



St Patrick's Athletic FC

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**Show Racism the Red Card**

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Sponsored by



Office of the Minister for Integration

## Acknowledgements

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# Introduction

Welcome to Show Racism the Red Card - an initiative set up to tackle racism in society through the medium of sport. Show Racism the Red Card is an education project which harnesses the profile of sports personalities and others to communicate an anti-racism message.

Although this education pack is targeted towards schools, this is a resource which can be used in other learning environments and in general anti-racism training.

## Aims of the pack

To familiarise young people with the causes and consequences of racism and equip them with a range of skills that will enable them to challenge racism.

To enable young people to develop good relationships and respect difference between people regardless of ethnicity.

To help young people to play an active role as citizens in a diverse Ireland.

To provide teachers with a quality easy-to-use teaching resource.

## Training for facilitators

Show Racism the Red Card will provide training for facilitators and teachers who wish to use our resources. Please contact us for details.

## Anti Racism Education and the curriculum

At senior primary level, this pack can be used in the Developing Citizenship, Media Studies and Myself and the Wider World Strand Units of SPHE.

This pack is applicable in particular to the Human Dignity and Rights and Responsibilities modules of the CSPE curriculum in second level. The pack is structured to provide for active learning and project based work.

It can be used in Transition Year. Participants, could for example develop a project with a view to entry into the Young Social Innovators Awards. This pack can also be incorporated into other subjects such as history, geography and religion.



## Structure of the pack

This pack contains a DVD which can be viewed in sections and suggested activities related to the sections. It should also be viewed in the context of the school's anti-racism and anti-bullying policies.



## Prior to watching the DVD

Before using the pack, it is advisable to do some preparatory work due to the potentially difficult nature of discussing racism with students. It is important to be mindful of your context as this is a resource to be used in different situations. No one should feel picked on because they have views that are different from their classmates. Consider the make up of your group. Particularly if there is tension or discrimination within the group, it is important to establish ground rules. Teachers will have to work hard to ensure that discussions are at an objective level. However it is also important to ensure that the lesson does not become a platform for racist or similar remarks, and the need for balance should not be regarded as inhibiting a clear stand against racism. Instead students need to understand that there are certain behaviours, such as racism and bullying, which should not be tolerated.



## Using the education pack

We recommend that you play the full length of the DVD in your first class. You can then watch it in sections and use the activities as you progress the themes. Before watching the DVD, choose one or more of the following activities to serve as an introduction:

# Activity 1

Primary and secondary

## Introduction to Racism

As you read some or all the following pairs of characteristics, instruct the participants to move to the left side if the first trait describes them and to the right side if the second trait describes them.

**People with long hair**  
**people with short hair**

**People with brown eyes**  
**people with other coloured eyes**

**People who are taller than 120cm**  
**people shorter than that**

**People who can bend over and touch their toes**  
**people who can't**

**People with red hair**  
**people with other colour hair**

**People who are left handed**  
**right handed**

After the activity, ask the participant what they thought the point was of the activity. Ask if the categories mentioned are a logical way to group young people. What would it be like if society discriminated against people based on those categories. What if people who could not touch their toes were deemed less intelligent than those who could? Or if people with long fingernails were prohibited from owning property.

If we don't discriminate on these grounds, then it doesn't make sense to discriminate on the basis of colour, nationality, religion etc.

# Activity 2

Primary and secondary

## Exploring prejudice

Teacher / Trainer

Separate the participants into groups to discuss these three questions in relation to the pictures.

- What is the name of the person?
- Where do they come from?
- What job they do?

When the participants have agreed on these questions bring the group back together, ask for the answers given and ask what factors led them to their decision.



Above: left to right

**Fionnuala Britton** is Irish and comes from Wicklow. She is an Olympic athlete. She is a full-time Sports Science student.

**Isaac Westbrook** is Irish. He moved to Ireland when he was a child from Philadelphia, USA. He is now a professional Basketball player in Spain and plays on the Basketball Ireland's International team.

**Noemi Kuncik** is originally from Romania but has been living in Ireland for eight years and plays with Volleyball Ireland's International Women's team. She is a full-time student for a Masters Degree in Digital forensics and cyber crime.

**Mokhtar Addani**, (Fast Ireland Soccer School), MANAGER of Clonskeagh Crescents FC, Dublin. He is 37 years old married and has two children. He is a national of Algeria and also Estonia as his wife is Estonian

The activity reveals that a lot of opinions we have are based on assumptions. These assumptions are not necessarily true as has been demonstrated by this activity. However it is important that we are all aware that we do make assumptions about people and we should be aware of that before we make judgements. The only way we get to know someone is by talking to them.

To download photos for the purpose of this exercise please go to [www.theredcard.ie](http://www.theredcard.ie)

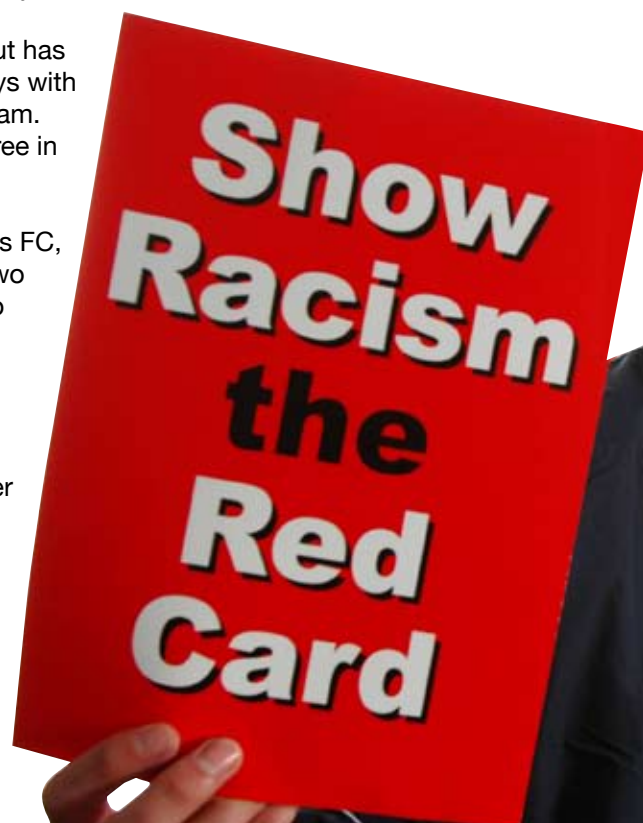
# Activity 3

Primary and secondary

## Learning something new about people

Ask the participants if they know what their name means and where it comes from.

