEFA matches would be empowered to stop games and order teams off the field of play if racist chanting occurs at its matches in future. Referees will be able to stop, suspend, or abandon the match because of outside interference of any kind. UEFA want to send a clear warning that racist behaviour of any kind will not be tolerated at UEFA matches."

From BBC 21 June 2010, based on Reuters news agency report



Teachers' Notes A New Equality Duties for Schools

New Equality Duties for Schools

New equality and diversity frameworks and legislation will have an impact on the way in which schools make provision for pupils.

The Equality Act (2010)

The Public Sector Equality Duty

The Equality Act brings together previous equality legislation into a single equality act. The Equality Act outlines general and specific duties.

Under the **general duty**, schools are required to due regard for three objectives:

- eliminate discrimination
- advance equality of opportunity between people who share a protected characteristic and people who do not share it, and
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Under the **specific duties**, schools are required to

- publish information, and
- set objectives.

Protected characteristics

The Equality Act general duty says that in respect of pupils, schools must have due regard for eight protected characteristics: disability, race and ethnicity, gender, gender identity, marital status, maternity and pregnancy, religion and belief, and sexual identity.

The Act identifies **four areas for pupil development** schools must promote: spiritual, moral, social and cultural. These themes are picked up by Ofsted.

Positive Action

New Positive Action provisions in the Act will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics.

Bullying

The Act says that schools must ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly.

In section 5, the Act talks about **fostering good relations**:

'Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it.'



5.23 It should be particularly easy for schools to demonstrate that they are fostering good relations since promoting good relations between people and groups of all kinds is inherent in many things which they do as a matter of course. It may be shown through – for example - aspects of the curriculum which promote tolerance and friendship, or which share understanding of a range of religions or cultures, the behaviour and anti-bullying policies, assemblies dealing with relevant issues, involvement with the local communities, twinning arrangements with other schools which enable pupils to meet and exchange experiences with children from different backgrounds, or initiatives to deal with tensions between different groups of pupils within the school itself.’

Schools are expected to take account of equality implications when they develop policy, set objectives and decide actions.

Equality issues in the Ofsted Evaluation Schedule for the Inspection of maintained Schools and Academies, January 2012

The schedule says that in their key judgements inspectors must consider how groups of pupils benefit from their school, and how well any gaps in achievement are narrowing. The groups are:

- disabled pupils, as defined by the Equality Act 2010, and those who have special educational needs
- boys
- girls
- groups of pupils whose prior attainment may be different from that of other groups
- those who are academically more or less able
- pupils for whom English is an additional language
- minority ethnic pupils
- Gypsy, Roma and Traveller children
- Looked after children
- Pupils known to be eligible for free school meals
- Lesbian, gay and bisexual pupils
- transgender pupils
- young carers
- pupils from low income backgrounds
- other vulnerable groups

Behaviour, respect and bullying

Inspectors also have to evaluate pupils’ behaviour towards and respect for others. This includes

- ensuring freedom from bullying and harassment. The guidance specifies cyber-bullying and prejudice-related bullying. In this respect it refers to special educational needs, sexual orientation, gender, race, religion and belief, gender reassignment or disability
- managing the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

How well the school promotes all pupils’ spiritual, moral, social and cultural development

In evaluating this aspect, inspectors look at pupils’ understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life.



Teachers' Notes B 8 principles for teaching about South Africa

Before starting on a teaching project of South African history, be sure to read the principles below.

1 Use appropriate resources

Please take the time to select your resources carefully. Use South African resources where possible.

2 Teach from an appropriate starting point and perspective

Remember that South Africa is described as the cradle of humankind. Evidence of the first human settlement on earth has been found in South Africa. Never teach South African history from a starting point and a viewpoint of European explorers and colonialists. South Africa had been populated for centuries before the Europeans arrived, by people who were farmers and hunter gatherers, and who had cultures which survive today.

3 Value people and honour their contributions

Ensure that you do not portray black people as powerless and oppressed, but show the courage and effectiveness of those who resisted oppression. Similarly, make sure that the contribution of individual white South Africans to dismantling the apartheid regime is also recognised and celebrated. Celebrate the extraordinary lives of exceptional people.

