



DIVERSITY WINS

TEACHER'S MANUAL
SCHOOL PROGRAMME





**TOGETHER
WE ARE MAKING
OUR VOICES HEARD**



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RACISM
THE RED CARD!**



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Colophon

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About us

This teacher's manual and the complementary workbooks are presented as part of a school programme that belongs to the 24-month anti-racism and anti-discrimination project: **Diversity Wins**. The project unites football clubs and their foundations from all over Europe to stand up for diversity and inclusivity.

We hope the project shows that, if we stand together, racism can be combatted and that together we will stand stronger. Together we are making our voices heard, together we will Show Racism the Red Card.

Because #diversitywins

Pupils in school represent future generations. The mobility and free movement of individuals has changed over the years and is changing the demographics of European countries, leading to multi-cultural European societies.

The new generations need to automatically accept and respect the presence of every member of the new society by collaborating and evolving together to maintain peace between nations.

We believe that the earlier prevention and awareness of racism and other forms of intolerance are established, the more effective and positive the impact will be. Therefore, we will be working with pupils to help them understand what racism and other forms of intolerance are, where it comes from, how

it affects others, and how society can work together to stop it from happening. It is extremely important that we work together to express that racism and other forms of intolerance do not belong in football stadiums and that we use the game to set an example for our wider community. With the high status of professional football players and the sport in general, we aim to inspire pupils to challenge racism in school and every day environments.

About this school programme

The sessions, delivered as part of the school programme, are designed to help educators challenge racism and other forms of intolerance effectively and to promote diversity and equality amongst pupils. The sessions contain a wide variety of visual and physical activities to create a combination of informal and formal learning. The purpose of the programme is to provide an opportunity for pupils to explore the issues of racism in a safe and positive way.

We have provided you with a guide on how long the tasks will take, for which age groups it is most suitable, items that are needed to carry out the activity and potential discussion points and tips. Educators are encouraged to use their own expertise and discretion to make choices about the appropriateness of the exercises and suggested discussions.

This manual solely contains the activities/exercises for which an educator is needed or where additional resources are needed.

SESSION 1

RACISM

WHAT IS IT?



ACTIVITY – CRUMPLED

7-12 & 13-15 YEARS

10 MINUTES

RESOURCES – PIECES OF A4 PAPER AND PENS FOR THE PUPILS

Hand out blank sheets of A4 paper to the pupils and ask them to make a list of all the nasty names they have ever been called. Then ask the pupils to try and make a list of the emotions that best describe how they felt at the time of the name calling. Instruct the pupils to crumple the paper, mess it up, stamp on it, everything except rip it, and ask them to place it on the desk in front of them.

Towards the end of the first lesson, ask the pupils to try and unscrew their paper ball and smooth out the creases as much as they can. Ask them if the paper looks different now? If they can get the creases out? Did anybody forget about the paper ball being there? Was anybody pre-occupied thinking about the purpose of it?

Discuss that this piece of paper is symbolic of the effects that racism and name calling can have on an individual; memories can stay with us for a long time and sometimes even never disappear. Explain that racism can take many different forms and that we can all be hurt emotionally and physically. Calling someone a name today, may still affect the person in the years to come. We should always treat others in the same way that we would like to be treated ourselves.

TIP

Please ensure that this activity is ended by discussing positive actions or reactions pupils can take to overcome name calling. Ensure that the pupils do not end up thinking that someone cannot recover from name calling or racism. Please make sure that the pupils are not feeling extremely guilty about time in the past when they have called others names. As it is in the past, it cannot be changed.



ACTIVITY – WHAT IS RACISM?**7-12 & 13-15 YEARS****20 MINUTES****RESOURCES – THE WORKBOOKS / WHITEBOARD / MARKERS FOR WHITEBOARD**

Explain to the pupils that we need to consider what racism is and how it looks. Ask the pupils to consider the following questions:

1. *What do you think racism is?*
2. *Can you think of any reasons why people, intentionally or unintentionally, are being a racist?*

The pupils should write the answers down in their workbook. Afterwards the answers will be discussed with the entire class. Write down the following on a whiteboard:

Racism is.....