This activity reveals that even in a seemingly homogenous ethnic group, there is diversity. With each name in the group, there is a story which involves migration and more. This activity is an opportunity to learn something new about people we know.



Paul Casey

## Show Racism the **RED** CARD

# 1

▶▶ 0:00 – 04:23

## What is Racism?

**Aidan Power: What is racism? It is a word we hear a lot, but what exactly does it mean and how do we recognise it?**

Children and players give their views and experience.



### Activity 3

Primary school activity

Divide your class into groups and ask each group to write/ draw one of the answers they just heard. This is presented back to the group and then put on a display for next lesson.



### Activity 4

Second level activity

Read out a definition of race.

**'A group of people who share physical characteristics and traits'**

Facilitate a discussion (with a whole class or by breaking class up into groups) using the following points and questions:

- Q What is racism?**
- Q What forms does racism take?**
- Q What examples were given in the section and what type of racism?**  
**Some examples given:** Kevin Kilbane (Nationality and Religion), Eamon Zayed (Religion), Young person on the bike (Colour).
- Q What is meant by Show Racism the Red Card?**

**Note:** Because people can be grouped by any number of physical differences, race is an arbitrary and invented way to group people arising from colonialism to attribute superiority to dominant 'races'. There is one race- the human race.



Derry City FC



Linfield





Conor Mortimer



# 2

▶▶ 04:23 – 06:03

## Action against Racism (school)

Students explain the circumstances where they witness racism and how they responded.

**Aidan Power: So what do you do if you witness or experience racism? Perhaps you have seen a friend being slagged for being different, or you yourself have been abused verbally, or even physically. Well there are some positive steps you can take and here is an example of how some determined teens in Balbriggan did just that.**

**Note:** Students from Balbriggan received an award for the actions in responding to racism by painting over graffiti in the local area and following that, they organised with their school to an intercultural day.

This is an opportunity to talk about your school anti-racism/ bullying policy,

### Starting points for discussion:

- ➊ The Balbriggan students were disgusted by racist graffiti, discuss why would someone write abusive graffiti on a wall?
- ➋ Have you seen or witnessed racism?
- ➌ What was your reaction?
- ➍ What can you do?



Kevin Kilbane

**>> Deal with it the right way,  
because above all there is no  
place for racism <<**



# 3

▶▶ 06:03 – 09:04

## Action against Racism (sport)

Top footballers in Ireland give examples of their experience of racism playing in Ireland.

**Aidan Power: A very inspiring story from Balbriggan, but what happens when sports stars experience the same thing. Cameroon World Cup legend Joseph Ndo was the target of racist abuse when he played abroad and in Ireland and this is what happened.**

### Starting points for discussion:

How did Joseph Ndo react on experiencing racism?

How did his team mates react and why?

What happened in response to racism?

What should have happened?

Why is it important to respond to racism?

If you were on the team with him and you heard the abuse, how would you react?



## Activity 5

Second level activity

### Group work activity

Break your class into five groups and set out the following:

#### Group 1

##### Shelbourne Team

You are members of the team and have heard racist abuse from sections of the crowd. How do you react? What should be done to stop supporters like this?

You need to think of several things:

- ➔ How do you support the players on your team who have been abused?
- ➔ What action do you think UEFA should take to Punish the opposing club and supporters Ensure the opposing club stop this happening in the future
- ➔ Will you condemn the abuse in interviews after the game?
- ➔ Should the team have walked off the pitch when the abuse started?

#### Group 2

##### Shelbourne Management

You are members of the Shelbourne team management and have heard racist abuse coming from sections of the crowd.

How do you react to this?

Do you:

Take your team off the pitch  
Substitute the players being racially abused  
Concentrate on the game, ignore the racism  
Afterwards, (how) do you?  
Support the players who have been abused  
Talk to the team as a whole about what happened  
Put pressure on UEFA to take strong action

#### Group 3

##### Referee

You are the referee, linesmen and fourth official and have heard racist abuse throughout the game.

How do you react to this?

Do you:

Abandon the game, taking both teams from the pitch (if you do this, it will be the first time this action has been taken)  
Mention the abuse in your match report  
Talk to member of club from which racist abuse came  
What other action can you take?

#### Group 4

##### Supporters

You are a supporter of either side and you hear racist abuse in the stadium throughout the game.

How do you react?

Do you:

Try and shout louder than the people shouting racist abuse/ monkey chants  
Complain to a steward/ police  
Complain to your club officials  
What other action can you take?

#### Group 5

##### UEFA Committee

You are members of the UEFA disciplinary Committee and have seen and heard the reports of racism from spectators in Bucharest. It is your job to decide what action should be taken. It is in your power to impose punishment on Steau Bucharest for their supporters actions.

According to FIFA regulations 'Any spectator who publicly disparages, discriminates against someone in a defamatory manner on account of race, colour, language, religion or ethnic origin will be subject to a stadium ban of two years'.

There were many spectators involved in racist chanting, how would bans for the spectators be enforced.

Also, 'If spectators display banners with racist slogans at a match, FIFA will sanction the club or association to which these supporters belong with a fine of at least €20,000 and force it to play its next match without spectators'.

Steau Bucharest were fined and did play a game behind closed doors.



# Activity 6:

Primary School Activity

Divide your class into a number of groups and show them the scenarios of players and supporters. Photocopy the worksheet answers and cut them up and ask them to arrange into two piles of what they would and would not do on hearing the racist abuse.

## Group 1. Shelbourne Team

You are members of the team and have heard racist abuse from sections of the crowd. How do you react? What should be done to stop supporters like this?

You need to think of several things:

- ➔ How do you support the players on your team who have been abused?
- ➔ What action do you think UEFA should take to
  - Punish the opposing club and supporters
  - Ensure the opposing club stop this happening in the future
- ➔ Will you condemn the abuse in interviews after the game?
- ➔ Should the team have walked off the pitch when the abuse started?