4 Include the history of resistance

Note also that the new government and the progress it is making were made possible through the resistance movement in South Africa and international support for the abolition of apartheid.

5 Ensure dignity and respect for people

It is important not to portray all black South Africans as currently living in poor circumstances, in rural settings or informal settlements in towns. Yes, that is true for some black South Africans, however in spite of starting from a position of disadvantage caused by years of apartheid, many black South Africans are living successful and influential lives at the tops of their professions. Many black families are living in similar houses to UK children, with all the same 'mod cons' that pupils in the UK expect, and more.

6 Give a true picture

If you are showing pictures of South Africa, yes, do show the 'tourist routes' of safari parks and so on, but concentrate on the real South Africa. Show the stunning architecture and beautiful buildings, show people going about their work and do not portray black South Africans as if they all wear traditional dress all the time (we would not expect all people in the UK to dress like morris dancers all the time!)

7 Appreciate and celebrate the New South Africa

Ensure that you provide your pupils with a balanced picture of present day South Africa. Pupils should understand the positive values and achievements of South Africa since the end of apartheid and the first democratic election in 1994. Use the South Africa government websites to get up to date information about the great steps forward that have been taken.

8 Acknowledge the legacy of apartheid

At the same time, acknowledge that years of apartheid mean that there is a long way to go before the legacy of enforced differences in wealth is eliminated. It will take a long time to recover from that but young people in a democratic South Africa can be more hopeful now.



Teachers Notes C *Choosing and evaluating school resources to reflect diversity*

Ensuring the classroom environment and resources celebrate and affirm identity and diversity and provide a balanced and inclusive representation of world history and culture

The general guidelines below relate to choosing and evaluating teaching materials, books, posters and images.

Overriding considerations when choosing resources:

- 1 Does the sum of the school's materials give access to the National Curriculum and enhance pupils' learning whatever their identity, including for pupils from diverse cultural backgrounds, pupils learning English as an additional language, pupils with disabilities boys and girls?
- 2 Do the materials motivate and include all pupils?
- 3 Do they extend pupils' experience, imagination and aesthetic sense?
- 4 Do the illustrations and content give a true reflection of the context and lifestyles of the diverse society in which the pupils live?
- 5 Do they extend pupils' knowledge of the world and interdependence?
- 6 Do they include books written and illustrated by men and women authors and artists from diverse backgrounds?
- 7 Do the illustrations and content allow pupils and communities dignity and respect?
- 8 Do the illustrations and content reflect perspectives of different communities, as opposed to a Eurocentric viewpoint?
- 9 Do stories include one or more persons with whom a child can identify and who present a positive image?

Questions to consider when evaluating resources:

1 First impressions: look at covers and packaging

- If there are representations of people or of cultural icons, does the immediate appearance of the material give a positive message to all pupils about the way black and minority ethnic communities will be represented? Will pupils from black and minority ethnic backgrounds, boys and girls, pupils with disabilities perceive that the material will include and be relevant to them?

2 How are people represented?

- Check for stereotypes. A stereotype is an oversimplified generalisation about a particular group, race, or sex, which usually carries derogatory implications, for example Caribbean men asleep under the coconut palm, Chinese men with broad hats, Scots in kilts tossing the caber etc. Beware of modern media-induced stereotypes — young black males as criminals or drug-dealers, Muslims as terrorists, South Asians as shopkeepers, refugees and asylum seekers as illegal immigrants. Also watch for the 'twee' illustrations, often available in copyright-free formats, which show European children and adults in modern western dress, but all black people in African cloths, South Asian women in Saris and people from Middle-Eastern communities in Djellabas. These illustrations do not reflect the dress and lifestyles of families of pupils in school in England; they misinform pupils and cause hurt and embarrassment to some. Check that boys and girls are seen in positive roles, and that people with disabilities are shown as independent.
- In a particular story, is there one or more person playing a positive role, with whom a child from a minority ethnic background can identify?