.....because of differences in:

- 1

- 2

- 3

- 4

Fill in the gaps you have left on the whiteboard with the correct answers during the class discussion. Under 'racism is.....' you should write the types of treatment involved with racism (name calling, ignoring people, picking on people, fighting, violence). Under '.....because of differences in.....' you should write the reasons why people are racist (skin colour, religion, nationality and culture).

ACTIVITY – GO LEFT, GO RIGHT**7-12 YEARS** **30 MINUTES****RESOURCES – SPACE FOR THE PUPILS TO STAND**

Instruct the pupils to stand in a line next to each other in the middle of a room. As you read the following statements, ask the pupils to move to the left side of the room if the first statement describes them or their feelings the best. Ask the pupils to move to the right side of the room if the second statement describes them or their feelings the best. Allow the pupils to think for a few moments after reading the statements out loud.

Test statements:*Pupils with short hair**Pupils with long hair**Pupils who are left handed**Pupils who are right handed***Read the following statements out loud:***Pupils who are taller than 130cm/51 inches**Pupils who are shorter than that**Pupils who have brown hair**Pupils with other colour hair than brown**Pupils who can bend over and touch their toes**Pupils who can't bend over**Pupils who have freckles**Pupils who don't**Pupils who play football**Pupils who don't play football*

After the activity, ask the pupils what they thought the point of this activity was. Ask if the categories of the statement were a logical way to group people. How would it be like if everyone discriminated against people based on the categories used in this activity? What if people who cannot touch their toes would be called less intelligent than those who can? Imagine if people with brown hair were not allowed to go inside of every public place they wanted?

Core message of the activity: tell the pupils that if we don't discriminate on the grounds or categories that we just used in the activity, it wouldn't make sense to discriminate on the basis of skin colour, religion, nationality and culture either.

ACTIVITY – BLUE EYES, BROWN EYES**13-15 YEARS** **30 MINUTES****RESOURCES – CHAIR FOR EVERY PUPILS TO SIT ON**

Tell the pupils to stand up if the trait that is going to be read out loud describes them. If the trait does not describe them, the pupils should remain seated. Read the following traits out one by one:

- *Blonde hair*
- *Freckles*
- *Wearing glasses*
- *Left handed*
- *Brown eyes*

Once the brown-eyed pupils are standing, explain to the pupils that blue and green-eyed people are not as smart as the brown-eyed people. You have decided that the blue and green-eyed people will have to do extra work whilst the brown-eyed people standing will take part in a fun activity. Allow the pupils to respond to this.

After the responses, discuss if this activity was fair. If not, ask

why it was not fair. Ask the blue and green-eyed pupils how this made them feel? Share with the pupils that this activity was just an exercise to demonstrate how it feels to experience prejudice and racism based upon your physical characteristics. Ask the children to reflect on the activity and share how it made them feel.

TIP

Please ensure that the pupils understand that picking on people because of eye colour is not racism. But that the feeling they experienced while carrying out the activity is similar to the feelings of someone who experiences racism.

Look for similarities between picking on people because of eye colour and treating others differently based on skin colour, nationality, culture or religion

ACTIVITY – ON THE FOOTBALL PITCH**13-15 YEARS****30 MINUTES****RESOURCES** – THE STORY ‘ON THE FOOTBALL PITCH’ WRITTEN IN THE WORKBOOKS OF THE PUPILS

Ask the pupils to read the story ‘On the Football Pitch’. This story is written in their workbooks. After reading the story the pupils should answer some questions about the experiences they wrote down with their partners.

