EXTERNAL EVALUATION OF

Show Racism the Red Card

Educational events at football clubs

December 2011
Show Racism the Red Card
Project Evaluation Delivery

December 2011
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1. Executive summary

Research Background

Ask For Research and Qa Research (Qa) were commissioned by Show Racism the Red Card (SRtRC) to undertake an external evaluation of the charity’s Speak Out Against Racism (SOAR) Educational Events.

This report sets out the objectives of the evaluation, the methodology employed, and the key findings emanating from the evaluation. It also highlights the main conclusions and recommendations that can be taken from these findings.

Evaluation Objectives

The objectives of the evaluation were to:

- Evaluate the impact of SOAR on its target audience – young people
- Evaluate the impact of SOAR from the views of teachers and programme supporters
- Highlight and acknowledge areas of strength
- Identify areas for development and potential improvement

Research Methodology

The evaluation involved three core strands of research activity:

- Observation and semi-structured interviewing at a SOAR event
- Post-event workshops in three primary schools
- A pre-event and post-event survey of young people and their teachers

Evaluation Conclusions

The following conclusions are drawn from the observation, semi-structured interview, post-event workshop and survey findings.

The impact of SOAR on its target audience – young people

Arguably, the most significant impact of SOAR on young people is the sense of empowerment that it awakens. Those consulted reported that they, as individuals, feel that they can do something about racism – whether this be consciously removing racist words from their own vocabulary or feeling confident in their ability to directly confront peers engaging in racist behaviour. Such empowerment appears to be founded on young people’s understanding that racism is a problem in Britain today, and that its effects can be very serious. Indeed, a number of young people consulted during this evaluation made reference to the murders of Stephen Lawrence and Anthony Walker (the latter of whom featured within the SOAR film), and several post-event workshop participants stated that they would contact the police to report racially motivated abuse.
Findings also suggest that when departing from a SOAR event, attendees do seek to discuss racism within their home environments, and in some instances have sought to challenge the racism exhibited by their relatives. The importance of this finding should not be overlooked. By fuelling young people’s passion to speak out against racism, Show Racism the Red Card may be breaking the transmission of inter-generational racism. Further research is required to explore this issue further.

The impact of SOAR from the views of teachers and programme supporters

Semi-structured interview findings reveal that teachers believe SOAR to be interesting, engaging and that event content challenges their pupils’ thinking. Due to a low response rate, no solid conclusions can be drawn from the post-event survey of teachers at this point in time. In order to a) achieve a deeper understanding of the impact of SOAR and, b) gain further insight into the post-event survey results, Show Racism the Red Card may wish to consider undertaking telephone depth interviews with teachers in the future.

Areas of strength

A key strength of SOAR is the expertise and drive displayed by the Show Racism the Red Card staff involved in its design and implementation. Educational activities are delivered in an interactive, enthusiastic and engaging manner by workers who are able to successfully create a ‘safe space’ for young people to learn about a rather sensitive topic. Findings indicate that key messages conveyed during the event are recalled by attendees (i.e. ‘don’t judge a book by its cover’, ‘report racism to a trusted adult’) and the roaming microphone technique appeared to encourage young people to remain alert.

The contribution of Show Racism the Red Card patrons is also praiseworthy. Such individuals not only donate their time to educating young people about the necessity of combating racism, but also speak passionately about their own encounters with racism when answering questions from the audience. With regards to the Q&A session generally, quality over quantity appears to be crucial, with findings indicating that those who make the most significant impression on young people are those who impart information accessibly and honestly.

The competition prizes and free / autographed posters are clearly appreciated by SOAR attendees – regardless of their interest in football.

Areas for development and potential improvement

A number of recommendations feature throughout this report. Combined, they suggest that SOAR may benefit from some minor ‘tweaking’ as opposed to an entire overhaul.

A theme echoing throughout the evaluation findings is that of language and terminology. Post-event workshop data indicates that SOAR attendees did not recall the word ‘discrimination’ and some young people did not understand the word ‘heritage’ or ‘role model’.

A further area for consideration concerns the lack of physical activity and ‘fun’ incorporated into the SOAR agenda. Many young people who contributed to this evaluation complained about
amount of time spent sat down during the event – they recommended that a stadium tour and/or more games could liven proceedings.

The workshop did draw attention to the need for the Q&A panel members to provide non-conflicting and clear messages to SOAR attendees.

Finally, despite seemingly being an attractive hook, findings suggest that inviting professional footballers to SOAR events is more tokenistic than it is essential. Post-event survey findings showed no significant increase in young people’s agreement with the statement ‘footballers can be good role models’ and little reference was made to their contribution during the post-event workshops. Admittedly this could be a consequence of the young people simply not recognising the football players, therefore impacting on their feelings of ‘awe’. The question is: does ‘celebrity’ matter? Would young people - both male and female - feel more inclined to fight racism if David Beckham, Usain Bolt or Jessie J attended a SOAR event? This question is, of course, unlikely to ever be answered given the feasibility of enticing such individuals to SOAR events. Nevertheless, it may be a question that Show Racism the Red Card may wish to contemplate.

2. Research background

Ask For Research and Qa Research (Qa) were commissioned by Show Racism the Red Card (SRtRC) to undertake an external evaluation of the charity’s Speak Out Against Racism (SOAR) Educational Events. This report sets out the objectives of the evaluation, the methodology employed, and the key findings emanating from the evaluation. It also highlights the main conclusions and recommendations that can be taken from these findings.

Whilst care has been taken in all aspects of the production of this data and the report, we cannot be held responsible for any errors or omissions nor for any actions or decisions or the impact of such which are taken as a result of any area of this report, its recommendations or its supporting data.

3. Evaluation objectives

The objectives of the evaluation were to:

- Evaluate the impact of SOAR on its target audience – young people
- Evaluate the impact of SOAR from the views of teachers and programme supporters
- Highlight and acknowledge areas of strength
- Identify areas for development and potential improvement
4. Research methodology

The evaluation involved three core strands of research activity.

4.1. Observation & Semi-Structured Interviewing

On xxx two researchers from Qa Research attended a two-hour SRtRC SOAR event held at xxx Football Club.

Approximately one hundred Year Five and Year Six pupils attended this event from seven different primary schools in the local area.

During the event the researchers observed proceedings and undertook semi-structured interviews with event participants and key stakeholders (e.g. young people, school staff, SRtRC workers / patrons and a professional footballer). The questions asked during the semi-structured interviews were designed to explore immediate impact and gather data pertaining to the perceived strengths and weaknesses of the SOAR event.

All data collected was recorded within an observation framework (see Appendix A). This framework was approved by SRtRC before being used.

4.2. Post-Event Workshops In Primary Schools

On xxx a researcher from Qa Research facilitated a post-event workshop in three different primary schools. All of the young people who participated in the post-event workshops had attended the SRtRC SOAR event held on xxx. The post-event workshops were observed by two SRtRC workers.

Each post-event workshop lasted approximately one hour and included participatory activities that were designed to ensure that participants felt engaged and comfortable to disclose information freely about their opinions and attitudes. A copy of the post-event workshop guide can be found in Appendix B. This guide was approved by SRtRC before being used.

All three of the post-event workshops were digitally recorded with participants’ permission.

4.3. Pre-Event & Post-Event Questionnaires

Pre-event and post-event questionnaires were posted on the SRtRC website for both young people and teachers to complete prior to their attending the event and after attending the event.
The collation of responses is ongoing. In order for the quantitative analysis to tie in with the qualitative analysis of the SRtRC events, responses from the four online surveys were collated on xxx.

At this point, the following number of responses had been collated online:
- Young people pre-event evaluation = 294 questionnaires
- Young people post-event evaluation = 58 questionnaires
- Teachers pre-event evaluation = 30 questionnaires
- Teachers post-event evaluation = 4 questionnaires.

Due to the low number of responses received from teachers at this point, the results for teachers must be viewed as indicative only. Findings for the post-event evaluation have not been reported on due to the very low sample size.

All frequency data have been rounded to the nearest whole percentage point. Combined percentages have been calculated on summing the absolute data and then calculating the percentages, and as such, totals may not always appear to sum.

Testing for significant differences at 95% has been undertaken based on whole percentage responses for agreement with statements pre-event and post-event. Whilst significant differences may not be apparent based on the sample bases for the survey, it cannot be assumed that significant differences would not be apparent if using the same calculations based on larger sample sizes.

