Working with Show Racism the RED Card and their resources

A Guide for Football Clubs
UK Head Office:

Show Racism the Red Card
PO Box 141
Whitley Bay
Tyne & Wear
NE26 3YH
Tel: 0191 291 0160
Fax: 0191 2971555
Email: gav.sutherland@btconnect.com

If you live in Wales please contact:

Show Racism the Red Card in Wales
FAW Trust
Indoor Arena
Vale Resort
Hensol Park
Hensol
Pontyclun
CF72 8JY
Tel: 01443 228873 ext. 19
Email: sunil@welshfootballtrust.org.uk
Web: www.theredcard.org

If you live in Scotland please contact:

Show Racism the Red Card in Scotland
GMB Union
Fountain House
1-3 Woodside Crescent
Glasgow
G3 7UJ
Tel: 0141 332 8566
Email: info@theredcardscotland.org
Web: www.theredcardscotland.org

If you live in Ireland please contact:

Show Racism the Red Card
c/o PFAI
30 Parnell Square West
Dublin 1
Tel: 01 874 3732
Email: info@theredcard.ie
Web: www.theredcard.ie

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show racism the red card
Introduction

Show Racism the Red Card is now in its 10th year and we have developed very good links with professional football players (both past and present), managers and football clubs. The aim of our campaign is to harness the high profile of professional footballers to combat racism. In the last ten years the profile and role model status of footballers has actually increased.

Show Racism the Red Card works with a whole host of different organisations and these partnerships have produced some of our best work. We have had the backing of trade unions and a whole range of non-governmental organisations in spreading our anti-racist message far and wide.

As a small organisation, we rely on local authorities and professional football clubs throughout the UK to greatly assist us with our anti-racist work. The partnerships we have organised have allowed us to develop our campaign and look at different methods to combat racist attitudes.

This guide is designed to help football clubs and football in the community groups work more closely with our campaign and get the best out of both our anti-racist resources and the services we can provide. With your help we will be able to reach more young people and spread our anti-racist message even further. We look forward to working with you.

Ged Grebbby
Project Coordinator
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Part 1

About Show Racism the Red Card

Pictured here, Kieron Dyer signs autographs for delighted youngsters at Gosforth Civic Centre.
1. The Campaign

Show Racism the Red Card is an anti-racist campaigning and educational charity (registered charity no: 1116971; registered company no: 5834708), which was established in January 1996 with the aim of using footballers as anti-racist role models.

We do this by:

- Producing anti-racist educational resources including videos, dvds, educational packs and posters
- Organising high profile anti-racist events with football and other sporting clubs
- Running community education programmes with groups of young people
- Training teachers and other professionals in anti-racism and the use of our resources
- Running national schools competitions
- In Scotland we work with grass roots organisations and distribute small grants as part of the FARE fortnight of action
- In Scotland and Wales we have the additional remit of tackling racism within the football grounds

Although great strides have been taken to help combat racism both within and outside of football, racism is still a significant problem in both British and European society. The aim of our campaign is to combat racism through anti-racist education and professional footballers are showing the way in terms of making a stand and fighting racism.

In Scotland, Show Racism the Red Card has the additional remit of tackling racism and promoting inclusion in the game itself, and works closely with football fans, the authorities, all 42 professional clubs and grassroots multicultural organisations. The campaign has been able to involve hundreds of top footballers and managers, and has harnessed the high profile of these role models to combat racism.
2. Aims

Show Racism the Red Card has the following aims in mind when developing resources and structuring our education work:

• To familiarise young people with a range of facts and skills that will enable them to challenge racism
• To promote young people’s participation as active and responsible citizens in a growing multi-racial society
• To increase young people’s understanding of issues of diversity and identity, their rights and responsibilities

3. Identifying the Need

We have often been told that there is no need to deliver anti-racism education in some schools and areas, as they do not have a problem with racism. Others insist that it is not an issue for them as there are few or no children from a black or other minority ethnic background in their institution and if they start talking about racism they could create a problem where there has not been one before.

Recent studies that have looked into the types of people who vote for extremist parties have found that those who do are not generally the poorest people in society, nor those living in multicultural areas, but people who have little or no contact with non-white people and who get their information and attitudes from sections of the media and friends. It is in these areas that racist attitudes and rumours can take hold. We need to arm young people with the facts and equip them with the ability to challenge the myths, lies and hatred that they may encounter from other people and the media.

4. Resources

Show Racism the Red Card has produced many educational resources aimed at combating racism:

Video / DVD – with an Education Pack

The film is 15 minutes long and conveys a powerful anti-racist message through the medium of professional football. It covers new ground in anti-racist education. It is suitable for a broad range of age groups and comes with an education pack, full of follow up activities and discussions.