The questions are as following:

1. *What do you think of the situation?*
2. *Do you understand why Sam got angry?*
3. *What do you think that could have been done?*
4. *What would you do if you saw something like this happen?*
5. *What do you think Sam’s coach should have done?*
6. *What do you think Sam’s teammates or the spectators could have done?*

TIP

Discuss what coaches, teammates and fans watching football games can do when there is racism on the football pitch. You could refer to the so called ‘three-step procedure’ that is used in professional football. It provides the referees with the opportunity to suspend a game in the event of discrimination or racism. There are sanctions against such behaviour as there is no place for racism in football or society.

OPTIONAL**ACTIVITY – RESPECT YOURSELF, RESPECT EACH OTHER****7-12 & 13-15 YEARS****30-45 MINUTES****RESOURCES** – SMALL CARDS IN THREE DIFFERENT COLOURS (GREEN, YELLOW, RED) / MARKERS

Each pupil has a green, yellow and red card and a marker. Instruct the pupils to write an offence on each card. The offence should be classified into “nice”, “middle” and “bad” regarding the different colours. Afterwards the cards will get collected and you or one of the pupils will read them out loud.

Discuss every single offence in terms of the given classification, who gets offended by saying this and what the origin is of the offence.

Explain to the pupils that every kind of offence can harm someone. Especially if the offended person feels insecure or fragile.

END SESSION I

SESSION 2

DIFFERENCES AND SIMILARITIES BETWEEN US



ACTIVITY - PREJUDICES AND DISCRIMINATION

7-12 & 13-15 YEARS

 30 MINUTES

RESOURCES - THE WORKBOOKS

The pupils should be instructed to read the first few paragraphs of chapter 3 (see underneath).

Everyone is different. Even as twins, one twin will be different to the other. There are differences that can be seen on the outside; you can be tall, the other can be small. Someone can have a light skin colour, someone can have a darker skin colour. You may have blonde hair, someone else may have dark hair. There are also so many differences that can't be seen from the outside. For example; what you enjoy doing, or what you may enjoy eating.

Besides differences, there are also similarities between people: you can for example listen to the same music or love the same sport, share the same religion or wear the same type of clothing. One important similarity between us, is that most of us like to belong to something and that we find it upsetting to be excluded from things.

Carry out the activity 'Make a group' (see next page) before continuing with the section 'prejudices - something we all have'.

After the activity, the pupils can continue reading in their workbooks and start the section 'prejudices - something we all have' which is also written down below.

So far we learned that a prejudice means judging someone or something without evidence or reason. Before we discuss this term in more detail, it is important to think of examples.

The workbook instructs the pupils to write down any prejudices they have themselves on the whiteboard. Discuss what they write down and how they know if an opinion they have about someone is a prejudice or not. After this discussion, the pupils can continue reading the section 'prejudices - something we all have' (see underneath).

Prejudices often determine how we behave and interact with others. To understand this better, we came up with two examples.

Two teams need to be formed for a competitive game of seven-a-side. The five outfield players and goalkeeper have already been chosen. There are only two outfield players left to choose from, one is in full kit and one is in school uniform.

It is a competitive game, so it is more likely that the player in full kit will be chosen over the one in school uniform because of the appearance and image associated with it.

Thinking the player in full kit will be better than the one in school uniform is a prejudice. The player in school uniform wasn't given the chance to show his/her skills. There is no reason or evidence that the player in kit will perform better.

Often we act in a certain way as result of prejudices and we may treat people differently because we have these prejudices. Treating people differently may lead to discrimination.

Let's go back to the example. Some people may think that the player in kit will be performing better than the one in school uniform, which is a prejudice. Now the moment the player in uniform isn't chosen but the one in kit is, it becomes discrimination. Prejudice is the thinking part, choosing the one over the other because of appearance is an act which makes it discrimination.

The other example: it is time for another two teams to be formed. Two players are left to choose from: one player is 6 years old and the other player 15. A prejudice would be to think that the older player will be better, because this person is older.