Below are some things you might do and some things that you might not do in response

<b>Make angry gestures at opposing fans</b>	<b>Walk off the pitch</b>	<b>Play on and deal with it after the match</b>	<b>Foul their favourite player</b>	<b>Ignore it completely</b>
Slag their supporters at the end of the game in media interview	Demand that UEFA fine the opposing club	Make a statement on behalf of the team supporting your team mate who was abused	Discuss it immediately after the game and agree a response	Slag off your team mate and tell him everyone is abusing him

## Group 2. Supporters

You are a supporter of either side and you hear racist abuse in the stadium throughout the game. How do you react? What other action can you take?

Any issues arising out of the actions below that need to be considered.

Do you?

Below are some things you might do and some things that you might not do in response

<b>Complain to a steward</b>	<b>Write to UEFA telling them what happened</b>	<b>Throw things that might hurt their supporters</b>	<b>Write a letter to club expressing your opposition to the racism</b>	<b>Try to shout louder than the racists</b>
Complain to Garda	Run onto the pitch with an anti-racist sign	Shout abuse at their supporters	Ignore it	Complain to the opposing club afterwards

To cut out the answers for the purpose of these exercises it might be helpful to download the next section from our website [www.theredcard.ie](http://www.theredcard.ie)

# 4

▶▶ 9:04 – 11:44

## Racism and its Consequences

Children give examples of their experience of racism and how it feels.

What does racism feel like?

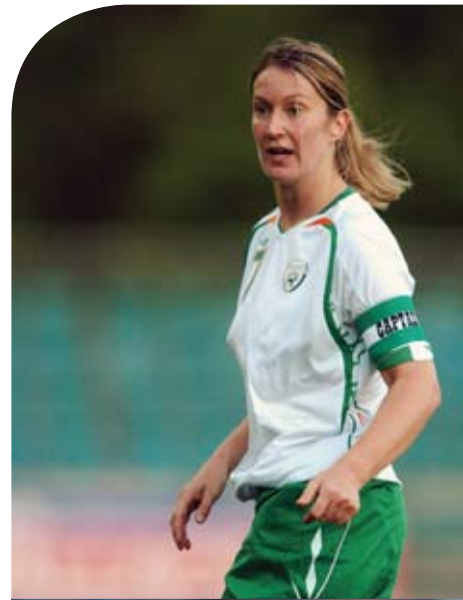
**Aidan Power: I hope you are beginning to see what racism is and how important it is not to accept it at home, in school, in sport and with your friends, but what does racism actually feel like? Sam, Emmanuel, Michael and Stephanie tell us some of their stories.**

### Starting points for discussion:

Emmanuel was excluded from a team for being black. Why do people old and young behave this way?

Where does racism come from?

What are the consequences of racism if it is not addressed for both the individual but society as well?



Sean Og O hAilpin





# 5

▶▶ 11:44–13:34

## Do's and don'ts

Players and young people give advice as what to do when it comes to racism.

**Aidan Power: Here are the do's and don't's when it comes to racism. Don't keep it to yourself. Don't get in a fight. Do tell a teacher, a coach or someone you trust. Deal with it the right way, because above all, there is no place for racism.**

### Starting points for discussion:

- ☉ Why is it important to report it?
- ☉ Who do you approach if you witness or experience racism?
- ☉ What would you expect to happen if you reported racism?

**Note:** This is an opportunity to discuss the advantages of reporting on the issue and to demonstrate how your school/ centre will address the matter when raised. It is also an opportunity to reflect on the sections Racism and Society and Racism in Sport, both of which gave concrete examples of how young people responded to racism and how the issue was dealt with in the sport's context.

# 6

▶▶ 13:34 – 17:18

## Living in integrated Ireland

Players and children talk about the positive impacts of diversity in their lives.

**Aidan Power: Changing Ireland is something to celebrate and embracing people from all backgrounds can add so much to our lives, friendships and even to sport. Let's hear from some more teenagers and sports stars about studying, working and playing together.**

**Starting point for discussion:**

**If Paul Casey is correct in his prediction that there will be non-Irish players in intercounty teams, does this make GAA less or more Irish?**

**It will show that we are in a changing Ireland.**

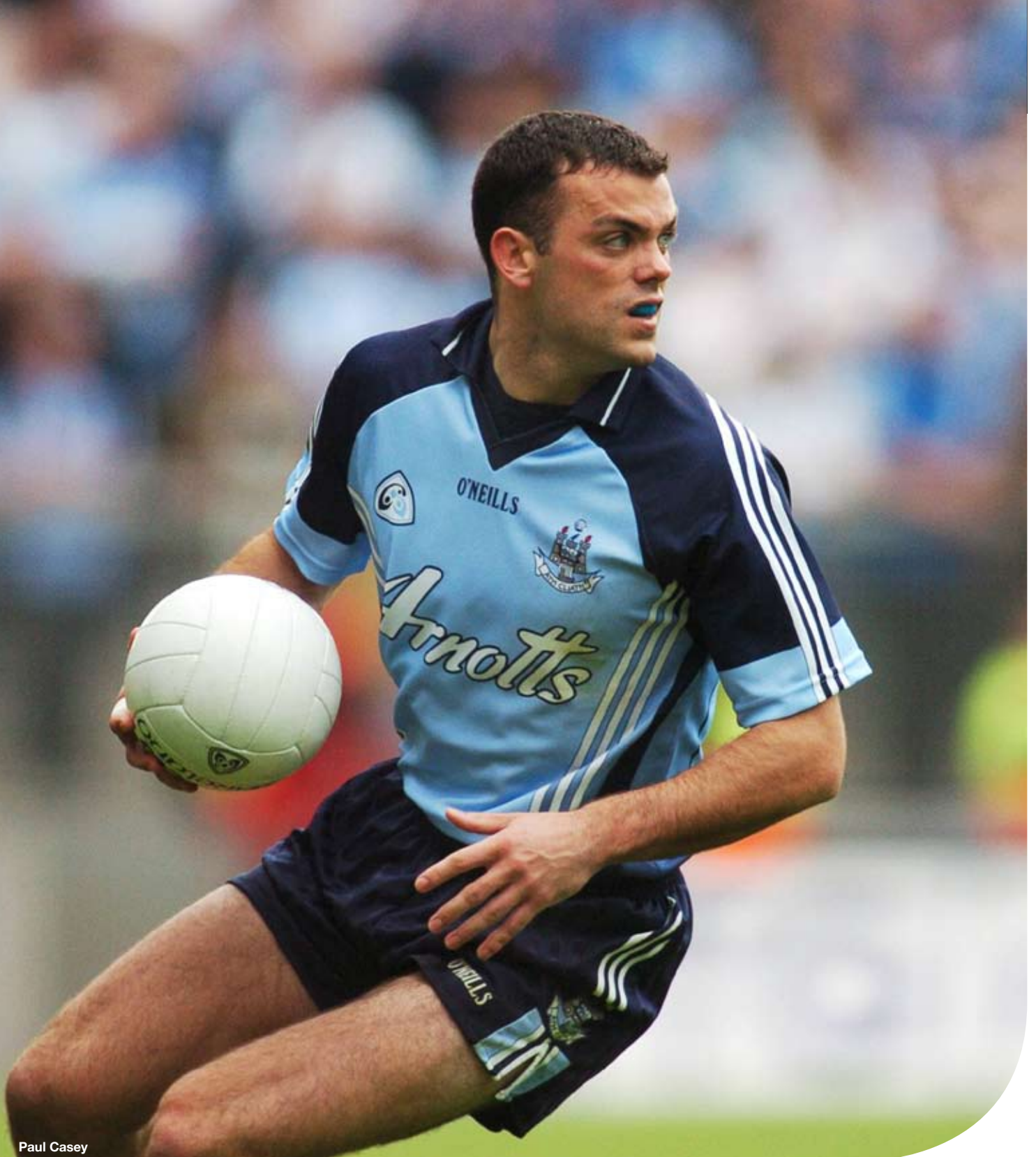
**If racism is not addressed, is it possible to have people working together from diverse backgrounds?**