The Show Racism the Red Card DVD is suitable for both Primary and Secondary schools and can be used by a wide range of organisations to promote anti-racism. It features Shola Ameobi, Thierry Henry, Ashley Cole, Robbie Keane, Gary Lineker, Joe Cole and Jose Mourinho amongst many others

SRTRC Scotland Video – with an Education Pack

The SRTRC Scotland film is 15 minutes long and conveys a strong anti-racist message using Scottish-based players. It covers topics including racism in professional and
grassroots football, racism in society, where racism comes from, and what to do about racism.

The SRTRC Scotland video covers new ground in anti-racist education and is suitable for the Scottish curriculum framework. Every publicly funded primary and secondary school in the country has a copy as part of the Scottish Executive’s ‘One Scotland’ campaign, and the video and pack is also used by youth workers and probation officers for events and in other environments. It features Craig Beattie, Hamed Namouchi, Nigel Quashie, Robbie Neilson, Richie Byrne, Walter Smith and Simon Ford amongst many others.

A Safe Place Video - with an Education Pack

Aimed at combating racism towards asylum seekers. The video features young asylum seekers talking about their experiences of seeking asylum in the UK. Also featured on the film are Gary Lineker, Thierry Henry, Shaka Hislop, Lomana Lua Lua, David James, Shola Ameobi, Sven Goran Eriksson and Ashley Cole. The film also includes a quiz on asylum aimed at combating the racist myths.

Posters with football clubs

We work with over 60 football clubs to produce anti-racist posters. We also work with some rugby and basketball clubs. In addition to this we also produce T-shirts, artwork posters, badges, magazines, wristbands and stickers.

Encourage your team to produce a poster with the charity if they are not already doing so.

Posters can be displayed and given out in study support centres and at summer soccer schools.
Part 2

Ways in which Football Clubs can engage with the Show Racism the Red Card Campaign
1. Partnership Clubs

We are looking to increase and strengthen our partnerships with football clubs. We can work with the club to draw up agreements to ensure the best possible outcomes. Some examples of ways in which football clubs can engage with the campaign are:

- Producing a team poster with the campaign
- Working with the campaign to organise high profile anti-racist events at the club
- Using Show Racism the Red Card’s resources in the study support centre and football in the community schemes
- Helping to promote the national Show Racism the Red Card Anti-Racist Schools Competition
- Working with the campaign to set up a programme of anti-racist education
- Scottish and Welsh Clubs can engage with the Show Racism the Red Card fortnight of anti-racist action in October. Including fans actions and the holding up of red cards around the centre circle prior to kick off
2. Hosting a Show Racism the Red Card Event

The Show Racism the Red Card team hold regular events at sporting clubs up and down the country and would be happy to come and run an event at your football club.

Format of Events

Generally our events involve inviting a group of about 50 to 100 young people from the local area to the club where they will watch our anti-racist DVD and pose questions on racism to a panel, comprising of footballers from local teams, prominent community members and Show Racism the Red Card staff.

The event usually opens with a brief introductory speech by the chair, followed by a short background on the Show Racism the Red Card campaign. We then demonstrate the resources available on the Show Racism the Red Card DVD and show about 10 minutes of the main film. Any further speakers then speak briefly after this, followed by questions to the players on racism.

The Q&A session targets young people and we encourage only young people to ask questions, we find that it helps them connect more to the message when they receive a personal response from someone they respect. Prizes are usually given to young people who ask the best questions.

After some brief closing remarks, all of the young people who attend receive goody bags and autographs at the end of the event. The event usually lasts around an hour to keep the attention of the young audience.

In addition to the basic event we have also had musicians, rappers, poetry readings, football jugglers and ground tours on different occasions. Events can be tailored to the needs of the club.

Below is a list of requirements for holding an event: The list is general, will not apply specifically to every event and is merely intended as a rough guide.
**Technical Equipment**

- Large screen and projector
- Video/DVD player
- PA System with microphones

(One of the microphones should be wireless, for questions from the audience).

It is best if the technician who sets up all the equipment attends the event to ensure that there are no problems and the staff are able to operate it.

**Room Layout**

Generally our events are set out with a top table for speakers and footballers, facing the audience. The audience’s chairs are usually in rows and the screen to the side of the top table.

**Other requirements**

Many clubs also provide a signed club football or shirt for the event, which we award to the young person asking the best question on the day. In addition, most clubs offer a tour of the stadium for the young people at the end of the event to finish off the day, and even recruit a few new fans.

**Refreshments**

Often venues provide refreshments for the audience; these can be provided either before or after the event. As most of the audience is made up of young people squash or water is usually required with tea and coffee for the other guests. It is also useful to have some water for the people on the top table.

**Resources for the Day**

We will send you several boxes of our materials before the event. Usually this constitutes posters and magazines that we hand out to the audience. We will need one or two tables to display these on.