Again, there is no proof that the older player will perform better than the 6 year old. They both haven't showed their skills and no one told how many years they've played football for. But the player who is older must have been playing longer, right?

The moment the team chooses the older player for this reason, it will be named discrimination based on age.

Why do we say it's discrimination based on age? Prejudice is often related to seeing each other as groups. One characteristic of that groups is focused upon instead of the many other characteristics each person of that group has. In the first football example, there is focused upon the clothes worn. Because one of them is wearing an actual football kit, this person will more likely be chosen than the one not wearing football or sports clothes. There is emphasised on appearance rather than technique and skills. In this example the players are divided into groups: the ones wearing kits and the ones not wearing them and we focus solely on that characteristics instead of many others.

Have the pupils think about a number of groups that they belong to and a number of groups which they don't belong to. For example the school they attend, the hobbies they have and whether they are a girl or a boy. Discuss which traits come to mind when they think of the groups they belong to? And which traits come to mind, thinking about the group they don't belong to?

Emphasize that people usually see more positive traits in the group to which they belong and more negative ones in the groups to which they don't belong. This often goes automatically, even if the other group clearly has positive traits. For example, in sports you often see that the team that loses says that the other team were not playing as fair as themselves. Do the pupils recognize this?

ACTIVITY - MAKE A GROUP**7-12 & 13-15 YEARS****15 MINUTES****RESOURCES** - SPACE FOR THE PUPILS TO MOVE AROUND

Ask the pupils to stand in a circle. Explain to them that you are going to describe a characteristic or trait. The pupils must make a group with the people in the class who share that characteristic. Repeat this activity a number of times with different characteristics.

For example:**Group people together who:**

- Are of the same gender
- Have the same number of brothers and sisters
- Have the same hair colour
- Support the same football team
- Have the same favourite food
- Speak the same language
- Come from the same country
- Have the same shoe size

Discussion points:

- Did the group always have the same people in them? If not, why not?
- Were groups always the same size?
- Were the pupils surprised at the groups they ended up in?
- Was it possible to know which people would be in which group just by looking at them? Did they need to ask the people in the class questions to find out if they had something in common with them?
- How many different groups did they belong to? What were the good things about belonging to a group?
- Was anybody ever left out? How did that make them feel?
- Were there times where the pupils were not completely truthful about something to make sure they wouldn't be left alone?

This activity encourages the pupils in the class to mix and find out new things about each other. It highlights that everyone has similarities and differences and these can't always be detected just by looking at someone – no one should assume that they are very similar or very different to someone purely by looking at their appearance.

ACTIVITY - HEADS UP**7-12 & 13-15 YEARS****30-45 MINUTES****RESOURCES** - STICKY NOTES AND PENS

Write one of the five greetings mentioned below on the sticky notes (try to create an equal number of each greeting):

- Give me a handshake
- Hug me
- Celebrate the way in which you would celebrate a goal
- Wink at me
- Leave me alone

The pupils should stick the notes on their forehead. Ask them to walk around and when facing another person, they should conduct the greeting stated on the sticky note of the person they're facing. Let the group interact for a couple of minutes so everyone faced each other at least once.

In the debriefing discuss the role of the pupils who had "leave me alone" written on their sticky notes and how they felt during the activity. Explain that feeling different, especially in young years can make individuals feel very unhappy and uncomfortable.



ACTIVITY - BUILD YOUR OWN TEAM**7-12 & 13-15 YEARS****60-90 MINUTES****RESOURCES -** LIST WITH NAMES AND CHARACTER TRAITS, POSTER AND MARKERS

The pupils will obtain a list of names and descriptions of their character. The pupils need to be divided into smaller groups of four to five pupils. They have to build a football team based on the character traits mentioned on the list. The results will be written on a poster which they need to present to the class. The pupils have to provide an explanation to why they have chosen the players.