- Scrutinise the quality of cartoons. In a school which is working to create positive images of pupils, it is usually not helpful to have cartoons of black people. More often than not they do not reflect different faces and facial expressions with respect. This is not true in all cases, but cartoons should be treated with caution, all the more so in a context where positive images of black people are still rare. In one primary class African-Caribbean pupils were observed hiding a reading scheme book which showed a cartoon of a black child shouting, with a big, distorted mouth.
- Look for tokenism. If there are black and Asian characters in the illustrations, do they look just like whites except for being tinted or coloured in? Do all faces look stereotypically alike, or are they depicted as genuine individuals with distinctive features? Is there a preponderance of illustrations with one or two black faces in a crowd of white ones?

3 Look at the images

- children's own drawings: children's drawings of themselves can be very positive when the appropriate skin colours are represented. However look out for pseudo children's drawings which have been produced by adults. Some copyright-free drawings have the same body with different skin tones coloured in. Some others have black skins with circular white eyes and white teeth as the only facial features, giving the appearance of gollywogs.
- look at the photographs: are photographs used positively, to offer accurate and affirming images of communities? Or do they portray rural or deprived urban areas as being inhabited by black communities?
- roles and relationships: do the illustrations depict minorities in subservient and passive roles or in leadership and action roles? Are males the active "doers" and females the inactive observers? Do the whites in the story possess the power, take the leadership, and make the important decisions? Are the illustrations of people with disabilities patronising, implying them as needing assistance? Beware of all of these negative images.

4 Look at the lifestyles

- Does the material focus only on one person and lifestyle, implying that everyone for example in Africa or India has the same (rural) lifestyle? Are they depicted exclusively in deprived neighbourhoods or in squatter camps? Or does the material offer genuine insights into a variety of lifestyles, including showing modern cities in Africa and India, with the bankers, politicians and other professionals who live there, and a range of lifestyles of all people living in western societies? Do the materials feature people from different countries and cultures going about everyday pursuits such as working, going to school, shopping? Are they shown as decision-making, self-respecting people with whom children can identify? Do they include a range of family and carer contexts?

5 Check that the classrooms and library have good quality fiction and poetry from a diverse range of cultures

- Do the fiction shelves include stories in which pupils can recognise their own life experience of living in a multiethnic society? Do they include myths and legends drawn from a range of cultures? Do they offer pupils a variety of English language registers, including those of writers from diverse backgrounds? Do they include books in community languages, and dual text books? Are story tapes available for pupils?

6 Check the approach to teaching about other countries

- Does the material portray everything as exotic, quaint or curious? Does it show beaches, tourist resorts and tourist attractions, stressing differences and ignoring the similarities in daily life?
- Does the material portray a 'charity' view: is everything shown as absolutely desperate: people everywhere are dying of starvation, floods, hurricanes, earthquakes? Are Europeans shown as the only ones able to rescue them from such disaster?



7 Note the heroes and contributors

- Are men and women from black and minority ethnic backgrounds shown as proactive, as leaders, as on the side of right and justice, playing leading roles? Are black contributors to history, science, mathematics, literature and the arts included in the national curriculum subjects? Does the telling of history give a balanced view, or does it always imply that European figures are the heroes and others the villains, or that problems and disadvantages experienced by black people always resolved through the benevolent intervention of a white person? Are achievements of people with disabilities, and having different sexual identities celebrated?

8 Beware of assumed norms and hierarchies of values

- Is there an assumed norm of white middle-class people and an urban lifestyle? Are different communities and lifestyles described as 'other' in such a way that they are distanced and contrasted unfavourably?
- Are there implicit hierarchies which describe:
 - European communities as superior to other communities
 - the English language as superior to African and Asian languages
 - Christianity as superior to all other religions, especially traditional religions
 - urban lifestyle as superior to rural lifestyle
 - English food as superior to food from other cultures
 - European music as superior to world music
- Is there an assumption that men will be the leaders, and women have lower profiles? • Does the language reinforce hierarchies? Do Europeans wear clothes, but others wear costumes? Do Europeans live in homes, but Africans in huts? Is traditional music described as 'tribal?' Are traditional beliefs described as 'primitive?' Do communities live in rainforests, or jungles? Are traditional healers described as 'witch doctors?'

Such hierarchies are often unwittingly reinforced by the approaches of materials with themes such as 'food around the world', 'homes around the world', 'transport around the world' etc. Materials such as these should be carefully scrutinised for value-laden content and vocabulary

- Do the school collections include books in languages of the school community and allow pupils to experience a variety of scripts?
- Naming communities: are people described according to the names they prefer – or 'colonisers' names?
- Are people with disabilities described as they prefer to be?
- Is white associated with good and positive qualities and dark with bad and negative qualities?