**Press and Publicity**

You may get press people contacting you to ask if they can attend. We put out our own press release and encourage the media to contact us. We welcome any press coverage and we don’t send out formal invites to the media, so they are welcome to cover the event.

---

**Contact the Show Racism the Red Card office to arrange a meeting to discuss the best partnership strategy for your club.**

Tel 0191 291 0160
Email: info@theredcard.org

Scotland: Tel 0141 332 8566 Email: campaign@theredcardscotland.org

Wales: Tel 01443 228 873 ext 19 Email: sunil@welshfootballtrust.org.uk
3. Organising a Show Racism the Red Card Community Event or Football Tournament

Show Racism the Red Card is able to offer resources, banners and advice on holding Show Racism the Red Card Community Events or Football Tournaments, these can be a very effective way of communicating an anti-racist message whilst engaging with a community and providing an exciting and enjoyable event for young and old alike.

CASE STUDY  Walker United

This event was the result of collaboration between Show Racism the Red Card, Walker Central Football Club and the local leisure centre. There had been an increase in racial tension in the Walker area, a relatively deprived borough of Newcastle that is a dispersal area for Asylum Seekers. The tension had culminated in incidents such as a vicious attack on an Iranian Asylum Seeker. The football club approached Show Racism the Red Card about the problems in the area and together we came up with the idea of a community day for the borough. The aim of the day was to provide an enjoyable day for the people of Walker whilst educating people in anti-racism and celebrating the things that diversity has brought to the region. The idea was met with a great reception in the local community and large numbers of people came on board to ensure the success of the day.

In the lead up to the event Show Racism the Red Card ran anti-racist workshops and football training over two weekends with youngsters from the football club, anti-racist hip-hop workshops were also organised, the first workshop was held the night before the event and workshops took place throughout the day. Over 30 organisations provided stalls and there were plenty of activities and entertainment for young and old alike, most had an anti-racist or multicultural theme and companies specialising in international cuisine provided the catering. A local councillor opened the event and a celebrity football match between a Show Racism the Red Card team of ex-professionals and a Walker Best 11 followed. A celebrity panel took questions from young people on racism, and a young Newcastle Academy player spoke about how he had come over from Holland to play at the academy and was experiencing terrible racist abuse living in Walker. A representative from the club pointed out that soon the young man could be playing for NUFC and that it was disgusting that he was treated this way, with people visibly affected by what was being said. The two young people who asked the best questions won tickets to St James’ Park to watch Newcastle United play in the UEFA cup. A team of Show Racism the Red Card volunteers had been working tirelessly inflating balloons all day and over 1000 red Show Racism the Red Card balloons were released as part of a balloon race, which was a great statement with which to finish the day.
4. Show Racism the Red Card’s Anti-Racist Competition for Schools

Show Racism the Red Card holds an anti-racist competition for schools every year. Your football club may wish to promote this competition in the local area, or combine it with a programme of schools work. Check the Show Racism the Red Card website for registration and submission deadlines (www.theredcard.org). Separate schools’ competitions take place in Scotland and Wales. See www.theredcardscotland.org for details of the Scottish competition.

Below is a summary of the rules for entry into the competition:

- Each school must register for the competition by filling in and returning the registration form which is available on the Show Racism the Red Card website. Registration is free.

- Each school must have a copy of the Show Racism the Red Card video/DVD and education pack.

- The pupils must watch the video and then produce a piece of visual artwork*, poem, short story or video against racism. The Show Racism the Red Card video explores different aspects of racism, so the work does not have to have a football theme.
  
* The maximum size of artwork must not exceed A3 (297mm x 420mm).

- The school will then have the task of picking its own winning entry. We can only accept one entry per school. The school must supply the following information with the entry: Name and year group of entrant, name of school and the number of pupils who took part in the competition.

- We would also encourage schools to have pupils make individual entries, rather than group entries.

- A panel of judges will pick the winners and Show Racism the Red Card will organise a prize-giving ceremony to present the winners with their prizes. Winning entries will be selected in each age group. Professional footballers have presented the prizes at these prize-giving ceremonies. In the past these prizes have included match tickets and autographed football items such as shirts or footballs, as well as a framed certificate. The entry judged to have won the competition nationally, will receive a prize for their school too.

- In England entries are divided in to 5 categories: Year Groups 1-4, Year Groups 5-7, Year Groups 8-10, Year Group 11+ and a Special Schools category. Please indicate which category your entry should be placed in.

- Entries in the School Competition could also be published in future editions of the Show Racism the Red Card magazine or turned in to posters.