**If left unaddressed it becomes more difficult for people to work together.**

The students in Balbriggan talk about learning languages from classmates who come from diverse backgrounds. Discuss the benefit of this interaction and how young people can impact on society as a result.

By helping each other to learn students develop strong interpersonal skills and the contact between people from different countries helps make those countries more familiar.

>> By helping each other to learn students develop strong interpersonal skills <<



Paul Casey

# After watching the DVD:

## Primary School Activity

1

Ask the participants in the group to do a family tree going back as far as grandparents identifying the following:

where mother and father come from/where grandparents come from

When you have all the answers (this might require students to ask their parents) place the answers on a map of the world, or a map of Ireland illustrating the diversity within the classroom.

Ask your class to agree a Show Racism the Red Card pledge statement for everyone to sign and implement both inside and outside school.

2

Organise an anti-racism world cup football tournament in your school.

Pick teams to represent all the nationalities in your school. If your school doesn't have children from many nationalities, pick teams to represent the most common nationalities living in Ireland.

Put the names of all the pupils in a hat and pick pupils at random to represent each nationality – no matter what country a pupil comes from, (s)he could be representing any country eg a Nigerian pupil playing for Romania, a Polish pupil playing for Italy etc

Give each pupil a worksheet to fill in about the country (s)he is representing – capital city, name a river, name 2 neighbouring countries, does it have a coastline, name a mountain, a traditional food, name a pupil in our school who comes from this country etc. (make it as difficult or as simple as suits the group of pupils).

Get each pupil to make a flag for the country (s)he is representing. Make a display in the school of the worksheets and flags. Play the tournament and enjoy!

## Related discussion

Use some flip charts and split the whole group into smaller groups and discuss some of the questions below. The purpose of this session is to explore the notion of cultural identity and how it is constructed.

What is being Irish mean to you?

- ➔ What are the good/ bad things about your being Irish (or other nationality)?
- ➔ What are the advantages/ disadvantages of making friends with people from different nationalities/ colour and/ or beliefs?
- ➔ What can we learn from other cultures?
- ➔ What can we learn by talking to people?

Learning outcome: Culture is not static. People don't always eat Irish stew or listen to Irish music. Cultural practices change. Through interaction we get to know about culture. Let's not be rigid. Try and understand difference.

Facilitate a discussion around the following statement:

**“No-one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn hate, they can be taught love, for love comes more naturally to the human heart than its opposite.”**

NELSON MANDELA FROM HIS AUTOBIOGRAPHY, “LONG WALK TO FREEDOM”

- ➔ If racism is not something we are born with, where does it come from?
- ➔ If racism is learnt, can it be unlearned?
- ➔ If racism comes from fear, what are people afraid of?

Learning outcome: This is a useful discussion which will reveal that there is a real basis from which racism thrives. It is important to acknowledge these issues and address them in their own right and not allow racist thinking to scapegoat people.





## Activity Appropriate to Transition Year

Ask the participants to do a family history project to illustrate the diversity within the classroom.

Invite a speaker from Show Racism the Red Card to speak to class.

Ask the students to consider the issue of integration as compared to multiculturalism. Ask them to organise a project aimed at promoting integration of young people from different backgrounds within the community with a view to entering the student project to the Young Social Innovators awards.

[www.youngsocialinnovators.ie](http://www.youngsocialinnovators.ie)



Justin Naughten

## Action Project Ideas CSPE



Invite a speaker from Show Racism the Red Card to speak to classes

Organise a day in your school/ community inviting everybody to display something about their country. Divide this project into tasks for individuals or groups of individuals. Some students will organise a stall from their country, arranging to bring in something (eg food, music or object) particular to that country and display some facts about that country. Others organise a questionnaire. The answers to the questions are made available at each stall. Distribute the questionnaire on the day. Students then fill out as much as they know but then visit each stall to obtain all of the answers about the countries of the students.



Organise a day in your school/ community inviting everybody to participate in a football tournament. Divide people into teams allocating each to an Eircom League of Ireland team. Before you organise the playing; advise the students that there are 52 players from outside Ireland playing in the Eircom League. Ask the students to find out which players for the team they have been allocated come from outside Ireland. Ask them to tell the group three things about those player's countries.



Carry out a survey in your school to find out what students know about racism. Write an article for your school newsletter with a report on the survey.



Organise a project which aims to bring people of different nationalities and ethnicities to come together: using music, sport, art, meetings. Ask the group to consider whether the activity was successful in bringing people from different backgrounds in allowing interaction.

## Coaching with a conscience

This is a four week programme offered by Show Racism the Red Card and the Football Association of Ireland to primary schools. It involves coaching activities with three key themes; trust, team building and discrimination. In the sports hall we provide coaching activities and in the classroom as we work through the sections on the DVD.