The outcome of the activity should be that the pupils recognise their own stereotypes about other people. The teacher should explain that having stereotypes is a common thing and that everyone around the world has them but that it isn't necessarily bad to have them. Some stereotypes come from cultural backgrounds and the history of countries. Other stereotypes have been created throughout the years but could be leaning more towards prejudices.

EXAMPLE LIST

Name player	Character description
1. Anna	Wears a headscarf
2. Daniel	Is homosexual
3. Thomas	Is a punk
4. John	Is plump
5. Ben	Has a dark skin colour
6. Jan	Is rich
7. Lisa	Is poor
8. Achmed	Is creative
9. Wayne	Is smart
10. Indra	Is tall

OPTIONAL**ACTIVITY - DIFFERENCES WILL ALWAYS EXIST****7-12 & 13-15 YEARS****15 MINUTES****RESOURCES -** A BALL FOR EVERY PUPILS THAT PARTICIPATES, SPACE FOR THE PUPILS TO MOVE AROUND

The balls will be placed on the ground. You will read quotes out loud. If a pupils 'agrees' with or fits the quote, they will have to take a ball. The aim is to read several quotes and by the end every pupils should have a ball in their hand.


The game is about showing that everybody knows someone that is 'different' but in the end of the game (after all the quotes) everybody has a ball in the hand.

Examples of quotes could be:

- Who knows someone who has two mums or two dads?
- Who knows someone who is in a wheelchair?
- Who knows somebody that has a different skin colour than you?
- Who knows somebody that has a different religion than you?

ACTIVITY - TRAVELLING TOGETHER

7-12 & 13-15 YEARS

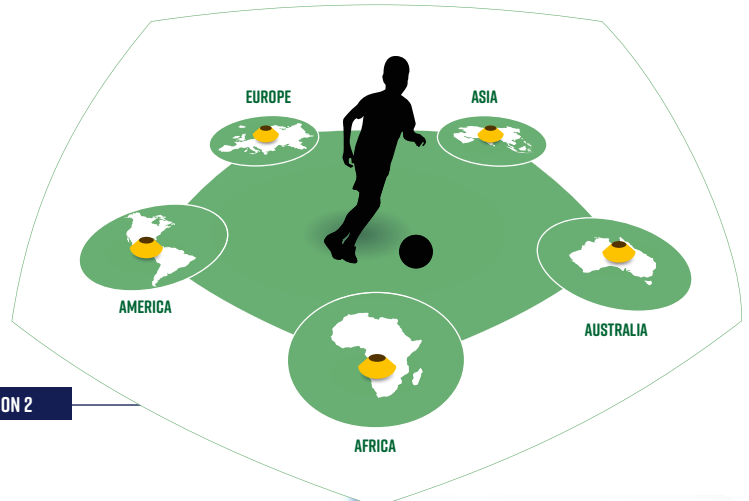
 15-30 MINUTES**RESOURCES** - IMAGES REGARDING THE 5 CONTINENTS, CONES**Indoor Activity**

This activity should take place in a venue that is the same size of a classroom or bigger depending on the number of participants. Divide the room into five areas corresponding to the five continents. While the pupils walk through the room you present typical pictures of different places regarding the five continents. The pupils must recognise and assign those pictures to one of the five continents and step in the right geographic area.

Outdoor Activity

The activity can also be transferred outdoors. Divide the field into five different areas again, so that they correspond with the five continents. Every participant will receive a ball and should dribble to the middle of those areas. According to the picture below, the pupils must dribble the ball in the right area relating to the picture shown. As a variation, create a competition out of the game by awarding speed or accuracy with points!

Throughout these activities, the pupils will learn about the diversity, unique nature and beauty of our world. Additionally, they will show their knowledge about the different continents, cultures and people. Discuss why we relate specific images to specific countries or continents and what kind of problems may appear in doing so. Explain to the pupils the importance of diversity and the value of different cultures, languages and habits.



