
Pioneers, Past Masters and Future Challenges

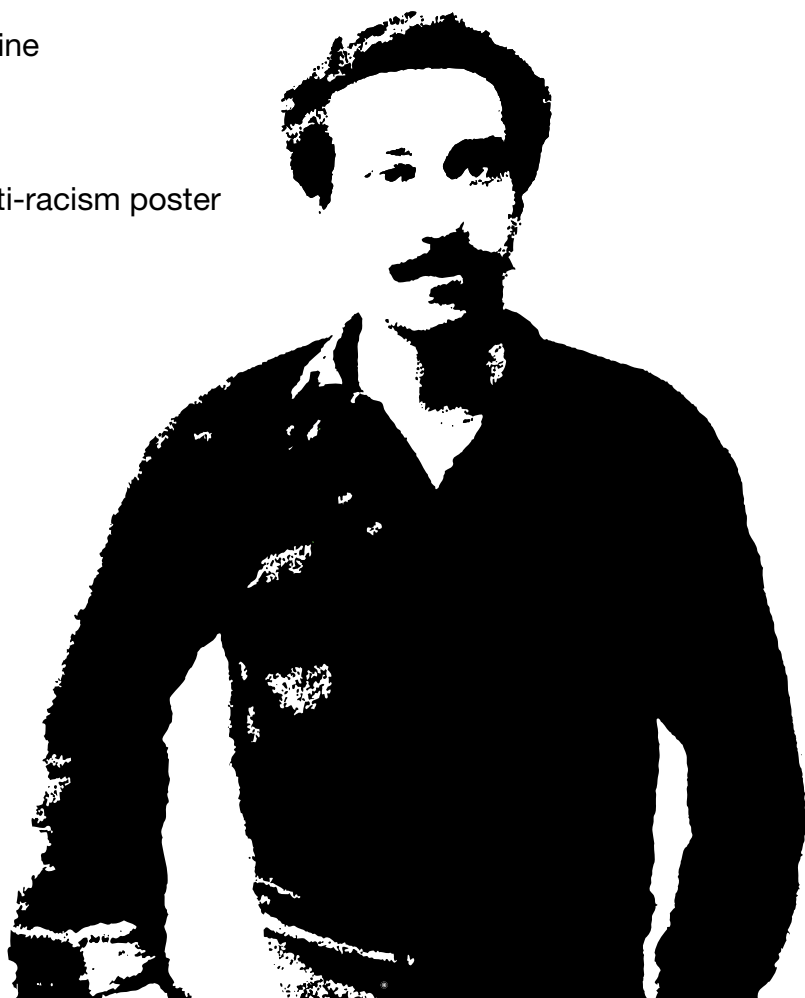
Ideas for educational activities



2008/09 edition

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Introduction

The rich history of black players in British football is documented in Kick It Out's Pioneers, Past Masters and Future Challenges exhibition, which celebrates the achievements of pioneering sporting heroes whilst setting their achievements against a sporting and historical backdrop.

The exhibition explores a number of different issues, including racism in the game, under-representation in areas such as management and coaching, the need for more professional Asian players and the importance of faith and football.

Using the exhibition in the classroom

Football has been used creatively in the classroom for a number of years to deliver important lessons around race and diversity, particularly since the introduction of the Citizenship curriculum and the Race Relations Act.

This exhibition provides a highly visual way to help engage young people with many issues, using the medium of the national game.

Whilst these activities have been put together to accompany the exhibition for use within the classroom, they can be adapted for use in other settings, such as libraries, prisons or within youth groups.

They have been designed for Key Stage Two and Three pupils (9-14 year olds) but can easily be adapted for a younger or older age group.

Revised edition – October 2008

The activities have recently been revised and updated, by a leading educationalist, Berenice Miles. These include four brand new chapters with ideas for extensive whole class activities.



Introducing the topic

Some teachers may want to introduce the activities with a general discussion around racism. This could begin with a group 'brainstorming' exercise about what young people understand by the term 'racism' and how it might feel for those that are on the receiving end.

Although many participants will never have experienced racism themselves, they will understand how it might feel to be bullied or excluded.

Other concepts that should be introduced alongside the meaning of 'racism' are related terms and definitions including discrimination, prejudice and stereotyping.

However, it should be remembered that one of the main aims of the exhibition is to celebrate the achievements within the game by different communities of all different colours, cultures and religious beliefs; therefore, ideas around diversity and inclusion should also be discussed.

The Kick It Out website is a good starting point for this work www.kickitout.org.