9 Words and text – 'us' and 'them'

- Do the texts of 'around the world' series imply subtly that readers will identify with a white child:

"My name is Anne-Marie and I live in Paris."

"This is Kofi. He lives in a village in Ghana."
- Do the texts imply a white, middle-class, non-disabled 'norm', writing about such children in the first person, but writing about a disabled child in the third person:

"This is Susan in her wheelchair."
- Do texts stress difference rather than similarities?



10 Consider the author or illustrator's perspective

- No author can be wholly objective. All authors write out of a cultural as well as personal context. Children's books in the past have traditionally come from white, middle-class authors
- If a book describes the history or culture of a particular community, check whether it has been written and illustrated by a member of that community. This is not to say that books written by European authors cannot give an appropriate message, but that where possible it is preferable to read about a community from the perspective of a member of that community. Pupils should be taught that authors' perspectives make a difference to their writing, both in fiction and in textbooks.

11 Check when the book was written

- Recently produced materials are likely to be more sensitive to the issues discussed here: however, this is not a hard-and-fast rule. Much excellent material has been produced over the past twenty years. Similarly, not all new books come up to the standard schools expect.

12 Do not be afraid to throw away inappropriate material

- People are often reluctant to discard material they have purchased previously with tight school resources. However, our understanding of what is good and what not so good is constantly improving, and this is particularly true of publishers. Publishers have responded to cries from educators and parents to remove inappropriate books from their back lists and substitute material with positive images. This means that better and better material is becoming available.

It is well worth removing material which is demotivating to pupils and which gives a false perspective, and giving pupils the best possible material you can.

13 Children can be taught to be discriminating about resources

- Within the English curriculum children are taught to look critically at books. It is a good idea to include looking at all books and resources from the point of view of stereotyping and inappropriate storylines and content. Teachers could then implement a Kick It Out or Keep It In Play project, as described in the Kick It Out schools pack 2009.



Teachers' Notes **D Premier League Guidance on disability access**

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PREMIER LEAGUE GUIDANCE FOR CLUBS
ON DISABLED FANS AND CUSTOMERS



SUMMARY OF RECOMMENDATIONS

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STAFFING:

- Clubs should have a dedicated Disability Liaison Officer with knowledge of disability discrimination law and practice for disabled supporters to contact if issues arise.
- Clubs should have a named manager with responsibility for disability issues.
- All staff, including managers, who come into contact with fans and customers should receive Disability Equality Training.

TICKETING:

- Allocation and distribution of tickets for disabled supporters should be handled by clubs and not by supporters associations.
- Season ticket policies should be the same for disabled and non-disabled supporters.
- Clubs ticketing policies should provide for personal assistants and carers (PAs) to be admitted without charge, where a disabled supporter requires a PA in order to attend a match, on condition that the PA provides support to the disabled person as required.
- Ticket agencies should be required to provide disabled supporters with information on where they can purchase tickets.
- If a club has a concessionary ticket policy for disabled supporters, it should apply to all disabled supporters regardless of their needs or otherwise should be based on the need to be accommodated in a designated disabled seating area, such as for wheelchair users, and/or the need for PA support in order to be able to attend the match. Any policy on disability concessions should be published and made available in alternative formats.

MATCH DAY AND OTHER ISSUES:

- Induction loops and text phones should be installed in ticket offices and at other points of sale.
- Clubs should arrange for audio commentary to be available.
- Separate home and away facilities should be provided for disabled supporters.
- Clubs should endeavour to provide weather protection for disabled fans in exposed areas of stadia.
- Clubs should seek to minimise interference with viewing from pitch-side seating areas (particularly if these are reserved for mobility-impaired fans), including seeking to reduce foot traffic passing in front of these fans.
- Websites, club publications and media (such as TV channels) should be fully accessible.
- Clubs should endeavour to arrange that a minimum of 5-6% of the total number of car parking spaces that they provide are designated for disabled supporters.
- Information about access and other facilities for disabled people should be easily available.