### Week 1

#### 1. Introductions

#### Warm up exercise

#### Activity 1 from main pack

#### 2. What is Racism?

You have described what racism is and now we are going to show part of a DVD to talk a little bit more.

#### 3. Show DVD and then show first section

Then split the class in pairs or small groups for the quiz.

Can you give examples of racism that came up in that first section?

#### Quiz

- A** The footballer Eamon Zayed experienced racism because of his....?
- B** The hurler Sean Og O hAilpin experienced racism because of his ....?
- C** What religion did Eamon Zayed talk about in relation to his father?
- D** What nationality is the mother of Sean Og O hAilpin?
- E** Kevin Kilbane said his team mates had experienced racism because....?
- F** What discrimination did he experience?
- G** Why did the boy say he was treated differently?

Answers:

- A) Religion
- B) Nationality
- C) Muslim
- D) Fiji
- E) Colour
- F) Nationality and Religion
- G) Colour

### Week 2

#### Working Together

#### 1. Introduction

#### Activity exploring prejudice (pictures)

#### Where do we get our information from?

School, family, friends, tv, newspapers

#### 2. Show DVD section 2 and 3

#### Quiz

- A** What did the young people see?
- B** What did they do in response?
- C** What activities happened at the multicultural show?
- D** How did the young people feel about the multicultural activity?
- E** What kind of abuse was directed towards Joseph Ndo?
- F** What happened to Steau Bucharest FC as a result of the racist chanting?
- G** What did the Linfield and Shelbourne players do in response to racism?

Answers

- A) Racist Graffiti
- B) They painted over the graffiti, they formed a group to campaign against Racism and organised a multicultural day
- C) Fashion, music, food from different countries
- D) Positive/ enjoyment
- E) Monkey chants/ racist chants
- F) They were fined and had to play their next game behind closed doors
- G) They both held up Show Racism the Red Cards at the next game to send out a clear message about how they felt.

#### 3. What forms does racism take? How do people with racist views treat people differently?

#### 4. Can you describe activities from outside?

What did you do? Did you work as part of a team? What did it feel like?

Feelings:  Fairness  Inclusion  Togetherness  
 Happy  Fun  Better



Joseph Ndo, St Patrick's Athletic, in Action against Stephen O'Donnell, Bohemians

## Week 3

### Responding to racism

#### 1. Introduction activity

#### 2. Show Section 3 and 4 of the DVD

3. Split the class in four groups with two groups discussing the **Team scenario** and two groups discussing the **Supporters scenario**. Use Activity 6 from the main pack.

#### 4. Explore with the class feelings about racism.

The section with the children talking about racism, revealed its effect and consequence.

##### Feelings:

- Hurt
- Pushed away
- Pretended he wasn't there
- Being judged unfairly- same thing inside

#### 5. Can you describe the activities outside?

**What happened?** Children describe. How did you feel being treated differently? What did you do, when you experienced the discrimination?

Reflective listening- how did you feel and what did it make you do?

##### Feelings:

- Unfairness
- Why me?
- Anger to other children and coach
- Not part of the game
- Alone
- Sad

## Week 4

### Celebrate Diversity and Working Together

1. Ask the participants in the group for the next class, to do a family tree going back as far as grandparents identifying the following:

- Q** Where mother and father come from/where grandparents come from

When you have all the answers (this might require students to ask their parents) place the answers on a map of the world, or a map of Ireland illustrating the diversity within the classroom

#### 2. Show section 4, 5, 6 of the DVD

#### 3. Discuss section 4, 5 and 6.

Ask them if they can recall the feelings of the young people who experienced racism. What advice did the young people and players have for people who witness or experience racism? The last section deals with team work in a diverse Ireland.

4. **Describe the activity outside.** What did you do? Did you feel that you could trust your teammates? Discuss the importance of trust and teamwork.

5. Ask the participants to agree a **Show Racism the Red Card** pledge statement for everyone to sign and implement both inside and outside school.

6. Show the outtakes to illustrate that even top sports stars aren't perfect and that we need to work together to achieve.





Emeka Omwubiko, Bray Wanderers, in action against Simon Webb, Drogheda United

## Coaching Activities Theme of Discrimination

### King of the Ring

#### Organisation

##### Number of Players:

2 teams of a minimum of 8 players

##### Grid size:

30 x 30 (outside) 25 x 25 (inside)

##### Number of Footballs:

Ball per player.

#### Game

See Kick Start 1 Cards

### Running Bases (A)

#### Organisation

##### Number of Players:

2 groups of at least 6 players plus two catchers.

##### Grid Size:

30 x 30 with 4 x 4 in each corner

##### Number of Footballs:

1 per player on team of 6

##### Other:

Stopwatch

#### Game

Team with Footballs must dribble around area without being tagged by catcher. If a player with a ball dribbles into a safe corner, he/she cannot be tagged however only one player is allowed in a safe corner at any one time therefore if a player is already in the safe corner and a teammate runs into the same corner he must dribble out and try to get to corner/base. Play continues until last player is tagged. Team with the best time wins.

### Running Bases (B)

As above however players do not dribble a football they run from base to base.

## Games sponsored by



This section consists of a number of activities that can encourage learning through play. These activities are suggested as activities to be used in the context of delivering coaching to complement the education workshops. They can be delivered by those who have completed the Kick Start coaching courses provided by the FAI. Trainers can contact Show Racism the Red Card with a view to receiving training in utilising the Coaching with a Conscience idea.

# Learning Games

## Killer Whale (A or B)

### Organisation

#### Number of Players:

2 teams of 10 (Whales)

#### Grid Size:

30 x 30

#### Number of Footballs:

Ball for each of the 10 players.

#### Bibs:

2

#### Other:

Stopwatch

#### Set Up:

10 players in possession of football within the pre-determined area.  
Coach selects two players from the opposition to act as Whales, whose job it is to kick out all of the footballs as soon as possible.

### Rules

Players in possession of a football must keep control of their ball and protect it from the 2 Whales.

If a Whale kicks a ball out of the area then the player whose ball was kicked out must come and stand beside the coach.

Coach records time of the last player in the area.

Teams reverse roles however instead of having 2 Whales the second group only has 1 thus discriminating against the second team.