Activity One > Pioneers, Past Masters and Future Challenges quiz

The quiz comprises of 12 questions. All of the answers can be found within the exhibition.

A number of the questions have two-part answers, which gives a total of 16 correct answers to be found.

Teachers may want to print out the quiz, which can be found on the following page and give it to pupils as they walk around the exhibition. This can either be completed by pupils individually, or teachers may want to put participants into small groups.

Alternatively, the pupils can complete this exercise once they have finished looking at the exhibition to test how much they can remember.

There should be a discussion at the end of the quiz, for the teachers to give out the correct answers and to discuss any differences in answers that the pupils may have.

Question	Answer
1 Who was the first known black footballer in Britain? Which country's team did he captain?	Name: Andrew Watson Country: Scotland
2 Who was the first black footballer to play in the English football league? What world record did he hold?	Name: Arthur Wharton Record: AAA 100 yard sprint
3 Who was the first black player to play in an FA Cup final?	Name: Albert Johanneson
4 Which player that played for Manchester United, Marseille, Real Madrid, West Bromwich Albion and England, tragically died in a car accident in 1989?	Name: Laurie Cunningham
5 Who was the first black player to start a game for England in 1978?	Name: Viv Anderson
6 Which Arsenal player broke a club record for the number of goals scored?	Name: Ian Wright
7 Which Asian player was Cardiff City's top goal scorer in the 2006/07 season?	Name: Michael Chopra
8 Who was the first non-white player to play for England, playing alongside Sir Stanley Matthews?	Name: Hong Y 'Frank' Soo
9 Who became the first black coach to lead out an England team, and in what year?	Name: Hope Powell Year: 1998
10 Who was the first Asian referee to take charge of a professional league match?	Name: Gurnam Singh
11 Can you name two clubs that were originally started by the local church congregation?	Club 1: Manchester City Club 2: Aston Villa
12 What month of the year is Kick It Out's Week of Action usually held?	Month: October

Pioneers, Past Masters and Future Challenges quiz

Can you answer the following questions below?

Question	Answer
1 Who was the first known black footballer in Britain? Which country's team did he captain?	Name: Country:
2 Who was the first black footballer to play in the English football league? What world record did he hold?	Name: Record:
3 Who was the first black player to play in an FA Cup final?	Name:
4 Which player that played for Manchester United, Marseille, Real Madrid, West Bromwich Albion and England, tragically died in a car accident in 1989?	Name:
5 Who was the first black player to start a game for England?	Name:
6 Which Arsenal player broke a club record for the number of goals scored?	Name:
7 Which Asian player was Cardiff City's top goal scorer in the 2006/07 season?	Name:
8 Who was the first non-white player to play for England, playing alongside Sir Stanley Matthews?	Name:
9 Who became the first black coach to lead out an England team, and in what year?	Name: Year:
10 Who was the first Asian referee to take charge of a professional league match?	Name:
11 Can you name two clubs that were originally started by the local church congregation?	Club 1: Club 2:
12 What month of the year is Kick It Out's Week of Action usually held?	Month:

My total score is _____

Activity two > Icons, pioneers and role models

This is a flexible activity, and can be carried out using the exhibition only, or can be a more challenging piece of work with pupils researching additional information. Information is available on the Kick It Out website, and on other football and racism websites. It can be a one-session activity, or can be extended for more than one session.

To begin this activity, teachers should lead a discussion about what we mean by icons, pioneers and role models. What do we understand by these terms, do they mean the same thing and what characteristics do icons, pioneers and role models possess?

For the second part of the activity, pupils should be asked to come up with a list of icons,

A) Who were pioneers

B) Who have played football since the 1980's

Pupils should list a number of facts about each player, and say why they have chosen them. Model worksheets for this activity can be found on the next page. Pupils should also say why they felt this person might (or might not) have been a good role model.

Pupils could use this as a piece of research to see if they can find additional facts about their chosen players, not contained in the exhibition.

This activity can be carried out in various ways, with teachers using one activity, or a combination of several activities:

- As an individual piece of work.
- Through discussion in pairs.
- Pupils prepare their own icons sheets, and then discuss them in groups. They come up with an agreed group list of their most admired icons. To do this, each pupil will need to be prepared to argue the achievements and merits of their own choices.
- The icons sheets can be displayed around the classroom. Pupils move around the display to see each other's choices and discoveries.
- There is a class plenary discussion about what new things they have discovered, who they most admire, what they feel about their icons experiencing racist taunts from the crowd, what personal strengths and qualities they believe their icons possess to have overcome these experiences.
- The sheets can be collected together to make a class book of black and Asian football icons.
- Individual pupils can come to the front of the class and tell the class about one of their icons.