Only one entry per school can be entered into the competition. However the football club may wish to hold its own local competition and prize giving ceremony with more entries prior to the Show Racism the Red Card competition.
On Saturday 1st April 2006 Milton Keynes council and MK Dons worked in partnership to put on a very special event for those who took part in the Show Racism the Red Card Schools Competition. The artwork produced by the young people was displayed around the ground. Before the game Chairman Pete Winkleman showed off the anti-racism message produced by local schools to the Mayor and local MPs Mark Lancaster and Dr Phyllis Starkey, then joined in with pupils from over 40 schools to pose for a group photograph.

There was then an Olympic style parade around the ground with representatives from all 40 schools that took part in the competition holding red cards. A marquee was erected inside the ground in which to shelter and feed the young people. At half-time the prize-winning local schoolchildren lined up for a picture before the chairman signed the document that made the MK Dons one of the first professional clubs outside of the Premiership to sign up to Kick It Out’s Racial Equality Standard for Professional Football Clubs.
Suggested ways you can promote the Schools Competition through your club:
• Promote the competition through the study support centre/football in the community department
• Include articles/publish entries from your area in matchday programmes
• Send out flyers to schools advertising the competition
• Run a local prize giving ceremony prior to the national one
• Make a display of local entries at the club

5. Show Racism the Red Card Fortnight of Action in Scotland and Wales

Scotland

CASE STUDY Raith Rovers

Sunday 29 October saw a football tournament with a message take place at Kirkcaldy High School. Raith Rovers FC with support from FRAE Fife, the Raith Trust and Fife Council staged a six team, 7-a-side tournament to coincide with UEFA’s Anti-Racism Fortnight of Action. After a closely fought group stage supporters’ side Geordie Munrovers won 3-1 on penalties following a 2-2 draw with Badr United.

Football clubs and supporters across Europe held thousands of multi-cultural events to bring communities together and use football to break down barriers. The Rovers competition was just one of over 300 events in Scotland co-ordinated by Show Racism the Red Card.

Organiser James Proctor who is involved with both the Raith Rovers Community Group and the Raith Trust said, "The event was a great success and played in an excellent spirit which is a credit to all the players and the sponsors. Even though football is a competitive sport it has the capacity to bring people together and this is what we succeeded in doing today. We'd like to expand the tournament next year and make this a real festival of football and the feedback we've had from today's event was that everyone was keen to see that happen."

Each October, SRtRC Scotland runs a nationwide Fortnight of Action, coinciding with the Football Against Racism in Europe (FARE) network against racism and discrimination action taking place in 35 countries Europe-wide.
All 42 clubs playing at the professional level are involved in a weekend of action during the fortnight, several supporters associations also work with their clubs for actions with the teams to expand this over the fortnight, with events taking place in the stadiums and in surrounding communities. Scores of other projects take place in schools, communities and grassroots football projects. For example, Albion Rovers FC, as part of the Fortnight of Action have an art competition with participants from local schools. The winners’ artwork is displayed around the stadium.

SRtRC offers free resources and grants of up to £1,000 to assist community organisations in running events during the Fortnight, as part of the 'One Scotland' campaign at the Scottish Executive.

In 2006, the SRtRC Fortnight of Action involved over 300 projects, accounting for over 10% of events taking place across the European continent, as part of the FARE action.

Many of Scotland’s local authorities including City of Edinburgh Council and East Renfrewshire Council have assisted SRtRC in publicising the Fortnight of Action, and have been actively involved in ensuring as many projects take place as possible within their council area.

Wales

The Welsh SRtRC office was only established in late 2006 but is already having a great impact. The first fortnight of action in Wales was held in October 2006, players from every Principality Building Society Welsh Premier League team in Wales united in calling for a racism-free football and society. Players and referees held up ‘Show Racism the Red Cards’ prior to kick off. With 17 clubs in the Welsh Premier league, the message was conveyed throughout Wales as the teams are from all corners of the country. During the season, Show Racism the Red Card in Wales, will be working with the clubs in the Welsh Premier League to continue its work in spreading the anti-racism message through a variety of ways. Show Racism the Red Card is calling for a concerted effort to make racist abuse as unacceptable in Welsh society as it has become in professional football. Almost everyone now accepts that racism at games is wrong. The Welsh campaign will also be working in other sports such as rugby and will see us be active with local rugby clubs around Wales and the national rugby team.

For more information, see www.theredcardscotland.org

For further information please contact Welsh Coordinator. Sunil Patel Tel 01443 228 873 ext 19 email: sunil@welshfootballtrust.org.uk
6. Delivering a Programme of Anti-Racist Education

Football clubs in both England and Scotland have worked with Show Racism the Red Card on various levels to organise programmes of anti-racist education in their areas. These range from providing facilities for Show Racism the Red Card staff or the local council to run workshops, supporting the local council in their delivery of the anti-racist education, to a football in the community department running a scheme themselves.