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# 5. Research findings

## 5.1. Observation & Semi-Structured Interview Findings

<table>
<thead>
<tr>
<th>AGENDA</th>
<th>OBSERVATION / INTERVIEW DATA</th>
<th>COMMENTS / RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.00-13:05 Introduction</td>
<td>Event held in a long function room with two bars.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No obvious access issues.</td>
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</tr>
<tr>
<td></td>
<td>Slightly ‘claustrophobic’ – warm temperature, most of the window blinds were closed.</td>
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<tr>
<td></td>
<td>'Festive' vibe (Christmas decorations).</td>
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<tr>
<td></td>
<td>Promotional materials:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Entrance: large SRtRC poster board and table displaying SRtRC annual review, anti-racism school competition leaflets, resource leaflets, DVD's and education packs.</td>
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</tr>
<tr>
<td></td>
<td>- Panel tables: featured SRtRC branded footballs and t-shirts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 30+ Football Club posters laid out on a table.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SRtRC staff: 6.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Young people: approx 100.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Year 5 and Year 6 pupils.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Approx 50% male, 50% female.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Approx 10% BME.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SRtRC staff approached school staff to obtain information about the pupils (e.g. Special Educational Needs, Gypsy/Roma/Traveller etc.).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theatre style seating.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perhaps this information should be obtained before the event to ensure that content is truly tailored to the needs / backgrounds of the young attendees.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This layout physically separated pupils / staff from two schools. The back rows were also a considerable distance from the front rows. Perhaps 2 x 10 rows would have been more suitable.</td>
<td></td>
</tr>
</tbody>
</table>
The majority of audience chairs were positioned in rows (approx. 20) facing the projector screen. Two rows of chairs were positioned to the left of the projector screen (angled). Chairs were staggered so that the young people were not sat directly behind each other.

The young people appeared to be excited upon arrival and looked pleased to receive a SRtRC sticker. They chatted animatedly to each other and to SRtRC staff before the event began.

All of the young people were silent when the event began. Some leaned forward, seemingly eager to see what was going to happen.

The campaign/event was introduced which held the audience’s attention. The young people clearly enjoyed the ‘finger and thumb’ game and responded well to the roaming microphone.

‘Ground rules’ for the event were set. Young people were reassured that they were in a ‘safe place’ and that they would not be judged or ‘told off’ if they spoke honestly about their opinions / experiences.

Technical difficulties: microphone feedback. Swift / numerous attempts to resolve this issue by SRtRC staff. Jokes were made about the technical issues to ‘keep it light’.

The educational activities were presented energetically and in a fast-paced manner. The majority of young people were sat with their backs straight (i.e. they were not slouched) and shifted their gaze with movement. When young people were asked to ‘get racism out of their head’ many young people mimicked the gesture without being prompted to do so.

The sticker is a lovely touch. For young people stickers are associated with achievement, reward and good behaviour. The sticker suggests to young people that they are privileged and ‘in for a treat’. The sticker may also prompt the young people’s parents/carers to enquire about the event – thus leading to further discussions about racism within home environments.

Getting the young people on their feet appeared to be an effective way of mitigating against afternoon energy slumps. The roaming microphone also encouraged the young people to remain focused and alert.

Check equipment during set-up!
• 2/3 young people requested a toilet break at the beginning of this session.

• Approx 5 minutes into the activities a small number of young people began to daydream or stare out of the window. One young person began to chat and distract other young people seated close to them.

• 'Tommy' Activity: A photograph of a young person was projected onto the screen. Young people seated in the back rows stood up to view this image. Young people were asked to work in small groups to identify the name of the young person, their gender, where they lived and their religion. The young people engaged well with this activity and debated their answers to the questions. School / SRtRC staff provided support as required.

• When asked for feedback many young people put their hand up and twisted around in their seat to see/hear the views of others. Upon revealing Tommy's demographic profile, young people were asked what they had learnt – the 'correct' answer was instantly forwarded by a young female = 'don't judge a person by their looks'.

• Definition: Racism is discrimination because of ...
  - Skin colour
  - Religion
  - Nationality
  - Culture (the young people did not immediately identify this strand, however it was briefly explained what is meant by this term by forwarding examples).

• Many young people put their hand up during this activity and were eager to be selected to speak. Some of the children were stretching tall in their seats.

• It could be the case that the pace of the session coupled with the warm temperature challenged the attention spans of some young people. Alternatively, they may just be prone to distraction – this will need to be teased out during the post-event workshops.
seats. Two young people forwarded examples of what could be deemed non-racial discrimination (e.g. hair colour, accent). Their contribution was nevertheless praised. Several BME children appeared to be keen to provide answers to some of the factual questions posed – however they were not selected to provide an answer.

- **Game – Racist or Not Racist?** Some young people again mimicked and ‘put on their detective hat’. The game was begun by stating that ‘my friend Sarah calls her local Chinese takeaway the ‘chinky’s’. The young people were asked if they had ever used the word ‘chinky’ – stand up = yes’, remain seated = ‘no’, hover = unsure / both. Approx two thirds of young people stood up.

- The young people were asked if / why they consider ‘chinky’ to be an acceptable word. It was then explained why the word is in fact racist, and was done so in a way that was simple and comprehensible to young people (i.e. would people use that word when collecting a Chinese takeaway?)

- One young person had their hand up for approx 5 minutes during this session but was not acknowledged / invited to speak.

- Just ahead of the break the young people were still showing a lot of interest in the activities and did not appear to be tiring.

- If a young person would like to ask a question / make a comment, perhaps just let them know that a member of the SRtRC team would be happy to chat to them during the break or at the end of the event.
13:50-14:00
Break

- Juice and toilet break.

- ‘Duck Brain Gym’ – three young people volunteered to be ‘ducks’ to demonstrate the answer to the riddle – the young people laughed when the answer was revealed.

**Young People Interviews:**
Some young people approached all confirmed that they were enjoying the event.

When asked what they had learnt so far, the young people replied:
- “That racism can kill people”
- “That chinky is a bad word”
- “Don’t judge a book by its cover”

The young people were also asked what they thought the film would show. They replied:
- “Martin Luther King being beaten up”
- “Racists”
- “The Stephen Lawrence story”
<table>
<thead>
<tr>
<th>14:05-14:35 Film</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The children were sitting up straight in their seats immediately after the break.</td>
</tr>
<tr>
<td>• Before the film was shown it was checked that the young people could see the projector screen. A small number of young people moved their seats to a different angle. Several young people moved from the main body of chairs to the spare chairs. No sound quality issues were identifiable.</td>
</tr>
<tr>
<td>• The young people were encouraged to 'look out' for particular responses provided by professional footballers who featured in the film.</td>
</tr>
<tr>
<td>• The film featured a variety of individuals – professional footballers (predominantly male), young females who had experienced racial abuse (Islamic faith) etc.</td>
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<tr>
<td>• The majority of young people appeared to be watching / listening to the film – indeed, they were so engrossed that they did not notice the panel members enter the room. Approx 10 minutes into the film some young people began yawning, slouching, looking around the room or whispering to each other.</td>
</tr>
<tr>
<td>• When 'recapping' on the themes explored during the film, the young people were able to answer almost all of the questions. The only question they struggled with concerned what one person had done to combat the racial abuse that he had encountered.</td>
</tr>
<tr>
<td>• If this happens frequently, perhaps ask the young people to 'look out' for a response provided by a different contributor to the film. This will ensure that the young people do not feel 'guilty' about not being able to answer a specific question.</td>
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<tr>
<td>14:35 – 14:40</td>
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</tbody>
</table>

- The young people cheered when each of the panel members was announced. One young person stood up and gave a ‘thumbs up’ to each of the panel members as they walked past.

<table>
<thead>
<tr>
<th>14:40-14:55</th>
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<tbody>
<tr>
<td>Q&amp;A Session</td>
</tr>
</tbody>
</table>

- Young people were invited to ask the panel members “questions about racism”. The children were told there would be a prize for the best question.

- All of the questions asked were ‘relevant’:
  - “Have you ever been racist?”
  - “Would you ever be racist?”
  - “Have you seen racism on the pitch?”
  - “Have you ever seen racism off the pitch?”
  - “Why is racism still happening?”
  - “Have you ever been called a racist name?”
  - “Have you ever seen racism? What did you do about it?”

- Young people from different schools were encouraged to ask questions by SRtRC staff. Many young people put their hand up to ask a question.

- Many young people began to slouch, fidget, yawn and rub their faces during the Q&A session – one young person had their head in their hands. The young people did seem to ‘wake up’ when they were invited to ask the panel another question. Again, they seemed to respond well to the ‘roaming microphone’.

- It would have been interesting to see if the young people had chosen to ask questions about football or other areas rather than racism.

- There is the need to ensure all panel members provide non-conflicting messages and responses.
Some of those who were selected to ask a question stalled, it may be the case that they were eager to take part but had not formulated a question in their minds.