Pupils may also want to come up with a list of other people who they think of as an icon, pioneer or role model. This can be from the world of television, music, other sporting fields, politics or major historical figures.

What attributes do these people share with the names they have chosen from the world of football?

Name.....

Date.....

My black and Asian football icons

My icons who were pioneers are

1

I have found out about these achievements

-
-
-

I have chosen this person because

2

I have found out about these achievements

-
-
-

I have chosen this person because

3

I have found out about these achievements

-
-
-

I have chosen this person because

Activity three > Combating racism

The exhibition refers to the level of racist abuse that people involved in professional football have had to endure. The introductory panel says of the black and Asian players,

“In the face of such difficulties their achievements were all the more remarkable”.

Things are improving, thanks to campaigns such as Kick It Out and support from the football authorities. However, sometimes these types of incidences do still occur at football matches.

For the first part of the activity, pupils should make a list of people from the exhibition that they think experienced racist abuse. They will need to explain why they feel this happened and what evidence there is in the exhibition that backs this up.

Some particular examples include,

Walter Tull, who was dropped from the Tottenham Hotspur team after only seven games.

Albert Johanneson, whose confidence was undermined after receiving racist taunts whilst playing for Leeds United.

Gurnam Singh, who won a case of racial discrimination against the Football League in 2001 after they failed to promote him.

For the second part of the activity pupils should be encouraged to come up with a list of recent incidences involving racism that have occurred in football. These could include domestic football (i.e. Premier League/Football League) or it could be something that has happened abroad involving the England team or domestic teams playing in Europe.

This is best done as a research exercise, and the latest news section on the Kick It Out website and on the Football Against Racism In Europe (FARE) website are good places to start. These can be found at,

www.kickitout.org and www.farenet.org

The class should then divide into discussion groups to talk about the following topics. Each group should write their views as bullet points onto a flipchart sheet.

- What do you think the football clubs and the football association should do about racism in football?
- What do you think schools should do if there is racist bullying or racist abuse?
- Are there any ways that the curriculum in school could help to prevent people having racist attitudes?
- What should pupils do if they see racist bullying happening to someone else?
- What should pupils do if they experience racist bullying?

The findings should be shared and discussed in a classroom plenary.

This workshop session can be extended by the findings being formally recorded in a way in which they can be shared by the class and by the school. This might be in the form of a display, a report in a school newspaper, or any other way appropriate to the school context.

Activity four > Extending the exhibition

Part one

The introductory panel to the exhibition acknowledges that the experiences and achievements of a number of players cannot be included, due to space. Many players are also only fleetingly mentioned within the text, whereas there is much more information that could have been included.

This activity provides the opportunity for the young people you are working with to change this!

The aim of this activity is for the class to extend the exhibition, as pupils will be given the opportunity to make some specific panels about their own favourite players.

This could be done as a group exercise. If this is the case, the group will have to agree on whom they want to feature.

Some suggestions the pupils may want to research for a panel include,

Eniola Aluko	Michael Chopra	Viv Anderson	Rachel Yankey
Garth Crooks	Tony Whelan	John Barnes	Ricky Heppollette
Cyrille Regis	Brendon Batson	Ian Wright	Heather Rabbatts

Pupils could also be encouraged to focus on the first black player to play for their favourite team or the local club.

The teacher may need to support those pupils who do not follow professional football or who do not have particular favourites, and at the same time ensure that footballers from different backgrounds and both men and women are included.

The pupils will need to think about the following when putting their panels together,

- Pupils will need to give their panel a title. This may just be the name of the player or they may want to think of something more creative or imaginative.
- Pupils will need to decide on the background colour for their panel.
- Each panel will need one main picture and a number of smaller pictures.
- The new panels should contain facts and writing about the chosen player. N.B. The National Football Museum in Preston recommends that each exhibition panel should not contain more than around 300 words in total.
- They will also need to contain a small acknowledgement section at the end. This should contain the names of the authors (i.e. those pupils that have contributed to it) and where they got the information.

N.B. If the class has chosen to concentrate on a player from the local professional team, why not contact the club and suggest they display the panel somewhere prominent within the club?

Activity four > Extending the exhibition

Part two

Pupils are asked to imagine it is the year 2028 and they have been chosen to prepare an exhibition on black footballers in the ten years 1998-2008.