In both the North East and Scotland, we have been working with ex-professional footballers to deliver anti-racist workshops accompanied by football training. We have found that working with ex-players increases the profile of the work; it also increases the interest from the schools and the participation and enjoyment levels of the young people.

Even if ex-professional players are unable to be involved, football training adds an extra dimension to the work and increases the impact and involvement of the young people.

Show Racism the Red Card can also organise race-equality training for adults. In the past we have run training days for teachers, youth workers, trainee teachers, prison officers, council members and football teams.

The next section of this guide gives a detailed explanation on the best way we have found to run such a scheme, which will be useful for anybody looking to start up a programme of work.
Part 3

Detailed Information on Setting up a Long Term Programme of Anti-Racist Workshops

Pictured here, Welsh International Stars Robert Earnshaw and Danny Gabbidon with young prize winner.

show racism the red card
1. Overview

Show Racism the Red Card has developed an excellent set of resources, honed and improved over 10 years of experience, and over the last 2 years we have had an educational team who have been taking these resources into football clubs, schools and youth clubs on a regular basis to a great reception.

In the North East this team has been funded by the Football Foundation in conjunction with South Tyneside, and Sunderland Councils and Government Office North East; in Scotland, by the Scottish Executive and several other local councils.

This part of the guide is intended to pass on the experience we have developed over this time, the potential pitfalls and best procedures to ensure that the experience of delivering anti-racism workshops with our resources is a positive one, both for the delivery team and the young people involved.

CASE STUDY  Notts County Football in the Community and Nottinghamshire County Council

“Notts County FC were approached by Nottinghamshire County Council to get involved in the Red Card programme which has been running successfully for a number of years here in Nottingham.

To encourage schools to take part we offered free practical coaching sessions delivered by our Football in the Community team, these sessions were enhanced by Football in the Community staff who delivered classroom workshops using the educational resources provided by Show Racism The Red Card. (3 Football in the Community staff travelled to Sunderland to receive training in the classroom element of the programme).

So far we have worked with 10 Primary Schools and in September will roll out the Red Card sessions to a further 10 Primary Schools, the sessions are being funded by Nottinghamshire County Council and we have worked closely with their Development Officer Raj Sharma.

We are awaiting formal feedback from participating schools but the initial reaction to the sessions has been very enthusiastic and positive from both teachers and the children taking part.”

Graham Moran, Community Director, Notts County FC

The Show Racism the Red Card Team is happy to work with you to provide advice, training and support in order to help you to set up an educational scheme in your area.
2. Selecting an Audience

a. Age groups to work with:

We have found that the best groups to work with the Show Racism the Red Card video are Yr 5 and Yr 6 students (ages 9-11 top 2 years of Primary school). We have run workshops with both older and younger children, and these can often be very effective, however the greatest impact seems to be with these year groups. Children younger than 8 struggle with some of the concepts, language on the video and activities in the education pack and we would not recommend specifically targeting them unless there is a particular issue in that group. The workshop can be very effective with older young people, especially if the activities are adapted to ensure that they are challenging enough for that age group, however it is often harder to schedule time with older young people as their timetables are more tightly packed with exam preparation and discipline can become more of an issue.

The football training is especially popular with children who are not yet at Secondary school. The ‘A Safe Place’ video is not suitable for young children, due to challenging subject matter and some disturbing scenes, but it has also been used very effectively with 10 and 11 year olds and upwards.

A recent study has found that 10 year olds are the most likely to hold racial prejudice, but they are also more easily influenced to change their minds than older teenagers.

b. Numbers to work with:

We have found that it is best to work with small groups, this allows more interaction between the facilitator and young people and prevents the workshop from becoming a lecture. When running the football training large groups can be difficult to handle and may mean that some pupils have to sit out part of the session. Where possible we work with groups of 10-25 young people.

c. Where to work:

If workshops can be organised to take place in the football club the added prestige of the venue will add to the impact of the day. Otherwise, a classroom setting is the easiest to deal with, the young people are used to it as a work environment and teachers are used to dealing with any disruptive elements. However the videos and material can also be used to great effect in a youth group setting and there are arguments that you reach young people there that you may not meet in a school setting, and the young people feel more free to express their real opinions, which gives the facilitator a greater opportunity to challenge wrongly held beliefs.

When working with youth groups it is important to be able to adapt the activities in respect of the setting and it is important to be able to change things if the session starts to deteriorate, Q & A sessions with footballers, spot competitions and quizzes are held in reserve for times of crisis!

d. Facilities:

A classroom is the best environment for the workshop, we prefer to have the desks out of the way and the young people to be seated in a horseshoe shape with the television at the front. Many schools now have interactive whiteboards on which the DVD can be shown, these are ideal, providing a large high quality picture that all the class can see easily.