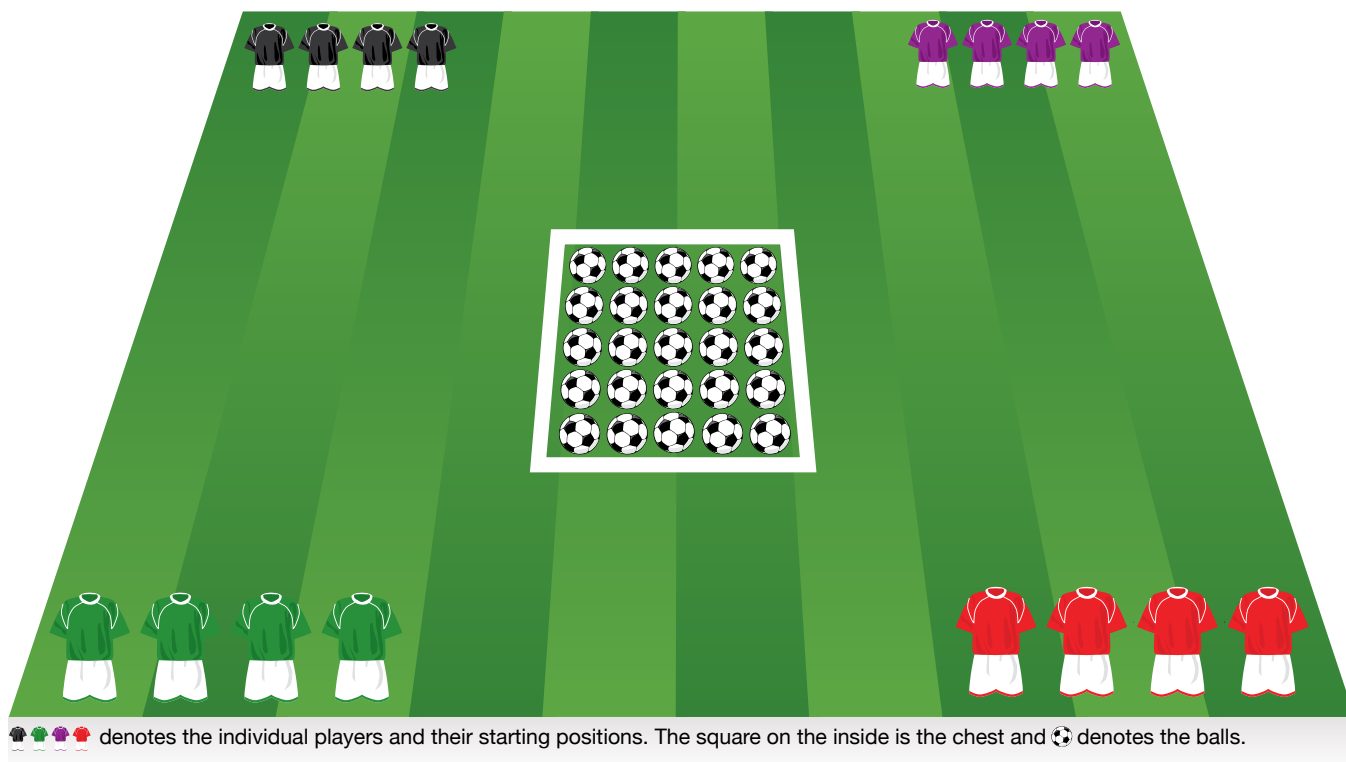
### Teachable Moment:

Coach should watch for reaction/comments from team 1 at the changeover when they discover that they only have 1 Whale.



denotes one of the players that has a ball in their possession and denotes the Killer Whales without a ball chasing the players with a ball.

## Show Racism the **RED** CARD



# Treasure Chest

## Organisation

### Number of Players:

4 groups of at least 3 players.

### Grid Size:

25 x 25 with a small area (chest) of 5 x 5.

### Number of Footballs:

As many as possible. (At least 1 per player)

## Rules

Coach sets up drill so that 2 teams are further away from the "Chest" than the other 2 teams.

On the coaches whistle the 1st player from each group runs into the chest, picks up 1 football and runs back to their teammates.

2nd player can only go when tagged by player 1.

Player 2 runs towards the Chest, picks up 1 football and runs back to his/her teammates.

Player 2 tags player 3 etc and play continues until all of the football in the "Chest" are gone.

The team that returns the quickest with most footballs at the end is the winner.

## Teachable Moment

Coach should watch for reaction/comments from the teams that are furthest away from the chest (i.e. teams being discriminated against).



# A Safe Place

## Organisation

### Number of Players:

2 groups of at least 6 players plus two catchers.

### Grid Size:

30 x 30 with 4 x 4 in each corner

### Number of Footballs:

1 per player on team of 6

**Other:** Stopwatch

## Rules

Team in possession of footballs must dribble around area without being tagged by a catcher.

If a player with a ball dribbles into a safe corner, he/she cannot be tagged however only one player is allowed in a safe corner at any one time therefore if a player is already in the safe corner and a teammate runs into the same corner he/she must dribble out and try to get to corner/base. Play continues until last player is tagged. When it's the turn of team 2 the coach should take 2 of the 4 safe area's away thus making it more difficult for team 2. Team that lasts longest is the winner.

## Teachable Moment:

Coach should watch for reaction/comments from the team that only has the option of two safe corners.



denotes player in possession of a ball. denotes the Catchers. The small squares in each of the corners denote the Safe Place.



## Piggy on the Outside

### Organisation

**Number of Players:**

10 plus 1 catcher

**Number of Bibs:**

1 (Catcher)

**Set Up:**

Each of the ten players holds hands to form a circle.

### Rules

The coach picks 1 player within the circle to be caught.

The catcher starts (on the outside of the circle) directly opposite the player he/she is looking to catch.

The team must work together by shuffling either left or right to ensure that they keep as great a distance as possible between the catcher and the player on the inside of the circle.

### Learning Outcomes:

Communication / Working as a Team / Physical Interaction with Team mates.

## Walk the Line

### Organisation

**Number of Participates:**

8/9

**Equipment:**

Masking Tape

**Set Up:**

Coach puts a stretch of masking tape down on the floor. Participants stand in no particular order along the masking tape.

### Rules

The kids must reorganise themselves in whatever order the coach is looking for but at all times must have at least one foot on the masking tape.