The exhibition will give information on the racism players have suffered, but will focus strongly on their resistance to racism. Pupils can use the quotes on the Kick It Out website to help.

The panels should be in a similar format to the current exhibition, and have a mixture of illustrations and information (see activity 4 for hints about preparing exhibition panels.).

The exhibition can be displayed in the classroom, or the school hall, or around the school on notice boards.

Part three

The class can be divided into two, or into a number of small groups. Each group prepares a quiz for the new exhibition, like the quiz featured in Activity One.

The quiz sheets can be printed out and the groups look at the exhibition to answer the quizzes prepared by other groups.

Where the exhibition is displayed on a school notice board or in the hall, the quiz can be displayed with it so that pupils and other people in the school can complete it. The teacher can decide whether the answers are displayed alongside the exhibition, or whether people submit them to the class for checking. This will take a little organising, but could be an enjoyable and motivating activity for pupils.

A box to post the answers in could be pinned onto the notice board, with a closing date when it will be taken down. Finally a list of those who got all the correct answers could be posted alongside the exhibition.

It would not be necessary to give a prize (and not feasible in the case where large numbers of pupils get 100%) but if the class wants to give something small and there is funding or a generous sponsor for this, the names of people getting 100% could be put into a draw for a winner. Another option is if the school has its own reward system (for example, merit marks or house points) this could be used.

Activity five > Future challenges – Debate and discuss

Whilst the exhibition charts the history of black footballers, from Andrew Watson in the early 1880's, the exhibition also picks up on some of the issues, challenges and exclusions that can still be found in the current game.

For this activity, pupils will have to prepare and carry out a debate or a discussion, picking up on one of the six issues below that is still a challenge within football.

A quick search on the Internet will come up with a number of interesting articles that pupils could use.

Pupils will need to carefully prepare for the debate, and teachers will need to ensure that a balanced discussion takes place. Whilst pupils are able to draw on stereotypes for the activity, they must never be allowed to resort to the use of racist language. At the end of the session, teachers must make sure that any harmful stereotypes and preconceptions have been challenged and dismissed.

For example, in the first debate, 'Asians Can't Play Football' there are many stereotypes about Asian players e.g. they don't like football, they don't have the right build or diet. However, none of these are based on fact, and pupils should not be allowed to leave the classroom at the end of the session believing them to be true.

Topics for debate include,

- 'Asians can't play football'
- Why are there so few black managers in the professional game?
- 'Women should not be allowed into the boardroom'
- 'Campaigns such as Kick It Out should be doing more to tackle racism in the game'
- What else can the game do to attract British born players of Eastern Asian origin into the game?
- How important is faith and football?

Are there any other challenges within the exhibition that are not included in the above list?

Pupils are asked to think about what other future challenges raised by the exhibition were, and whether they have been met. What do they think is being done about them? Pupils use the exhibition to help them identify the challenges, and can research information from the Kick It Out website.

Other ideas might include the lack of ethnic minority referees and match officials, increasing the number of black and Asian women playing the game etc.

The class might also discuss their own ideas for meeting the challenges.

Activity six > Tour Guides

The exhibition is displayed on the wall around the classroom or in any appropriate space in the school. Then another class is invited to see the exhibition.

As each member of the visiting class arrives, a pupil who then escorts them around the exhibition as a guide, talking about each panel and giving additional information, meets them.

Variations on this activity, depending on the context and on the abilities of the pupils, include:

- Allocating guides to particular panels, so that they only have to give information about that panel. They might work in groups, say three or four pupils to each panel, with each pupil able to talk about one item on the panel or additional researched information about it. The visitors then move around the exhibition in small groups.
- Setting up the activity as an after-school or break activity, possibly as part of a club, with visitors being invited to drop in.

The tour guide activity is demanding of adult time and supervision, and teachers may want to call on the help of teaching and learning assistants, playtime supervisors, parents, governors or other adults in the school community.

Pupils can be well prepared beforehand, and even pupils with the most challenging behaviour often rise to the responsibility of carrying out a task usually performed by adults. It has been found that if they are concentrating on dialogue, pupils can shut out the sound of others talking around them, although they must be reminded to talk quietly.

This is a good activity for Black History Month.



Activity seven > For just one day

Pupils imagine that for one day the footballers on The Beginning and The Pioneers exhibition panels are allowed to come back to earth on a fact-finding mission. They want to know whether things have got better for black footballers, and what the experience of black footballers is like in 2008.