Many football clubs now have study support centres. These also provide a very effective environment for this work with the added impact of being situated within the club.
3. Advertising the availability of the workshops

We produced a flyer advertising the availability of the workshops; with a booking form on the back for those who were interested (see Appendix 1). Originally we wrote a simple letter to each school and whilst this did lead to some bookings it often got lost amongst the vast amount of paper that a school receives.

The glossy flyer has had a much greater impact and the fact that it can be made into a poster for use in the school, means that the young people are more aware of the visit prior to the occasion which increases anticipation and if the workshop is to be delivered by ex-footballers, they have more idea of who they are when they arrive.

Press

The local press are very important in letting local people know of the availability of the workshops. Regular press releases and interviews ensure that the education work appears in the local media as often as possible.

When launching the work in an area and on a yearly basis we run a special high profile event where local school children are invited and given the opportunity to pose questions on racism and obtain autographs from professional footballers from the local team. For more information see the events section of this guide.

4. Prior to the day

a. Making a booking

Once we have received a booking form from a school we telephone them to confirm the type of workshop they would like and agree a date. We then send out a letter to the school confirming the arrangements. In the letter we stress the requirements from the school.
These include:

- **A teacher needs to be present at all times for both the classroom workshop and the football training**

We never run a workshop without a teacher or youth leader present, we are there to deliver anti-racist education not to maintain discipline, however, despite not ever being alone with the young people all our workers and volunteers are CRB checked before delivering workshops.

- **The young people will require PE kit including suitable footwear**

You would be surprised how many schools we have visited where the young people have not had the appropriate kit to participate in the football training.

**We also ask for the following information:**

- **For the school to write back to confirm the arrangements**

This provides a written record that the school has agreed to the date/timetable etc in case of a problem on the day.

- **School First Aider and location of First Aid Equipment**

This is required as part of the risk assessment.

- **Is there a prefect system, school council or similar?**

This is useful to know for the discussion with the young people. One of the questions that we ask is “What can we do about racism” If the school has a prefect system or school council these can be brought into the discussion.

**a. Obtaining Prizes for the young people**

It adds to the enjoyment and participation of the young people if the club can provide prizes to give away during the workshops – match tickets, signed balls and other memorabilia are really useful, otherwise Show Racism the Red Card produces t-shirts, wristbands and hats, which can be used for giveaways.

We have produced certificates to present to the young people at the end of the session as a record of their involvement in the workshop. It is also a special memento of the day for the young people and something that they can take home to show their parents, which may provoke discussion within the home.

**5. Workshop Plans**

The workshop plans that we use are attached to the end of this guide in Appendix 2.

We have different plans depending on how long we have to work with the young people and which video we are using.

**Working with volunteers from an asylum seeking background**

The impact of the ‘A Safe Place’ workshop is much greater if the young people have the opportunity to meet with and talk to someone who has an asylum-seeking background. Therefore where possible we try to work with volunteers who are able to come in and share their experiences with the class. Local organisations supporting volunteering and those supporting refugees have both been very helpful in putting us in contact with volunteers who are able to support the work.

**6. Possible Questions from the Young People and Sample Answers**

Why are all your resources about white people being racist to black people, it can happen the other way around?

It is wrong to discriminate or judge anyone because of their colour or race, however white people tend to be in the majority and they also hold most of the positions of power.
There is an argument that to be racist you have to be prejudiced and in a position of power. Statistics on racism compiled by various professions prove that black and Asian people receive higher levels of racism than white people e.g. schools exclusion rates, deaths in custody, educational attainment, prison population. So the resources have to be imbalanced because racism is imbalanced. In the same way that campaigns to eradicate sexism are biased towards discrimination against women.

However, racism can occur between different groups of white people. Eastern Europeans coming to Britain to seek refuge, work or study are often victims of racism as are Irish travellers. In our latest DVD there are some young white people who tell stories of how they have suffered at the hands of racists and we hope to convey the message that discriminating against anybody because of their skin colour, religion, background or culture is wrong.

Is it racist to want your football rivals to be beaten in a match?

No!

Is it racist to call someone fat/spotty etc?

It is wrong to attack anyone for something that they cannot change. People who are attacked experience great distress. They may become fearful, depressed and lacking in self-confidence, and their progress at school may be severely damaged.

Why is it worse to call someone racist names than it is to call them by other names?