During the Q&A SRtRC some of the staff liaised with each other about administrative tasks (prizes?) to the side of the room – this distracted some of the young people who were sat close by.

14:55-15:00
Prizes / Event Close

- First prize was a SRtRC t-shirt and the offer either of a signed football or football match tickets.
- Second prize was a SRtRC t-shirt and signed ball.
- Third prize was a SRtRC t-shirt and promised match tickets (n.b. the young people were not given their match tickets during the event).
- All of the young people who asked the panel a question were given a SRtRC wristband.
- The final prize was a SRtRC t-shirt and small football.
- The young people were asked if they thought the event was rubbish/boring, the young people were asked to stand up at 1, if they thought it was good and they had learnt a lot they were asked to stand up at 10. I young person stood up on 1, 3 young people stood up on 6, the majority of young people stood up on 10.
- To close the event, the young people were asked to shout ‘Show Racism the Red Card’ as loud as they could. The young people shouted the phrase deafeningly loud.
On departure, each young person was given a ‘goodie bag’ containing a magazine and some stickers. The young people were also invited to select a football club poster (see ‘Introductions’ above) which was subsequently autographed by each of the panel members (the young people queued and waited patiently to approach the panel).

The young people were told that the professional footballers had pre-signed the xxx poster as they had to ‘rush off’ immediately after the event.

The young people chatted happily to each other as they left the room. The event finished on time and in a well organised manner (i.e. it did not appear to be particularly rushed).

People Interviews:
Two young people reported that they had really enjoyed the event (they stood up on 10) and could not identify any ways in which it could be improved. When asked if they had liked the film, one said that the murder of Anthony Walker had made them feel scared.

The professional footballers chatted to the other panel members when the event ended. Perhaps they could be encouraged to (even briefly) approach the young people and ask if they have enjoyed the event / answer any further questions that they may have. Young football supporters are unlikely to encounter numerous opportunities to meet their ‘role models’ – such interaction may cement the SRtRC event in young people’s short and long term memories.
5.2. Post-Event Workshop Findings

Participant Profile

As illustrated in Figure 1 below, 38 young people participated in the post-event workshops.

- 100% (n=38) of participants were in Year 5.
- Three quarters (76%, n=29) of participants were aged 9 years, one quarter (24%, n=9) were aged 10 years.
- Half (53%, n=20) of participants were male, half were female (47%, n=18).

Figure 1: Post-Event Workshop Participants

<table>
<thead>
<tr>
<th></th>
<th>School X</th>
<th>School X</th>
<th>School X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants (n)</td>
<td>8</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>School Year</td>
<td>Year 5</td>
<td>Year 5</td>
<td>Year 5</td>
</tr>
<tr>
<td>Age</td>
<td>7 x 9 years</td>
<td>17 x 9 years</td>
<td>5 x 9 years</td>
</tr>
<tr>
<td></td>
<td>1 x 10 years</td>
<td>4 x 10 years</td>
<td>4 x 10 years</td>
</tr>
<tr>
<td>Gender</td>
<td>4 x female</td>
<td>7 x female</td>
<td>7 x female</td>
</tr>
<tr>
<td></td>
<td>4 x male</td>
<td>14 x male</td>
<td>2 x male</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>5 x Non-BME</td>
<td>-</td>
<td>6 x Non-BME</td>
</tr>
<tr>
<td></td>
<td>3 x BME</td>
<td>3 x BME</td>
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</tbody>
</table>

The post-event workshops undertaken in School X and School X contained a sample of pupils from whole classes that had attended the SRtRC SOAR event on 24th November 2011. These young people were selected by their class teachers to participate. The post-event workshop undertaken in School X involved an entire Year 5 class who had attended the SOAR event – this workshop was supervised by two class teachers.

Introductions

As an ‘ice-breaker’ activity, participants were given pens / paper and were asked to draw a picture of someone they admire or someone they believe is their role-model. Participants drew a range of individuals, including:

- Footballers (Cech, Ronaldo, Pèle, Messi, Ferdinand)
- Athletes / Sportspersons (e.g. Usain Bolt, Michael Jordan)
- Singers (e.g. Britney Spears, Beyonce, Jessie J, Miley Cyrus, Michael Jackson)
- Actors (e.g. Jennifer Lopez)
- Authors (e.g. Jacqueline Wilson)
- Family members (e.g. Mum, Carer, Sister, Granddad, Grandma, Uncle, Cousin, Nephew)
Almost all of the young people who participated in the post-event workshops reported that they had not heard of SRtRC before the SOAR event.

When asked how they felt when they were told that they would be going to the SOAR event, the following responses were forwarded by participants:

- Excited
  - about meeting famous football players
  - as they did not know what the event would involve
  - as it was a school trip
  - as it involved visiting xxx Stadium
• Happy ➔
  - about meeting famous football players

• Nervous ➔
  - about meeting famous football players

• Shocked ➔
  - “I didn’t know what it [the SOAR event] were or anything”

In responding to the question ‘what did you think the event would involve?’ participants stated the following:

• Talking about racism
• Writing ideas down about what racism is
• Watching films about racism

Several participants reported that they were hoping to have a tour of xxx Stadium and perhaps watch / play a game of football.

**Comment / Recommendation**

Explore the feasibility of incorporating a stadium tour into the SOAR event agenda. Ideally, the tour should be undertaken at the outset of the event as this may:

a) help to increase the young people’s energy levels
b) build excitement / interest with regards to the core content of the event
c) ensure that the young people are not distracted / impatient due to waiting for their tour

Participants from two of the schools acknowledged that they had engaged in lessons specifically about racism in recent months, with pupils from one school noting that they had learnt about the murder of Stephen Lawrence.

All of those who participated in the post-event workshops confirmed that they had completed a SRtRC on-line questionnaire before they attended the SOAR event and that they had not encountered any difficulties. One teacher did interject however that students had in fact struggled with the word ‘role-model’.

When asked if there were any questions that they were eager to have answered during the event, participants forwarded the following:

• “Who first started racism?”
• “If you were the victim of racism who would be the first person you should talk to?”
• “Why do some people be racist for no reason?”
• “Where is the most popular place [worst place] for racism?”
• “Is racism more than just about the skin?”
• “Is racism just for black people or is it for white people as well?”
• “Does racism just always happen on the football pitch?”

One young person acknowledged that when completing their SRtRC on-line questionnaire they had refrained from typing "why are black people always the victims of racism?” as they thought that they might get in trouble.

**Comment / Recommendation**

Ensure that all SRtRC questionnaires provide information and reassurance to young respondents about the confidentiality / anonymity of their data using language that they will understand.

During the post-event workshops, participants directly asked the facilitator the following questions:

• "When are we going back [to the SOAR event]?”
• "Can a person who is suffering from racism defend themselves by pushing the person who is being racist?”
• "What if a black person says it [racist remarks] to another black person? Is that racist?”
• "What if you are being racist to yourself? Is that racist?”
• "If people are white and they get racism, is that still racist?”

**Comment / Recommendation**

Perhaps consider launching an on-line forum on the SRtRC website in which workers / patrons answer young people’s questions.

**Strengths, weaknesses & improvements**

**Figure 3: H-Diagram Activity (School X)**
All post-event workshop participants were asked to write on post-it notes what they thought was good, bad or could be improved in relation to the SOAR event (see Appendix B for a copy of the post-event workshop guide). Results are shown in Figure 3 and Figure 4 below.