Examples: - Tallest in height to the smallest in height and vice versa.

Dates of Birth for those born in January through to December and vice versa.

### Learning Outcomes:

Communication / Working as a Team / Physical Interaction with Team mates.

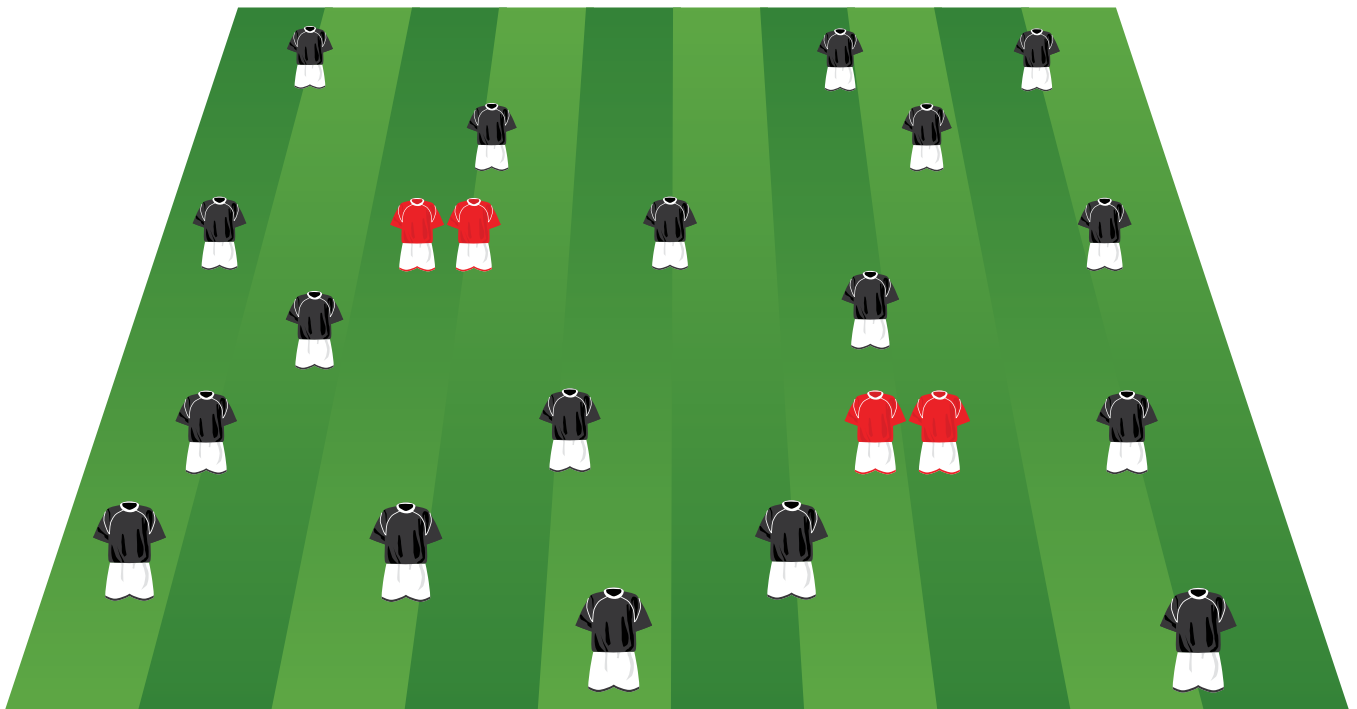




denotes the players as they line up along the tape which is denoted by the line. Please ensure that the kids are varying heights as they line up.



denotes the players who form a circle by holding hands. denotes the player who must try and catch





 denotes the Aeroplanes. Each Aeroplane is made up of at least two players. The right arm of the 1st A goes around the shoulder of the 2nd A and vice versa. The spare arm of each of those two players is extended to become the wing of the Aeroplane.  denotes the other players.

# The Aeroplane Game

## Organisation

### Number of Players:

18 plus two catchers (making up 1 aeroplane).

### Grid Size:

25 x 25

### Other Equipment:

None

### Set Up:

Coach appoints two kids to act as Aeroplanes. The first player puts his/her right arm around their teammate whilst the second player puts their left arm around their teammate. Both players should extend their free arms to form the wings of the Aeroplane.

## Rules

On the coaches whistle the Aeroplane must chase after the other players in the grid with a view to tagging someone.

When the Aeroplane tags someone, the tagged player then joins the existing Aeroplane.

When a fourth player is tagged, the Aeroplane breaks up into two separate Aeroplanes and they try and catch the remaining players.

An Aeroplane should have no more than 3 people in the group at any one time.

Play continues until last remaining free players are caught.

## Learning Outcomes

Communication / Working as a Team / Physical Interaction with Team mates.

## Under the Rope

### Organisation

#### Number of Players

8 plus 2 (holding the skipping rope).

#### Equipment

Large Skipping Rope

#### Set Up

Two players hold the skipping rope at each end.  
Two teams of four hold hands.

### Rules

The 1st team of four have to run under the skipping rope without any team member being touched by the rope.

If successful, they pick up 1 point.

Team 2 then try to do the same.

The game continues until one team gets to five.

### Learning Outcomes:

Communication / Teamwork / Physical Interaction / Trust

## Inward/Outward Circle

### Organisation

#### Number of Participants:

12

#### Set Up

#### Number the players

1 – 12

Player 1 faces towards the centre of the circle

Player 2 faces away from the centre of the circle

Player 3 faces in and so on so forth.

### Rules

Each player should hold hands with the player directly next to them.

Once everyone is holding hands, the coach then asks the players to lean backwards in whatever direction they are facing until they cannot lean back any further.

### Learning Outcomes

Trust / Communication / Physical Interaction with teammates.

# Appendix 1

## Useful resources:

There are 9 Factsheets on the Show Racism the Red Card website on:

- ➔ Sport and Racism
- ➔ Racism and Fascism
- ➔ Racism: a brief history
- ➔ Women and Sport
- ➔ Asylum Seekers and Refugees
- ➔ Racism Today
- ➔ The American Civil Rights Movement
- ➔ Travellers and Racism
- ➔ Racism: What you can do?