END SESSION 2



SESSIONS 3 & 4

- RELIGION AND SYMBOLS
- LGBT+, HOMO- AND TRANSPHOBIA
- RACISM AND DISCRIMINATION IN SPORT



Religion and Symbols

ACTIVITY – WORLD RELIGIONS

7-12 & 13-15 YEARS

 15 MINUTES

RESOURCES – 30 CARDS WITH THE DIFFERENT WORLD RELIGIONS, DESCRIPTIONS AND FACTS, SYMBOLS, NAME OF THE SYMBOLS AND TRADITIONS

The pupils will be provided with 30 cards. There are cards with names of a world religion, short descriptions and facts about these religions, symbols, the names of these symbols and cards with traditions. The pupils have to find out which six cards form pairs.

The pupils could have questions about the different religions so be prepared to have some basic knowledge regarding every religion covered.

Hinduism – is an Indian religion or way of life. It is widely practiced in the Indian subcontinent and parts of South-East Asia. Hinduism has been called the oldest religion in the world. Hinduism is the world's third largest religion and constitutes about 15-16 percent of the global population.

Buddhism – is the world's fourth-largest religion and constitutes about 7 percent of the global population. Followers of this religion are known as Buddhists.

Islam – this religion is the world's second-largest religion and constitutes about 25 percent of the global population. Islam teaches that God is merciful, all-powerful and unique. It teaches that Mohammed is a messenger of God.

Christianity – is based on the life and teachings of Jesus of Nazareth. The followers, known as Christians, believe that Jesus is the Christ. This religion is the world's largest one with about 2.4 billion followers all over the world.

Sikhism – is a religion that believes in one God. The followers are called 'Sikhs' and their holy book is the Sri Guru Granth Sahib Ji. An estimated 28 million people are followers of Sikhism, which then makes the fifth largest religion in the world. This religion is practiced in parts of Asia and America.

Judaism – the followers of Judaism, known as Jews, believe that there is one God who not only created the universe, but with whom every Jew can have a personal and individual relationship with. Jews believe that God continues to work in the world, affecting everything that people do.

QUIZ

Now that the pupils heard a few things about the biggest world religions, they will carry out a quiz that is written in their workbook. Once the pupils finished the quiz, discuss the correct answers that are provided underneath.

QUIZ

TRUE / FALSE ?

1. Hinduism is the 3rd largest religion in the world

True – The religion constitutes about 15-16 percent of the global population and is the world's third largest religion.

2. Everyone can become a Jew.

True – A Jew is anyone who was born of a Jewish mother. Even if converted to another religion, someone would still be a Jew. Someone can also become a Jew by undergoing conversion according to halachah, the Jewish law. However, this process is very difficult.

3. Christianity teaches that Mohammed is a messenger of God

False – Christians believe that Jesus is the Christ. Islamic teachings highlight how Mohammed is a messenger of God

4. A cow is a sacred animal in Hinduism

True – Millions of Hindus revere and worship cows. Hinduism is a religion that raises the status of Mother to the level of Goddess. Therefore, the cow is considered as a sacred animal, as it provides us with life-sustaining milk.

5. Chinese farmers use plastic moulds to sculpt pears into the likeness of Buddhas

True – Some Chinese farmers indeed use plastic moulds to sculpt pears into the likeness of Buddhas. The moulds get clamped onto the fruit while it is still small enough to fit and then taken off when the fruit fills the mould. It will continue growing in the special shape. It is often done with pears, which are named Buddha pears.

6. Sikhs believe there are multiple Gods that can take different forms

False – Sikhs believe that there is only one God. However, they do believe that God is without form or gender.

OPTIONAL

ACTIVITY – WHAT DOES IT MEAN TO ME?