**Figure 4: H-Diagram Results**

### School X

<table>
<thead>
<tr>
<th>Good</th>
<th>Bad</th>
<th>Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free / autographed poster x 5</td>
<td>Film x 2</td>
<td>More posters</td>
</tr>
<tr>
<td>Film x 4</td>
<td>Other types of racism</td>
<td>Chelsea FC poster</td>
</tr>
<tr>
<td>Winning a prize</td>
<td>Microphone</td>
<td>More competitions x 2</td>
</tr>
<tr>
<td>Footballers</td>
<td>Title bit of competitions</td>
<td>More football players x 2</td>
</tr>
<tr>
<td>The people that came</td>
<td>Too many people</td>
<td>More time</td>
</tr>
<tr>
<td>Answers to questions</td>
<td></td>
<td>New prizes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fun</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch whole film</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New slogan</td>
</tr>
</tbody>
</table>

### School X

<table>
<thead>
<tr>
<th>Good</th>
<th>Bad</th>
<th>Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>I liked making up that character</td>
<td>Not that active</td>
<td>Tour x 11</td>
</tr>
<tr>
<td>Meeting players x 5</td>
<td>“Where the toilets were”</td>
<td>More activities x 3</td>
</tr>
<tr>
<td>Presentation</td>
<td>The goodie bags because they didn’t have much in</td>
<td>To meet specific person</td>
</tr>
<tr>
<td>Seeing the players x 4</td>
<td>No tour of stadium x 2</td>
<td>More activities where you write things down and do things</td>
</tr>
<tr>
<td>Free / autographed poster x 8</td>
<td>Not enough questions asked</td>
<td>Be more active</td>
</tr>
<tr>
<td>Film x 10</td>
<td>Film x 2</td>
<td>Food</td>
</tr>
<tr>
<td>Meeting representative</td>
<td>Specific person not coming</td>
<td>The team coming</td>
</tr>
<tr>
<td>Meeting ex-players</td>
<td>Questions</td>
<td>I think you should improve it by not sitting down for that long</td>
</tr>
<tr>
<td>Getting a drink / refreshments x 2</td>
<td>Sitting down for ages x 5</td>
<td>The thing to improve it is to do more standing games</td>
</tr>
<tr>
<td>The good thing was that we got to know that we could help stop racism a bit</td>
<td>Lack of activities x 2</td>
<td></td>
</tr>
<tr>
<td>The model at the back</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### School X

<table>
<thead>
<tr>
<th>Good</th>
<th>Bad</th>
<th>Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q&amp;A x 2</td>
<td>We were at the back of the room</td>
<td>Games x 3</td>
</tr>
<tr>
<td>Free / autographed poster x 6</td>
<td>Lots of talking x 4</td>
<td>Different people</td>
</tr>
<tr>
<td>Experiences</td>
<td></td>
<td>People other than footballers for people who don’t like football</td>
</tr>
<tr>
<td>Film x 5</td>
<td></td>
<td>Activities</td>
</tr>
<tr>
<td>Acting</td>
<td></td>
<td>More videos</td>
</tr>
<tr>
<td>Meeting footballers x 3</td>
<td></td>
<td>If any people was being racist now</td>
</tr>
<tr>
<td>Meeting famous people x 3</td>
<td></td>
<td>People other than footballers</td>
</tr>
</tbody>
</table>

**Film**
Participants were somewhat divided as to whether they thought the film was good or bad.

Positive comments included:

- “The film was good because you got to know who the racism got done to and why it got done to them”
- “It showed what the racism was, and it showed how people can be racist”
- “It had the players on”
- “That the players said that they have had racism or haven’t had racism”
- “[The film advised] what to do if you get racism”
- “When the players were on, like, you could like understand what it felt like [to suffer from racism] because some of them looked really upset”
- “It told you how the footballers felt”
- “It shows you how harmful racism can really be … it showed you some footballers that had experienced racism and it showed you racism off the pitch. It showed you when people do that [racism] how bad it can really get”
- “It showed that people are not from different countries, it’s their ancestors who they’ve come from, it’s their skin colour”

When the facilitator asked those participants who were not interested in football if they had enjoyed the film the majority reported that they had learnt something from watching the footage and that they were glad that they were allowed to attend the event generally.

Negative comments about the film included:

“I don’t really know who the players were”

“I didn’t actually know anyone”

“It were good at the start, then like you’d forget a lot as it went along ’cos it was quite long and you forgot a lot that they said”

One participant stated that they were disappointed that the film was switched off as one footballer was speaking as they were really interested in what he had to say. Participants from School X also noted that they could not see the film very well as they were seated close to the back of the room.

**Posters**

Both male and female participants were overwhelmingly positive about their free / autographed poster, comments included:

- “They were free and you got them signed”
“You could get the ones you want”
“1 got about one for every team … they are all stuck on my bedroom wall”
“It was good because there were pictures of the football players and it was signed. You could show people that you have actually met some footballers”
“That were well good!”
“My Dad really likes football so he has asked me if we could put it [poster] up in the [living] room for a bit before I put it in my bedroom”

One participant noted that peers had asked for Manchester United posters at the event but there were none. They acknowledged that Manchester United posters were later dispatched to the school and “a load of people got them in their trays”.

When asked what they had done with their posters, several participants reported that they had given them away to family members.

The only negative comments made by participants regarding the posters concerned the fact that there were no Chelsea FC or FC Barcelona posters.

**Goodie Bag**

Participants were somewhat unenthusiastic about the contents of their goodie bag:

“I think it could have been improved a little bit …”
“They didn’t really have much stuff in them”

Only a small number of participants reported that they had read the SRtRC magazine.

“The Show Racism the Red Card book was really good because it told you about people who have been attacked because of racism and some of the footballers who have had racism to their face during a match”

When asked what they would have liked inside their goodie bag, the young people said ‘sweets’, ‘more posters’ and a ‘mini-ball’.

**Comment / Recommendation**

For obvious reasons SRtRC cannot include sweets in the goodie bag, nor would it be financially viable to include STtRC mini-footballs. Perhaps SRtRC branded squeezy stress-balls would be an attractive alternative? Or even a SRtRC pen / pencil – young people love stationery!
Competitions / Prizes

The majority of participants conveyed how impressed they were with the prizes that were won by their peers during the event.

“The signed ball were well good!”

Two participants who were prize winners, both reported that they were very happy with their prizes.

When asked what they would have chosen if they had won a prize, several female participants said that they would have picked the signed ball. Females who maintained that they would have chosen the match tickets stated that they would have given the tickets away to family members who were interested in football.

In discussing the match tickets, one participant noted that young people may have existing commitments (e.g. theatre) on the same day as their match tickets are valid which could cause problems. One participant also maintained that as only one autographed football was available those who were not that interested in match tickets may have felt disappointed if they had won match tickets instead of the ball.

Despite one person from each school being selected to ask the panel a question (see Section 5.1), young people in all three of the post-event workshops complained that other schools were allowed to ask more questions than their school.

“I didn’t really think it was that fair ‘cos not many people got to do a question”

“I didn’t think it was fair ‘cos they kept on walking past people, there was loads of hands up at the front”

“At the end, like, we only got to, like, ask one question to the footy players and the other schools got to ask loads, I think it’s ‘cos we were at back”

Several young people argued that the event should have included more competitions as they would have liked to win a prize. One young person also suggested that winning a prize should have been more challenging.

Panel Members

Professional Football Players

“It were good, like, how we could ask them questions and stuff, ‘cos you wouldn’t really be able to do that”
"It was good, because the footballers talked about how they got racism and how it wasn’t nice, and how their friends gave it to them and how they get it on the pitch”

Participants from one school agreed that they would have liked football players from different clubs to attend the event.

Non-footballers

"I think it were quite good for people that di dn’t like footballers, I think it was nice that there was someone else who wasn’t a footballer … I think it would have been a bit better if there were more people who weren’t footballers”

When asked who they would have liked to have seen at the event, one young person said Jackie Chan whilst a young person said ‘singers’. One young person also replied that they would have liked more female representation on the panel.

“A few more girls would be better ‘cos it were mostly men”

Sitting Down / Fun

A large number of respondents complained that the event largely involved them sitting down in their seats. Several young people recommended that more games / physical activity should be incorporated into the agenda.

"We just sat there, we didn’t even move that much … we didn’t move our whole body”

“You could have had more jumping up and down and playing games and board games”

“I thought there would be a bit more activities than just sitting down and answering questions”

“Get us out of our seats more”

“[role-play] …you know, after the film, they could have actually picked someone off of each school to come and like act out what it would actually be like [to encounter racism] so they would feel what it would feel like”

Comment / Recommendation

Given a) the size of the audience and b) health and safety considerations, incorporating physical activities in to the session may prove to be difficult. Perhaps the SRtRC team could meet to brainstorm ideas about how this recommendation could be actioned.
Several young people maintained that they felt tired during the event:

"... I were really warm and got really tired"

"There were too much talking"

Approximately one quarter of School X participants maintained that they felt bored (at some point) during the event. When asked why, two young people stated:

"Because we was like staying on the same subject for ages"

"Cos I’m not really into football"

When asked about the pace of the event, approximately a third of School X participants said that they felt that they couldn’t keep up at certain points as the pace was a little quick. Approximately forty per cent of School X participants felt that the pace was a little too slow.

Presentation

Participants (somewhat hesitantly) described this as follows:

- Active
- Bit bonkers
- Bubbly
- Bubbly and loud
- Dramatic
- Funny
- Good
- Kind
- Nice (x 3)
- Nice presentation

"They were really nice but like, they’d ask one school quite a few questions and then only ask ours once"

Technical Issues (Microphone)

"It ruined it a bit, it was like SCREECH ... it was every time you walked under that thing"

Number of Attendees

"I wish it was just us ’cos it were too packed"

"There was so many people, I couldn’t concentrate ... everywhere I looked I could see people"
SRtRC Slogan / Jingle

During one of the post-event workshops, several participants argued that SRtRC need a slogan or a jingle.