- Pupils research how they would answer the fact-finding team's questions. For this, they can use the exhibition, also websites such as Kick It Out, Football Against Racism in Europe and Show Racism the Red Card. They can also search the Internet for media reports on racism in football.
- Working in groups, pupils are asked to decide whom the fact-finding team should talk to. It should include black footballers, but also possibly fans, managers, reporters, police or others. Since it's all imaginary, there is no problem getting people together.
- Pupils could then act out the meetings as a drama improvisation
- Pupils could write out the dialogues as short plays. These could be read aloud to the class.
- Pupils could write a newspaper report of the fact-finding exercise.
- When the fact-finding team return to heaven, they are asked to provide a written report of what they have discovered. Pupils could write this report.



Activity eight > Creating a museum

Task one

These activities use the exhibition to make a museum

Pupils imagine that the exhibition is in a museum. They look at each panel and choose one object that might go with it. As a class or group activity, they take turns in saying which object they think would go best with the panel, and why.

The class then turns the exhibition into a museum. They bring newspaper articles, and any artefacts they might have to go with the exhibition. The museum should be given a name, and some pupils can make a poster to put at the entrance.

Each article is displayed on a table under the appropriate panel, or around the room, and a label is made for it. The class discuss how the museum is best arranged and finally look around the museum to see what everyone has brought.

The museum might be set up in one day and taken down again, to ensure safety of any treasured objects that have been brought in.

It would be good for the class to invite someone from outside to see it. It could be the Headteacher, for example, or governors or parents. Their local football team community team might be invited, and might even bring exhibits.

Photographs of the museum could be taken, and sent to Kick It Out to see.

Task two

Alternatively, pupils could create a virtual Kick Racism Out Of Football museum. This is an individual, group or class activity.

To create the museum, pupils use the Internet to import images and information into their own folder. They can get information from the Kick It Out website and other websites against racism in football. The Black List, new on the Kick It Out website, will be a good starting point for additional entries in the virtual museum.

The museum can be as simple or as sophisticated as possible, depending on the age and ability of the pupils. Older pupils, for example, may have the skills to set up hyperlinks.

Activity nine > Be journalist

Task one

Pupils imagine they are journalists who have been given the job of writing an article about the exhibition. The article should describe the exhibition, and also give the pupil's views about it. The pupil should decide whether he or she would recommend people to go and see it.

Task two

The whole class, or groups could use the exhibition as a basis to prepare a pull-out supplement for a magazine. The information on each panel will be basis for a section in the supplement. Add to it with articles and snippets of news and information. Make the design interesting by putting short pieces in boxes of different shapes and sizes, and arrange the page to look exciting.



Additional Activities

1. Using the exhibition as the basis for a class assembly

The panels make an excellent stimulus and visual aid for an assembly. Panels should be allocated to groups of pupils; each writing what their panel is about in their own words. They can research and add additional information. Then they will need to prepare their own pictures to hold up in assembly and talk about them using the words that they have written.

This activity lends itself to different focuses and emphases, as in the exhibition material. Teachers can choose the overall messages they want to give.

2. Produce a timeline

Ask the pupils to produce a timeline, charting the achievements of black players from the 1880's, right through to the current game. Pupils will need to think about what facts and achievements they want to chart, as they will not be able to include every piece of information contained in the exhibition.

On one side of the timeline, pupils could concentrate on football facts, whilst on the other they can list other important dates in black history. The BBC has an excellent timeline that can be used for this purpose, which can be found at <http://www.bbc.co.uk/1xtra/blackhistory/events/00s/timeline/index.shtml>

Pupils could decorate their timelines with photographs or other visual information. These could then be put up on the classroom wall.

3. Map of the world

For this activity teachers will need to put a map of the world onto the classroom wall. Pupils can then bring in or download photos of players that are included in this exhibition and stick them up around the map, drawing lines or pinning tape to link the player and the club they played for in England with their country of origin.

As a continuation to this activity, pupils can produce a fact file on some of the different countries represented. This could include information about the country's language, food, climate and different customs and religious/cultural holidays and festivals.

4. Develop an anti-racism poster

Many clubs have worked hard to establish their own successful anti-racism campaigns, this include the 'Red, White and Black' campaign at Charlton Athletic, 'Lions have pride not prejudice' at Millwall, 'Unity in Diversity' at Bolton Wanderers and the 'One City' campaign at Manchester City. For the first part of this activity, pupils could research what initiatives the local professional club is involved with.

Pupils could then produce their own anti-racism poster or their own campaign to attract a more diverse crowd for their local club. Why not send the work the pupils have produced onto the club for display around the ground?