Racism has a long history affecting millions of people and is a common feature in society. When someone is bullied because of their race the bully is not just attacking them but their family, culture and the very essence of who they are. Racist bullying is so serious in that it can continue through a person’s life. People may be discriminated against for their race and prevented from getting a good job, or access to services and it can even escalate up to murder. Words such Spotty, Fatty and Four Eyes are seldom used by adults and seldom or never used by adults to justify offensive behaviour. The law recognises the seriousness of racism by requiring that courts should impose higher sentences when an offence is aggravated by racist or religious hostility.
7 Tying the Football training in with the anti-racist theme

The football training needs to be kept as such and therefore we try not to disrupt it by introducing other activities, however we try to tie it in with the anti-racist theme. We have produced Show Racism the Red Card bibs for the young people to wear whilst they participate. Sportsmanship and teamwork is stressed throughout the session and prizes are given for effort and attitude.

All football trainers need to be fully trained in anti-racist education as the young people may raise questions during this session and it is important that the trainer feels able to answer them.

8. Feedback/Assessing the impact of the work

Attached to the back of this report in Appendix 3 are the feedback forms that we use in schools and youth groups. We have feedback forms for both the young people and the teachers.

We have often been asked whether girls and those not interested in football engage with our resources, in order to answer this question we have started to ask the child’s gender on the feedback form. We are still in the early stages of collecting this data, but the results so far have shown that there is no real discrimination between the sexes and 99% of both boys and girls asked have said that they enjoyed the session overall.

Results for 267 young people

Opinion of the video

Opinion of the football training

Opinion of the classroom work

Did you enjoy the workshop overall?

99% yes for both boys and girls
Question: What did you like best?

From these charts it is easy to see that the football training is the single most enjoyable part of the day for a large number of boys and girls and therefore an extremely important way of engaging the young people in the activities.
A Safe Place Feedback

In Scotland we have implemented an excellent form of feedback for the ‘A Safe Place’ workshops. Each young person completes a questionnaire at the beginning and the end of the workshop so that it is possible to assess the immediate impact that the workshop has had on the young peoples opinions. This has proven to be a valuable tool in measuring the value of the work. Examples of the questionnaire used can be found in Appendix 3.

**Question: Should refugees and asylum seekers be allowed to live in Scotland?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>If no, altered attitude after workshop?</th>
</tr>
</thead>
<tbody>
<tr>
<td>65%</td>
<td>35%</td>
<td>71%</td>
</tr>
</tbody>
</table>

One pupil, who had initially stated his dissent at the influx of refugees and asylum seekers to Scotland, when asked his opinion after the session replied that they should be allowed to live in Scotland “as they are only looking for a safe place”. Another pupil states in response to this question that, “they shouldn’t be allowed to live in Scotland, because they take over our shops and raid our bins and sometimes we see them stealing other people’s things”. After the workshop her reply was altered significantly, “yes they should be allowed to live here as their own country might be having a war and they don’t want to die”. Another child answered that they shouldn’t be allowed, “because they come here to steal, annoy and bully. They should stay in their own country”. The same child when asked after the workshop replied, “yes they should. I have changed my mind because they are just the same as us. It is fair”.

**Why do asylum seekers and refugees come to live in Scotland?**

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>If negative, similar after?</th>
<th>If negative, altered after?</th>
</tr>
</thead>
<tbody>
<tr>
<td>86%</td>
<td>14%</td>
<td>22%</td>
<td>78%</td>
</tr>
</tbody>
</table>

A pupil gave a great example of the ignorance that some children have with respect to people from other races. When asked the above question, his reply was that our Government “had brought them over to be slaves”. After the workshop his answer to the same question was that, “the asylum seekers are here so they do not get hurt. They are scared because there are wars in their countries”. Another example of a child not understanding a situation was when a pupil who stated that asylum seekers and refugees were in Scotland “because their countries are too hot”. After the workshop the same question brought the response that “they are looking for a safe place”.

**Five word description of refugees or asylum seekers.**

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>If negative, similar after?</th>
<th>If negative, altered after?</th>
</tr>
</thead>
<tbody>
<tr>
<td>62%</td>
<td>38%</td>
<td>24%</td>
<td>76%</td>
</tr>
</tbody>
</table>

In response to this question before the workshop, one pupil could only come up with one word, “coloured”. After the session the same child’s response was “frightened, scared, upset, petrified and miserable”. For this child the focus was no longer on the person’s skin colour but on the underlying reasons for their arrival in our country.
Another pupil’s five word description was “uneducated, poor, dumb, criminals and cheeky”. After the session the reply was “frightened, lonely, sad, smart and young”.

**Increased awareness through participation in the workshop?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>92%</td>
<td>8%</td>
</tr>
</tbody>
</table>

It can be evidenced that the vast majority of the children who took part in the workshop, 92%, felt that their awareness of issues relating to racism has been increased through their involvement. One child when stating his increased knowledge, asserted that, he “didn’t know that refugees and asylum seekers could be white people as well”!