7-12 & 13-15 YEARS

 120 MINUTES**RESOURCES** – INVITE FOOTBALL PLAYERS, QUESTIONS PREPARED BY PUPILS FOR THE PLAYERS

For this activity football players from the club should be invited to visit the schools. Before they visit, it is important to have a class discussion in which the pupils come up with a list of questions. The questions should be regarding what the pupils would want to know from the football players about religion and diversity.

The visit of the players will be in the form of a Q&A. The pupils will be able to ask the questions that they prepared. The aim of this activity is to have the football players tell the pupils about what religion and diversity means to them personally. Religion often plays a big part in the rituals football players have before, during, or after games.


After the visit from the players, there should be an evaluation of what the pupils have learned. Ask the pupils to write down everything that stood out for them about the stories of the players in their workbooks.



LGBT+, homo- and transphobia

ACTIVITY / ATHLETES STAY DIVERSE

7-12 & 13-15 YEARS

 20-30 MINUTES**RESOURCES** – POWERPOINT PRESENTATION ON WEBSITE

Athletes are role models for children and someone they can look up to. Those people serve as an example for the children regarding attitudes and behaviour. In this activity you show the children different famous athletes who are part of the LGBT+ community and tell them about their stories. A Powerpoint Presentation is provided for this activity.

Discuss apparent difficulties that famous athletes face by belonging to the LGBT+ community and talk about the positive effect those people may have on society.



ACTIVITY / ONE CARD, TWO CARDS

13-15 YEARS

 30-60 MINUTES**RESOURCES** – PRINTED SHEETS WITH CARDS, CREATED CARDS OUT OF THE SHEETS

Create cards out of the printed sheets with cards displayed on them.

Divide the pupils into small groups. Provide each group with a deck of cards. They will have to match up cards with LGBT+ related words together with cards with definitions on them.

This activity will provide the pupils with a better understanding of the different LGBT+ topics, and will create a certain level of acceptance and will lead to further discussions within the group.

Lesbian


Refers to a woman who has an emotional, romantic and/or sexual orientation towards women.

Coming out

When a person first tells someone/ others about their identity as lesbian, gay, bisexual or trans.

ACTIVITY – WHAT DO YOU KNOW?

7-12 & 13-15 YEARS

 15-30 MINUTES**RESOURCES** – WORKBOOKS

There is a quiz in the workbook for the pupils. This quiz will test whether or not they have paid attention during this lesson. They should read the questions and circle true or false.

Offer the pupils enough time to answer the questions and if demanded, create little discussion groups where they can have a debate about the questions.

Once completed, present the answers and discuss them with the pupils.

QUIZ

The questions of the quiz are:

Q: It was illegal to be LGBT+ in the UK in 1960.

A: True

Q: Everyone is labeled.

A: False – Some people in the world don't think any identity or orientation describes the way they are as human being. It is up to you to decide how, and if, you want to label yourself.

Q: You were allowed to teach about LGBT+ issues in Scotland 20 years ago.

A: False

Q: LGBT+ people can get married in the UK.

A: True – LGBT+ people from Scotland, Wales, Northern Ireland and England can get married. However, in Northern Ireland it has only been legal since October 2019.

QUIZ

Q: In America, LGBT+ people have the same rights as straight/hetero people.

A: False – states such as Virginia, Dakota and South Carolina are among the worst states to live in for LGBT+ people. These states reserve the right to refuse service to anyone from the LGBT+ community.

Q: The pride flag was created to look like a rainbow because it reflects the inclusivity, diversity and unity of the LGBT+ community.

A: True – The colors in the flag reflect the diversity of the LGBT+ community. The flag originated in Northern California's San Francisco Bay Area, but is now used worldwide as a symbol of gay pride.

Q: Scotland is one of the safest countries in the world for LGBT+ people.

A: True – In ILGA-Europe's 2015 review of LGBT+ rights, the UK received the highest score in Europe, with 86% progress toward "respect of human rights and full equality" for LGBT+ people and 92% in Scotland alone.