"Something that people will remember it by"

Message Recall – Educational Activities

Participants' recall of the word “discrimination” appeared to be poor. Upon receiving hesitant answers such as “bullying” and “a type of bullying” the facilitator provided participants with hints (e.g. it is quite a long word, it has five syllables, it begins with the letter D). Following these hints a very small number of participants shouted out the correct answer.

Comment / Recommendation

It may be beneficial to ask teachers (via the SRtRC on-line post-event questionnaire) if they believe their students understood the concept of discrimination – is this concept too abstract / complex for young people who attend primary school?

By contrast, participants remembered the four types of racism without requiring prompts – many young people eagerly shouted out the correct answers. When asked to put their hand up if they honestly would have remembered all four types of racism without help from their classmates, approximately ninety per cent of participants from School X put their hand up.

Participants were asked in what ways people can be racist. The following responses were forwarded:

- Making racist comments
- Monkey chanting
- Saying things behind people’s back
- Abuse
- Hurting someone
- Violence
- Murdering
- Jokes → “that’s still not nice, you shouldn’t use any words that are racist even if it is a joke”
- “Looking at people and laughing at them and talking about them behind their backs”
- “Kicking their stuff around”
- “Disrespecting them because of who they are”
- “Comparing them to summot that’s a colour, like, ‘you’re so black’ or summot”
- “… like saying ‘oh you silly black person’ …”
‘Tommy’ Activity

Participants were shown a picture of ‘Tommy’ (see Section 5.1). Almost all of the post-event workshop participants reported that they had enjoyed this activity.

"It was good ’cos we had to, like, find out and, like, see if we had the right answers"

"It were fun, ’cos we had to think about it. At the end it were quite a shock because you’d think he’d be from Africa"

One young person stated that they had not enjoyed this activity as they did not like getting the answers to the questions wrong.

When asked what they had learnt, if anything, as a result of taking part in the ‘Tommy’ activity, participants stated:

- "We learnt the phrase don’t judge the book by its colour”
- "Never judge a book by its cover”
- "Don’t judge people by their looks”
- "That he is a boy in London”
- "Say you have black skin, it doesn’t mean that you were born in Africa or something, ’cos you could be born in London”
- "It just proves that, like, if people are made fun of just because of their skin colour and people say ‘oh get back to your own country’ then they shouldn’t really be doing that because they come from that country and they have a right to be there”
- "He was English but people thought he was from Africa so they said ‘go back to your country’”
- "Just ’cos they are black don’t just say ‘oh get back to your own country’ ’cos that might be their country”
- "We learnt that people might look like they are from Africa or they might be a different colour ... but it’s just because their parents are that colour and we can’t judge people by that”
- "You don’t have to be born in a different country to have racism”

In discussing the ‘Tommy’ activity several participants from School X reported that they did not understand the word ‘heritage’.

Racist Or Not Racist Game

Approximately two thirds of participants reported that they had heard the word ‘chinky’ before going to the event. Participants noted that the word ‘chinky’ has been used by their parents, siblings, neighbours and their friends’ parents.
Approximately forty per cent of participants reported that they had used the word ‘chinky’ in the past.

Almost all of those involved in the post-event workshops confirmed that they would never use the word ‘chinky’ now. When asked why, participants stated:

- “It’s racist”
- “Because I don’t want to be racist to other people”
- “Cos it can hurt people’s feelings”
- “You can actually hurt their feelings, ‘cos you wouldn’t say it to their face would ya?”
- “I just think that if you wouldn’t say it to their face you shouldn’t say it at all”
- “Because sometimes people say it outside wherever it is but they can’t say it to the people who work there”
- “It could offend the person working in the shop”
- “If you were Chinese it wouldn’t be nice if you heard someone saying that. But you shouldn’t use it anyway ‘cos it’s a type of bullying and saying things behind their back”
- “If you walked in [to the Chinese takeaway] you wouldn’t say it to their face ... if you did say it to them they would throw you out and you wouldn’t have a local Chinese”
- “Cos it’s just as bad as saying I’m going to the paki shop”

One young person noted that if everyone used the word ‘chinky’ then the Chinese takeaway might close down which might impact on the owner’s life.

One participant was unsure as to whether they would use the word ‘chinky’ in the future:

“They might not mind you saying it”

A different participant also argued that if a Chinese takeaway is called ‘The Chinkys’ then using the word is acceptable. Following this comment, the facilitator asked Group X if they were actually aware of a Chinese takeaway called ‘The Chinkys’ – one person identified an establishment of that name.

Participants nodded in agreement when asked if attending the SOAR event had made them think about the language that they use. When asked why, the following comments were forwarded:

- “We wouldn’t like it if someone did that to us”
- “... I didn’t know much about racism and now I know what it’s like if somebody was racist to me, and obviously people wouldn’t like it if somebody was racist to them”

Participants acknowledged that they would not use any of the following words in the future:

- Chinky-chonk
• Gypo
• Paki
• Sweaty Asian

Message Recall – Q&A Session

Only one participant stated that they recognised all members of the Q&A panel.

One young person acknowledged that they would have preferred all of the panel members to take their seats at the same time:

“They [panel members] should have all just come down at the same time ... ‘cos I was tired there”

Participants’ recall of the questions asked to the panel was excellent – the young people remembered all of the questions asked with the exception of ‘why is racism still happening?’.

Participants noted that they did not get the opportunity to ask the panel the following questions:

- In other sports do you get racists?
- Approximately how long has racism been going on in football?
- Have you ever seen somebody get hurt because of racism on the pitch?
- When was your first encounter with racism?

Participants confirmed that they were confident that the panel would answer questions honestly.

One young person criticised the panel for using inaccessible language:

“Half of the things I didn’t understand ... that part (the Q&A) I felt it was like it was supposed to be for the adults, ‘cos they were talking with adult speech instead of children’s”

One young person also criticised the panel for answering questions that they had not been asked by the audience:

“When people asked questions to the panel sometimes they answered other questions apart from that and it went on for quite a while”

Empowerment

In responding to the question ‘what would you do if you heard or saw someone being racist to another person?’, the majority of participants stated that they would challenge their peers if they heard / saw them being racist.
"I would just shout at them 'stop!''"

"I would tell them off ... I would say 'look at yourself in the mirror, don't be judging other people. Would you like it if I said that to you?'"

"I would tell them not to say that and say that if they do that again I will tell someone about it"

"...say to them 'oh you think you are good doing it but when it happens to you, you are not going to like it so you should stop doing it to other people"

"I would probably talk it through with the person who was the receiving racist abuse. Then if they were saying 'you're black go back to your own country' I would say 'they are not moving just because you want them to, this is where they live"

"I would defend the person who they are being racist against. I would say to them 'only do to them to what you would want people to do to yourself. If it got too out of hand I would tell a responsible adult"

"I would stand up for the person receiving the abuse. I would tell the person who is doing it to stop it, 'cos if they don't summot serious might happen to them 'cos the person who is receiving it might have a big brother who could hurt them or summot or the teachers could be proper angry with them and tell their Mum and their Mum won't like them either"

Several young people reported that they would tell an adult that they trust.

"I would tell my Dad about it"

"The nearest person that you trust"

"I would tell someone because if you stand up for the person who is being bullied they might start saying it to you as well"

"If you were walking in the park with your friend, and you this a man walking his dog and you think that you might be able to trust him and he's like not one of them people who will hurt you, you could go and tell him"

"Tell a responsible adult"

When asked what they would do if they heard an adult being racist to another person, participants responded as follows:

"I wouldn't exactly say 'stop it stop it' because then we will get told off for that. I would say "this isn't the correct way to be speaking to other people”

"I would call the police"
“I would tell somebody … an adult who is bigger than me and who can handle it. Maybe I would ring the police”

“I would tell a teacher”

“I wouldn’t really say anything to them if they were really big as I would be scared”

When asked what they would do if they heard or saw one of their friends or family members suffering from racism, participants stated:

“Maybe I’d just tell another friend or family member to sort it out”

“You should tell their parents”

“If it were someone younger than you then you could walk back [home] with them even if it were not on the way to your house and see what were happening. Then you could tell the little child’s mother because you would be a witness of it so they will do something about it”

“If they were like my age and they were doing it to a friend I would try and stick up for my friend, but if it were coming to violence I would run and tell an adult”

“If it was your younger brother or sister and they were receiving it in school or on the way back from school you should say to them ‘oh don’t listen to them because it’s not true, they don’t know nothing about you so they shouldn’t say it to you’

“I would try and help them … by asking them who is being racist. I would go up to the person [being racist] and say ‘no, don’t do that’ … I would stick up for them”

“I would go and try to find the person who was giving them racism and tell them to stop”

“If they do it again I would phone the police and say ‘this person is being racist to my family and I don’t like it’. So, they would probably be arrested”

“I would call 999 straight away”

“I would go and tell the police ‘cos they might be hurting them or actually making fun of them”

“I might go up to the person who is receiving racism and tell them that if they ignore it, no matter how mean they are being, ‘cos usually people only do it because they know that they are hurting ya”

“The football players said that if there is monkey chanting they would tell their manager”
Comment / Recommendation

It is rather interesting to note that several young people stated that they would contact the police to report racist abuse. Whilst this is, of course, positive in the sense that they have recognised and understood the gravity of the issue, perhaps it would be advantageous to highlight during the SOAR event if / when young people should consider dialling 999.