The Show Racism the Red Card website has an extensive archive of news stories covering aspects of racism in Ireland and abroad and importantly the response to racism in Ireland and abroad. There are stories on how racism affects particular groups whether based on colour, nationality, religion or other status including travellers. [www.theredcard.ie](http://www.theredcard.ie)

## 2

## Policy context to discussion on racism

### United Nations Context

The United Nations was formed in 1945 'To promote international cooperation and to achieve peace and security'.

UN Universal Declaration of Human Rights 1948

#### Article 2 states:

**'Everyone is entitled to all the rights and freedoms set forth in this declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status'**

UN- International Convention 1969 outlined a definition of Racism, which was ratified by Ireland in 2000 **‘any distinction, exclusion, restriction or preference based on race, colour, descent or national or ethnic origin which has the purpose or effect of nullifying or impairing recognition, enjoyment or exercise on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of human life’**

The United Nations brings together countries of the world to work towards agreed aims and objectives but it is not a government of nations. Ireland can sign international declarations but its declarations are not binding on Ireland.

### European Context

The European Union is another international body of which Ireland is a part and its policies have a direct effect on national governments in the form of directives.

### European Union directives:

**‘A directive shall be binding, as to the result to be achieved, upon each Member State to which it is addressed, but shall leave to the national authorities the choice of form and methods’**

### The Race Directive:

**‘Implementing the principle of equal treatment between persons irrespective of racial or ethnic origin’**

### Irish legislation context

There are a number of relevant pieces of legislation regarding racism. The Incitement to Hatred Act 1989 was introduced to address the publication and respond to material regarded as an incitement to act with hatred.

The Public Order Act 1994 can be used with reference to section 6 of the act regarding use of

threatening, abusive and insulting language if one experiences racism. A report can be made to An Garda Síochána and a request can be made to report it to one of over three hundred Ethnic Liaison Officers within An Garda Síochána to address the matter in particular.

The Equality Authority established in 1998 has teams of case workers who address matters relating to the Equality Act 2004. Racism is increasingly cited as a grounds for discrimination in cases being addressed by the Equality Authority. There are nine grounds of discrimination addressed under the act.

### They are:

- ➔ Gender
- ➔ Marital status
- ➔ Family status
- ➔ Sexual orientation
- ➔ Religious belief
- ➔ Age
- ➔ Disability
- ➔ Race colour, nationality, ethnic or national origins
- ➔ Membership of the Traveller community

2005 National Action Plan Against Racism Launched

2007 Integration Minister appointed

# 3

## Reference Summary of Key Terms booklet published by the NCCRI.

Downloadable from [www.nccri.ie](http://www.nccri.ie)

### Summary of Key Terms

#### Assimilation

Assimilation was an unsuccessful policy aiming to absorb minority ethnic groups into the majority community, with an expectation that communities, their needs and their culture would become

invisible or would expire. It was applied in countries with a longer history of migration but also in Ireland in relation to travellers. Assimilation has been largely discredited and has been superseded by concepts of integration, multiculturalism and interculturalism.

### Asylum Seeker

An asylum seeker is a person seeking to be recognised as a refugee under the 1951 United Nations Convention Relating to the Status of Refugees, to which Ireland is a signatory. If someone is granted this recognition, they are granted refugee status and are no longer considered to be an asylum seeker.

### Black

People can describe themselves as black for a number of reasons, for example, in relation to their physical appearance, their ancestry, as a political terms. Some people use the word Black to mean ‘of African origin’; whereas others mean non-white and would include people from Asia for example. Black is not generally considered to be a derogatory term and in Ireland, the term Black and Minority Ethnic group is often used.

### Coloured

The word ‘coloured’ is now considered to be a derogatory term in Ireland and many other countries. It was frequently used in the US in the past and was enshrined in law in South Africa during the apartheid era when the term Coloureds was one of the four main racial groups identified by law (Blacks, Whites, Coloureds and Indians). People of colour is an accepted term in some countries but is not commonly used in Ireland.

### Ethnic Group

An ethnic group was defined by the House of Lords as a group that

is regarded by others as a distinct community by virtue of certain characteristics that will help to distinguish it from the surrounding community.

## **Foreign National/ Non-Irish/ Non National**

These terms are increasingly used in Ireland, particularly in a legislative context. However, such terminology can be limited in other contexts. Terminology that solely focuses on nationality will become obsolete for most second and third-generation migrants living in Ireland.

The term 'non-national' should be avoided altogether as it is both inaccurate (most people have a nationality from their country of origin) and has negative connotations. 'Foreign national' has most recently been used in draft legislation to refer only to people who are not EU citizens and so using the term to refer to all migrants may also cause confusion. 'Non-Irish national' may be least problematic.

However, outside of a legislative context where nationality is relevant, it is useful to ask why the word 'national' is required, Would I describe people from the UK or USA as 'non-nationals' or as 'non-Irish nationals'? Where possible, the NCCRI prefers the term 'minority ethnic groups'.

## **Institutional Racism**

'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin which can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people.

## **Integration**

The concept of integration is a complex one and while there are many different views as to what constitutes integration, it is still part of an ongoing debate in Ireland. In the most simplistic terms integration and be a one way process (in effect assimilation) where minority communities are expected to adapt or change without any expectation of change from the state or majority community. On the other hand, integration can be a multi-faceted, intercultural process that requires the state, majority, minority ethnic communities to work together and make accommodation of diversity, without glossing over challenges and barriers such as extremism or racism.

## **Interculturalism**

Interculturalism is essentially about interaction between majority and minority cultures to foster understanding and respect. It is about ensuring that cultural diversity is acknowledged and catered for. 'Developing a more inclusive and intercultural society is about inclusion by design, not as an add-on or afterthought. It is essentially about creating the conditions for interaction, equality of opportunity, understanding and respect.'

## **Race**

The term 'race' is a social construct used to classify people. Originally race was based on a false belief that biologically there were different species of humans, with the implication that some 'races' were superior to others. However, research has proved that there is no single race-defining gene and therefore no biological basis for dividing the human population into different 'races'.

The term race is still widely used in legislation. In Irish equality legislation, the 'race' ground is described as "race, colour,

nationality or ethnic or national origins". The NCCRI encourages the use of inverted commas when use of the word 'race' is unavoidable.

## **Traveller**

'Travellers are an indigineous minority, documented as being part of Irish society for centuries. Travellers have a long shared history and value system which make them a distinct group. They have their own language, customs and traditions. Travellers may or may not live a nomadic lifestyle' – Pavee Point.