Q: LGBT+ people are allowed to have/adopt children in the UK.

A: True – According to the Adoption and Children Act 2002 (entered into force in 2005), gay and lesbian single persons as well as same-sex couples have the right to adopt a child in the UK.

Q: There are no LGBT+ football fans.

A: False – LGBT+ people exist in every walk of life. Football like many other sports involves LGBT+ people such as Justin Fashanu and Robbie Rodgers.

Q: Most people have LGBT+ friends or family.

A: True – In 2015, the Annual Population Survey found 1.7% of adults in the UK identified themselves as lesbian, gay or bisexual.

Q: It is ok to be LGBT+

A: True

Racism and Discrimination in sport

ACTIVITY / CHANTS IN SPORT

7-12 & 13-15 YEARS



20 MINUTES

RESOURCES – THE WORKBOOKS

Introduce to the pupils how sport and discrimination can be related to one another.

"Sadly, racism and discrimination happens all around the world, and in all sports. Although it occurs in sport, at the same time sport can also be used to fight it. An example of racism and discrimination taking place in football stadiums, might be the chants and songs from the crowd. Most of the time, chants and songs are in support of teams or individual players – but sometimes small minorities of fans may sing songs that can be deemed offensive to others."

Discuss the following points with the pupils:

- Have you ever heard any chants and songs from the crowd if you have been to a football match or a match of another sport?
- How would you feel if there were chants or songs about characteristics of yours?
- What would you do if you were sitting in an area of a football stadium where fans are calling the players bad names?

ACTIVITY / THE DREAMS

7-12 & 13-15 YEARS

15-30 MINUTES

RESOURCES – PAPER, PENS, BALLOONS, TOOTHPICKS, TAP

Hand out one balloon, one piece of paper, one toothpick and one pen to every young person. Ask them to write down the most incredible dream they have for their life and tape it to the balloon. Once completed, instruct the group to protect their balloon. Usually the pupils will start to prick the other balloons with the toothpick in order to protect their own.

After a couple of minutes or when almost no balloons are left, you should gather the pupils for a debriefing and ask the following questions to the group:

- *Is it necessary to pick the other dreams to protect yours?*
- *How do you feel now, after realising there is no need to destroy other people's dreams to feel happy?*
- *What do you feel when someone breaks your dream?*

Discuss that the balloon with the paper sheet on it is symbolic for each individual's dreams and desires. Explain that if you stick with your dream and don't try to destroy the other people's dreams while striving for yours, the people will feel better and will feel encouraged to live their dreams. Violence towards other people or groups destroys those feelings and that encouragement.

END SESSION 3&4



SESSION 5

STANDING FOR DIVERSITY TOGETHER

#DIVERSITYWINS



ACTIVITY – STANDING FOR DIVERSITY TOGETHER #DIVERSITYWINS

7-12 & 13-15 YEARS

 120 MINUTES**RESOURCES** – CRAFT MATERIALS, VIDEO EQUIPMENT, LAPTOP

Now that all the lessons are finished, there is only one more thing left to do, the pupils will participate in a competition! The competition will be between all of the schools that participated in the programme. The designs from the pupils will be judged during the final event. The special panel of judges will choose an overall winner. The winner will be someone or multiple pupils who is/are able to show what they have learned, and who can demonstrate what they are doing in their campaign to Show Racism the Red Card, because #diversitywins.

The pupils should be instructed to try and create a poster or pledge demonstrating everything they have learned throughout the programme. Encourage them to be as creative as possible – and most importantly show how diverse they are. The posters might include red cards, a poem, a pledge, or drawings – anything they can think of that shows what they have learned.

The designs from the pupils should be finalised and collected before the end of this session. The collected designs from each participating school should be brought to the final event.

As mentioned, a special panel of judges will choose an overall winner during the final event. The announcement could be made by an ambassador of the foundation.

END SESSION 5



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FOUNDATION



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