When asked how they felt when they returned home from the event, one young person replied that they felt sad as they had used racist language in the past.

Several young people noted that they had told their family members about the SOAR event.

"I told my Dad that we got a signed poster and my Mum that we had met the footy players"

"I said that I had lots of fun even though I hadn’t won any prizes"

"[I said] it could have been better but it was still good"

Notably, a significant number of young people reported that they had informed their parents / siblings / grandparents that they should not use racist language:

"[I told my parents] ... to not to be racist to other people when they get angry"

"I felt like I should go and tell my family so that they would know what is racist and what isn’t"

"...I told my Mum ... ‘if you hear anybody being racist to other people just because they are a different sort of language then just tell them to stop it because it wouldn’t be nice if you or anyone else got racism”

"[I told my parents] ...you should have gone ‘cos you might have learnt something”

When asked if they thought their parents / siblings/ grandparents had listened to them, almost all of the young people responded negatively.

Close

All participants from School X and School X confirmed that they would recommend the SRtRC SOAR event to their friends. Approximately half of participants from School X reported that they would recommend the event to their friends.

When asked why they would not recommend the event to their friends, participants stated:
“'Cos my friends would probably get bored like me”

“'Cos if they, like, are a certain age [too young / too old], they won't be very interested in it”

“I would recommend it to my friends that don't fidget, but some of my friends get bored after about five minutes”

“Depends if they [friend] like football or not, or if they have done racism or not”

To close each post-event workshop, the facilitator gave out pens and asked participants to write (on a large piece of paper) three words or what they would use to describe the SRtRC SOAR event. Words written by participants included:

- Alright (x 2)
- Awesome (x 7)
- Better than you could imagine
- Boring (x 4)
- Bravo!
- Brill
- Brilliant (x 2)
- Cool (x 2)
- Different
- Excellent
- Exciting (x 2)
- Fabulous
- Fantastic (x 2)
- Fun (x 6)
- Good (x 6)
- Good for learning
- Good prizes
- Good teaching
- Great (x 2)
- Interesting (x 3)
- I would like to go next year (x 2)
- OK (x 5)
- Packed (x 2)
- Phenomenal
- Sick
- Sort of fun
- Supercalifragilisticexpialidocious
- There are lots of competitions
- Wicked

A small number of participants also wrote down what they had learnt during the event - such comments included:

- Chinky is a bad word
- Don't use racist remarks
- Don't use racist words
- Racism is bad and you shouldn't use it

In addition, several participants wrote down suggestions as to how the event could be improved - such suggestions included:

- A prize for each question
- Drogba needs to come
- I would like to see Messi
- Less schools
- More football players
- More fun
- More prizes

**Figure 5: Graffiti Wall**
5.3. Quantitative Analysis - Young People

5.3.1. Profile of young person

Age of young person

Virtually all young people pre-event (99%) are between 8 years old and 11 years old. 9 years old (48%) and 10 years old (42%) comprise the two main ages of young people.

All young people post-event (100%) are aged between 8 years and 11 years old. Young people aged 9 years old (71%) comprise the main age of young people post-event, followed by young people aged 10 years old (26%).

Chart 1: Age of young person (pre-event and post-event)

Sample base = 294 pre-event, 58 post-event, all young people, single response
(* 13 years old = 0.3% of sample pre-event)
Gender

Pre-event, females comprised 52% with 48% being male. Post-event, males comprised 54% of compared to 46% of females.

**Chart 2: Gender of young people (pre-event and post-event)**

![Gender chart]

Sample base = 285 pre-event, 57 post-event, all young people who provided a response, single response

School

Young people from 14 different schools completed the survey pre-event, an average of 15.6 questionnaires per school.

Pupils from five different schools completed the post-event evaluation, an average of 11.6 questionnaires per school.

5.3.2. Racism

Questions, concerns or frustrations about racism or issues surrounding racism

Prior to the SRtRC event, young people were asked whether they had any questions, concerns or frustrations about racism or issues surrounding racism.

A wide range of comments has been provided, with young people asking such questions as; what is racism, why does racism exist and why are people racist?
Understanding of racism

Young people were asked to read seven statements relating to racism and football and were asked to what extent they agree or disagree with them. Young people were asked these questions pre-event and post-event in order to establish their level of understanding pre-event and post-event.

**Statement 1: Racism is a problem in Britain today**

<table>
<thead>
<tr>
<th>Response</th>
<th>Sample base</th>
<th>Strongly agree</th>
<th>Slightly agree</th>
<th>Not sure</th>
<th>Slightly disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-event (270)</td>
<td>47%</td>
<td>30%</td>
<td>19%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Post-event (53)</td>
<td>70%</td>
<td>25%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

Prior to the event, just over three quarters of young people (77%) agreed to some extent that racism is a problem in Britain today, and 94% of young people agreed to some extent post-event.

There has been a significant increase in the proportion of young people who strongly agree, and significant decreases in the proportions who; are unsure, who slightly disagree and who strongly disagree.

**Statement 2: Racism and the effects of racism can be very serious**

* = Under 0.5%

<table>
<thead>
<tr>
<th>Response</th>
<th>Sample base</th>
<th>Strongly agree</th>
<th>Slightly agree</th>
<th>Not sure</th>
<th>Slightly disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-event (270)</td>
<td>74%</td>
<td>14%</td>
<td>9%</td>
<td>*</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Post-event (53)</td>
<td>89%</td>
<td>6%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

88% of young people pre-event agreed to some extent that racism and the effects of racism can be very serious, and 94% of young people agreed to some extent post-event.

There has been a significant increase in the proportion of young people who strongly agree. There has been a significant decline in the proportions of young people who slightly agree and who strongly disagree.

**Statement 3: Footballers can be good role models**

<table>
<thead>
<tr>
<th>Response</th>
<th>Sample base</th>
<th>Strongly agree</th>
<th>Slightly agree</th>
<th>Not sure</th>
<th>Slightly disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-event (270)</td>
<td>29%</td>
<td>26%</td>
<td>27%</td>
<td>11%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Post-event (52)</td>
<td>23%</td>
<td>23%</td>
<td>40%</td>
<td>10%</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

55% of young people pre-event agreed to some extent that footballers can be good role models. Post-event, this proportion was 46%. The proportion of young people who were not sure was 27% pre-event and 40% post-event. The proportion of young people who disagreed with this statement to some extent was 18% pre-event and 13% post-event.
Statement 4: Racism is a form of bullying

<table>
<thead>
<tr>
<th>Response</th>
<th>Sample base</th>
<th>Strongly agree</th>
<th>Slightly agree</th>
<th>Not sure</th>
<th>Slightly disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-event</td>
<td>(270)</td>
<td>72%</td>
<td>12%</td>
<td>10%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Post-event</td>
<td>(53)</td>
<td>91%</td>
<td>4%</td>
<td>4%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

84% of young people pre-event agreed to some extent that racism is a form of bullying, with this being 94% of young people post-event. There is a significant increase in the proportion of young people who strongly agree. There is a significant decrease in the proportions of young people who slightly agree and who strongly disagree.

Statement 5: Racism is just name-calling

<table>
<thead>
<tr>
<th>Response</th>
<th>Sample base</th>
<th>Strongly agree</th>
<th>Slightly agree</th>
<th>Not sure</th>
<th>Slightly disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-event</td>
<td>(270)</td>
<td>13%</td>
<td>12%</td>
<td>16%</td>
<td>17%</td>
<td>42%</td>
</tr>
<tr>
<td>Post-event</td>
<td>(53)</td>
<td>8%</td>
<td>11%</td>
<td>9%</td>
<td>6%</td>
<td>66%</td>
</tr>
</tbody>
</table>

59% of young people pre-event disagreed to some extent that racism is just name-calling, with this being 72% of young people post-event.

There is a significant increase in the proportion of young people who strongly disagree and a significant decline in the proportion of young people who slightly disagree.

Statement 6: I can do something about racism

<table>
<thead>
<tr>
<th>Response</th>
<th>Sample base</th>
<th>Strongly agree</th>
<th>Slightly agree</th>
<th>Not sure</th>
<th>Slightly disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-event</td>
<td>(270)</td>
<td>32%</td>
<td>26%</td>
<td>33%</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>Post-event</td>
<td>(51)</td>
<td>63%</td>
<td>20%</td>
<td>16%</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Pre-event, 58% of young people agreed to some extent that they can do something about racism, with this being 82% of young people post-event. The proportion of young people who were not sure, is 33% pre-event and 16% post-event.

There is a significant increase in the proportion of young people who strongly agree. There is a significant decrease in the proportions of young people are unsure or who disagree slightly.

Statement 7: I am interested in football generally

<table>
<thead>
<tr>
<th>Response</th>
<th>Sample base</th>
<th>Strongly agree</th>
<th>Slightly agree</th>
<th>Not sure</th>
<th>Slightly disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-event</td>
<td>(270)</td>
<td>47%</td>
<td>22%</td>
<td>12%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Post-event</td>
<td>(53)</td>
<td>40%</td>
<td>21%</td>
<td>8%</td>
<td>23%</td>
<td>9%</td>
</tr>
</tbody>
</table>
68% of young people pre-event agreed to some extent with the statement that they are interested in football generally. Post-event, 60% of young people agreed with this statement to some extent. There is a significant increase in the proportion of young people who slightly disagree.

5.3.3. The SOAR event

Football club visiting

Nine different football clubs were specified by young people pre-event.

Opinion of the event

Chart 3: Opinion on SRtRC film and Question and Answer Session (post-event)

Sample base = 51 SRtRC film, 49 Question & Answer Session, all young people who provided a response, single response for each aspect of event rated

Young people who had attended an event were asked for their opinion of the SRtRC film and the Question and Answer Session.

Nearly two thirds of young people (63%) thought the film to be very good. In total, 86% thought the film to be very good or good, 14% average and none of the young people (0%) thought the film was either very poor or poor.
Just over one third of young people (35%) thought the Question and Answer Session was very good. In total, 73% of young people found the Question and Answer Session to be very good or good, 22% thought this was average, 4% thought it to be poor and 0% thought it to be very poor.

**Impact of event on knowledge of racism**

Young people who had attended the event were asked if having attended the SRtRC event they felt they now knew more about racism. Over nine tenths of young people (92%) stated that they did feel they now know more about racism having attended the SRtRC event, and 8% did not feel this.

**Chart 4: Whether young person feels they know more about racism having attended the SRtRC event (post-event)**

<table>
<thead>
<tr>
<th>Yes, have learnt more about racism</th>
<th>No, have not learnt more about racism</th>
</tr>
</thead>
<tbody>
<tr>
<td>92%</td>
<td>8%</td>
</tr>
</tbody>
</table>

*Sample base = 51, all young people who provided a response, single response*
5.4. Quantitative Analysis – Teachers

Due to the low number of responses received from teachers at this point, the results for teachers must be viewed as indicative only.

5.4.1. Profile

School and LEA represented

30 teachers completed the pre-event evaluation and four teachers completed the post-event evaluation. In total, 25 schools were represented in the evaluation. Eleven different LEAs were represented in the evaluation by 32 teachers who responded.

Profile of pupils attending event

A total of 552 pupils were attending the event from 29 teachers who provided a response. This provides an average of 19 pupils per school for each teacher who provided a response.

70% of teachers state that Year 5 pupils will be represented and 67% state that Year 6 pupils will be represented at the event. 3% state Year 9 pupils will be represented, 3% Year 11 pupils and 3% that above Year 11 pupils will be represented at the event. (Sample base = 30 teachers, pre-event).

5.4.2. The SOAR event

Football Club visiting

Eight different football clubs were specified by teachers who completed the pre-event evaluation.

Pre-event preparation and participation

Teachers were asked pre-event to explain in their own words the reasons for participation in the SRtRC event. These respondents are detailed in List 11.

Teachers were then asked to specify which, from a list of possible reasons, were the main reasons for their school’s participation in the SRtRC event.

The fact that pupils would enjoy participating (92%) is the one main reason identified. Over half of teachers also identified; benefits to their school (62%), tie-in with school’s race equality policy (58%), and attending the event will provide a stimulus for further work on racism during lesson time (58%).
Chart 6: Main reasons (prompted) for school’s participation in the SRtRC event (pre-event)

- The pupils would enjoy participating: 92%
- Benefits to your school: 62%
- Tie-in with school’s race equality policy: 58%
- Attending the event will provide a stimulus for further work on racism during lesson time: 58%
- To help tackle racism in school: 50%
- A novel means of engaging with pupils: 50%
- Fits well with the curriculum: 31%
- Link with high-profile footballers: 23%
- Racism is an issue in the area: 23%
- Tie-in with existing programme with Football in the Community/other department at football club: 15%
- Racism is an issue in your school: 8%
- Other: 19%

Sample base = 26, all pre-event teachers who provided a response, multiple response

Issues related to racism which teachers would like to see covered

Virtually all pre-event teachers (23 out of 24 teachers) (96%) wanted to see issues relating to stereotypes covered at the SRtRC event. 21 of the 24 pre-event teachers (88%) wanted where racism comes from covered at the event.
Six of the 24 pre-event teachers (23%) who responded stated they planned to carry out preparatory work with young people before the event, with 20 teachers (77%) stating they did not plan to do so.

**Chart 7: Issues related to racism (prompted) which teachers would like to see covered at the event (pre-event)**

- **Stereotypes**: 96%
- **Where racism comes from**: 88%
- **Appropriate terminology**: 67%
- **Myth busting**: 38%
- **Religious intolerance**: 33%
- **Islamophobia**: 29%
- **Gypsy, Roma & Traveller Groups**: 21%
- **Asylum Seekers**: 17%
- **Other**: 8%

*Sample base = 24, all pre-event teachers who provided a response, multiple response*

Other =

- Racism in sport
- What classes as racism and the effect it has on people who are victims of racism.
6. Conclusions

The following conclusions are drawn from the observation, semi-structured interview, post-event workshop and survey findings.

6.1. The impact of SOAR on its target audience – young people

Arguably, the most significant impact of SOAR on young people is the sense of empowerment that it awakens. Those consulted reported that they, as individuals, feel that they can do something about racism – whether this be consciously removing racist words from their own vocabulary or feeling confident in their ability to directly confront peers engaging in racist behaviour. Such empowerment appears to be founded on young people's understanding that racism is a problem in Britain today, and that its effects can be very serious. Indeed, a number of young people consulted during this evaluation made reference to the murders of Stephen Lawrence and Anthony Walker (the latter of whom featured within the SOAR film), and several post-event workshop participants stated that they would contact the police to report racially motivated abuse.

Findings also suggest that when departing from a SOAR event, attendees do seek to discuss racism within their home environments, and in some instances have sought to challenge the racism exhibited by their relatives. The importance of this finding should not be overlooked. By fuelling young people’s passion to speak out against racism, Show Racism the Red Card may be breaking the transmission of inter-generational racism. Further research is required to explore this issue further.

6.2. The impact of SOAR from the views of teachers and programme supporters

Semi-structured interview findings reveal that teachers believe SOAR to be interesting, engaging and that event content challenges their pupil’s thinking. Due to a low response rate, no solid conclusions can be drawn from the post-event survey of teachers at this point in time. In order to a) achieve a deeper understanding of the impact of SOAR and, b) gain further insight into the post-event survey results, Show Racism the Red Card may wish to consider undertaking telephone depth interviews with teachers in the future.

6.3. Areas of strength

A key strength of SOAR is the expertise and drive displayed by the Show Racism the Red Card staff involved in its design and implementation. Educational activities are delivered in an interactive, enthusiastic and engaging manner by workers who are able to successfully create a ‘safe space’ for young people to learn about a rather sensitive topic. Findings indicate that key messages conveyed during the event are recalled by attendees (i.e. ‘don’t judge a book by its cover’, ‘report racism to a trusted adult’) and the roaming microphone technique appeared to encourage young people to remain alert.

The contribution of Show Racism the Red Card patrons is also praiseworthy. Such individuals not only donate their time to educating young people about the necessity of combating racism, but also speak passionately about their own encounters with racism when answering questions from
the audience. With regards to the Q&A session generally, quality over quantity appears to be crucial, with findings indicating that those who make the most significant impression on young people are those who impart information accessibly and honestly.

The competition prizes and free / autographed posters are clearly appreciated by SOAR attendees – regardless of their interest in football.

6.4 Areas for development and potential improvement

A number of recommendations feature throughout this report. Combined, they suggest that SOAR may benefit from some minor ‘tweaking’ as opposed to an entire overhaul.

A theme echoing throughout the evaluation findings is that of language and terminology. Post-event workshop data indicates that SOAR attendees did not recall the word ‘discrimination’ and some young people did not understand the word ‘heritage’ or ‘role model’.

A further area for consideration concerns the lack of physical activity and ‘fun’ incorporated into the SOAR agenda. Many young people who contributed to this evaluation complained about amount of time spent sat down during the event – they recommended that a stadium tour and / or more games could liven proceedings.

The workshop did draw attention to the need for the Q&A panel members to provide non-conflicting and clear messages to SOAR attendees.

Finally, despite seemingly being an attractive hook, findings suggest that inviting professional footballers to SOAR events is more tokenistic than it is essential. Post-event survey findings showed no significant increase in young people’s agreement with the statement ‘footballers can be good role models’ and little reference was made to their contribution during the post-event workshops. Admittedly this could be a consequence of the young people simply not recognising the football players, therefore impacting on their feelings of ‘awe’. The question is: does ‘celebrity’ matter? Would young people - both male and female - feel more inclined to fight racism if David Beckham, Usain Bolt or Jessie J attended a SOAR event? This question is, of course, unlikely to ever be answered given the feasibility of enticing such individuals to SOAR events. Nevertheless, it may be a question that Show Racism the Red Card wish to contemplate.
7. Appendices
Appendix A: Observation Framework

<table>
<thead>
<tr>
<th>AGENDA</th>
<th>OBSERVATION</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.00-13:05 Introductions</td>
<td>• Venue:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- accessibility</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- vibe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- room size / acoustics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SRTRC promotional materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ratio – staff : YP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• YP: gender / ethnicity / physical disability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How quickly do the YP settle down?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Are the YP engaged?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- listening / watching?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- fidgeting?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- whispering?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- using gadgets? (e.g. mobile phones)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- yawning?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- requesting toilet breaks?</td>
<td></td>
</tr>
<tr>
<td>13:05 -13:50 Educational Activities</td>
<td>• Are the YP engaged? (see above)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Staff approach?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How are the YP responding to staff?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Is the content truly YP friendly?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• YP reaction during activities:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- shocked?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- giggling?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- nodding?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- any demographic differences?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Are the YP engaging in (relevant) discussions with each other?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Are the YP forwarding opinions / ideas?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Are the YP asking (relevant) questions?</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td>Questions</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>13:50-14:00</td>
<td>Break / Brain Gym</td>
<td>• Are the YP chatting about event content?</td>
</tr>
<tr>
<td>14:05-14:35</td>
<td>Film &amp; Re-Cap of Themes</td>
<td>• Are the YP engaged? (see above)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can all of the YP see the screen? Sound quality?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reaction during film:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• shocked?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• giggling?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• nodding?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• any demographic differences?</td>
</tr>
<tr>
<td>14:35 – 14:40</td>
<td>Panel Introduced</td>
<td>• YP reaction to panel:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• any demographic differences?</td>
</tr>
<tr>
<td>14:40-14:55</td>
<td>Q&amp;A Session</td>
<td>• Are the YP engaged? (see above)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• YP hesitant / reluctant to ask questions?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Staff encouragement?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Are the YP’s questions relevant?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Do the YP’s questions directly relate to event content?</td>
</tr>
<tr>
<td>14:55-15:00</td>
<td>Prizes</td>
<td>• Are the YP engaged? (see above)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Are the YP impressed with the prize(s)?</td>
</tr>
<tr>
<td>15:00</td>
<td>Autographs, photographs and press interviews</td>
<td>• Are the YP approaching staff / players / teachers to discuss event content / ask additional questions?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Are the YP chatting to each other about event content?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Duration of 'close' – rushed?</td>
</tr>
</tbody>
</table>
Appendix B: Post-Event Workshop Guide

Moderator:
Date:
School:
Number of CYP:
School Year:
Age:
Ethnicity: Non-BME: BME:
Gender: Male: Female:

My name is XXXX and I work for Qa Research – an independent research company. I am here to talk to you about the Show Racism the Red Card event that you attended the week before last (Thursday 24th November).

Everything that you tell me will be used to write a report that will be shown to Show Racism the Red Card staff. I must stress however that everything you tell me is confidential, we will use quotes within the report but no names will be used.

Because everything you say is important and I won’t be able to scribble it all down, is it ok if I record the session? Any questions?

INTRODUCTIONS (5 minutes)

ACTIVITY: Doodle
- Moderator to give out paper and pens and ask participants to draw a picture of someone they admire or someone they would say is their role-model.

  Prompt: this could be anyone at all – a singer, an actor, a sportsperson, a friend, a family member, living or deceased etc.

- Each participant will be asked to introduce themselves (name, age, school year) and briefly explain their drawing.

PRE-EVENT (5 minutes)

Q1. Had any of you heard of Show Racism the Red Card before going to the event?

Q2. How did you feel when you were told that you were going to the event? (Prompt: Are any of you football fans? Did this make you particularly excited / not bothered about going?)

Q3. What did you think the event would involve? (Prompt: teacher briefing?)

Q4. Had you learnt about racism in school before you went to the event? (Prompt: what did this involve?)
Q5. Did you complete a Show Racism the Red Card online survey before the event? (Prompt: did you have any questions about racism that you were hoping to be answered during the event?)

STRENGTHS, WEAKNESSES & IMPROVEMENTS (20 minutes)

ACTIVITY: H-Diagram

- Moderator to give out post-it notes (male = green, female = yellow) and ask participants to write down what they thought was good and bad about the event. Moderator to ask participants to suggest improvements.

- Moderator to cluster the post-it notes into themes and prompt discussion.

If not directly raised by participants:

Q6. Did you feel bored or tired at any point during the event?

Q7. What did you think of the presenters? They were the people who did the activities with you before the break.

Q8. Did you know who the members of the panel were? (any demographic differences?)

Q9. Who was your favourite panel member? Why? (any demographic differences?)

Q10. What did you think about the prizes? (any demographic differences?)

Q11. What did you think of the ‘goodie bag’ that you were given at the end of the event? What did you think about getting an autographed poster?

MESSAGE RECALL – EDUCATIONAL ACTIVITIES (15 minutes)
Q12. Do you remember the 4 reasons why someone could receive racism? (unprompted). Moderator to have the following written on flip-chart paper – participants to fill in the blank spaces.

Racism is __________ because of ...

1. __________________
2. __________________
3. __________________
4. __________________

Q13. So, racism can take many different forms. So for example, calling someone names because of their skin colour, nationality, religion or culture is racist. But can you think of any other ways in which people can be racist? (unprompted). Prompts to trigger recall: jokes, hurting people ...

Q14. Do you remember the activity where you were shown a picture of ‘Tommy’ (moderator to show participants Tommy’s picture). Did you enjoy this activity? Did you learn anything?

Q15. Do you remember playing the ‘racist or not racist’ game? This was when you were told you someone calls the local Chinese takeaway the ‘Chinkys’.

Put your hand up if you had heard the word ‘chinky’ before going to the event. Where did you hear that word? Who said it? (prompt: friends? family members?)

Now put your hand up if you have ever used the word ‘chinky’ – be honest! (moderator to put hand up).

Would any of you ever use the word ‘chinky’ now? If yes – why? If no, why not?

Do you think going to the event has made you think about the language that you use?

MESSAGE RECALL – Q&A SESSION (5 minutes)

Q16. Who can remember any of the questions that the panel were asked? (analysis: do participants only remember the question that the pupil from their school asked?)

Q17. Do you remember any of the answers that the panel gave?

Q18. Can you remember anything else that the panel members said about racism? (Prompt: any stories which really made you think about racism? – e.g. ‘monkey chanting’)
Q19. Do you think any of the panel members were better at answering questions or gave more interesting answers than others?

**EMPOWERMENT (5 minutes)**

Q20. What would you do if you heard or saw someone being racist to another person? *(prompts: young people vs. adults)*

Q21. What would you do if you heard or saw one of your friends or a family member suffering from racism?

Q22. How did you feel when you got home after the event? What did you tell your parents / carers / siblings about the event?

Q23. Since going to the event have you talked about racism in school? *(prompts: during lessons? during break time?)*

**CLOSE (5 mins)**

Q24. Would you recommend the Show Racism the Red Card event to your friends?

**ACTIVITY: Graffiti Wall**

- Moderator to give out pens and ask participants to write three words that they would use to describe the Show Racism the Red Card event.