**9. Potential Problems**

**Ensuring the venue is prepared**

We have had times where we have arrived at a school and the person who organised the workshop has not been present and the school have not been prepared for our arrival. We have tried to prevent this from happening by writing to the school and asking them to write back to confirm the arrangements. This provides a written record of the arrangements if any problems arise on the day. We also try to phone the school a day or two before the workshop to ensure that there are no problems.

**Some young people are unable to take part in sport**

Where possible our football trainers amend activities to allow those with medical problems or disabilities to take part as much as possible. It is also important to consider that teenage girls from some cultures do not take part in mixed sport, for example Muslim girls. This is not an issue for pre-pubescent girls, but once they are in secondary schools they are not allowed to take part in mixed sport. It is important that young people are not unintentionally left out of the session. If the groups are going to do mixed sport and there are young people present who are unable to take part for whatever reason, an alternative activity should be arranged for them.

**Facilities**

The correct facilities are important for both the workshop and the football training and the requirements should be made clear beforehand. One school we visited arranged for the workshop to be held in a metalwork room. The benches were immoveable and so the group could not be sat in the horseshoe, and there were too many distractions in the form of vices and other apparatus. Towards the end of the session one of the young people trapped her finger in a hole in the desk and the fire brigade had to be summoned to free her! Halls which are used as thoroughfares or which need to be set up for lunch halfway through the session are also unsuitable and provide too much distraction for the young people.

As previously mentioned the venue suggested for the football training can often be inappropriate. If the venue is too small we try to divide the group into smaller groups so some watch whilst the others participate.

Another problem that cannot be planned for is the weather. Often we are booked to work outside and the weather can become inclement, it is important to have a back up activity that can be delivered instead. Gary has a football quiz and Q&A session that can be done if the football training cannot be delivered for any reason.
10. Following up the work - What happens after the day?

The impact of the workshops is much larger when a continuing programme of work is carried out with a group. Wherever possible we try to visit groups twice with the Show Racism the Red Card DVD and the A Safe Place workshop. This gives us an opportunity to build on the foundations that we have laid. Other ideas for extension activities are:

Working with other groups who deliver anti-racist education

There are many different groups working to deliver the anti-racist message in different formats, theatre, music and comedy to name a few. It is possible to set up partnerships and arrange for these groups to visit after you to reinforce the message. For example: We have worked with a London based project Nu-Mcs who run anti-racist rapping workshops and have visited groups who have already experienced our sessions. We are also looking at setting up further long term partnerships to visit schools together and deliver a variety of anti-racist and mythbusting workshops to compound the impact of the work.

Involving the young people in larger anti-racist events

Young people can produce artwork that can be used at a display at a larger anti-racist event, they can also become involved in the organisation of the event from selling balloon tickets for a balloon race, to organising activities and performances/presentations on the day.

Football tournaments with an anti-racist theme can be held with groups that have taken part in the workshops.

Leaving resources

Unfortunately funding and staffing constraints can mean that it is not possible to work with the same group over a long period however, it is important to consider what the legacy is that you will be leaving. We try to leave a copy of the video and the education pack with the teacher who booked the workshop so that they have the facilities to do more in depth work after we leave.

The Show Racism the Red Card team is happy to work with you to provide advice, training and support in order to help you to set up an educational scheme in your area.
Appendix 1: School’s Booking Flyer

Contact Name: ........................................... Position: .............................................

Name of school/youth group: ..................................................................................

Address:

.........................................................................................................................

.........................................................................................................................

Phone: ........................................... Fax: .................................................

e-mail: ................................................................................................................

Proposed Dates for workshop
(Please give as many as possible)


Ages Group of Children ........................................... Number of Children: ..................

What sessions would you like? (Please Tick Boxes)

☐ Show Racism the Red Card Workshop (General Anti-Racism workshop, suitable for all ages)
☐ Poster Making and Further Activities
☐ A Safe Place Workshop (Looking at the issues surrounding asylum seekers, most suited for ages 12+)
☐ Football Training

Do you have the following Equipment available? (Please tick boxes)

☐ Classroom
☐ TV and Video/DVD player - please specify here: .............................................
☐ Football Pitch
☐ Suitable indoor venue for football if weather is bad

Show Racism the Red Card does not run workshops without the presence of qualified teachers and/or youth workers. They need to be present at all times for both the indoor workshops and the football training. Would this be possible?

Additional Comments: .............................................................................................

Please return your completed form by post or fax to:

Show Racism the Red Card, PO Box 141, Whitley Bay NE26 3YH
Fax: 0191 297 1555
### Appendix 2: Workshop Plans

**Show Racism the Red Card Video  8-11 year olds**

**2-Hour Sessions**

**Setting**

If possible have the young people in a horseshoe around the TV and video with a white board/flip chart available.

<table>
<thead>
<tr>
<th>Heading</th>
<th>Description</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Introduce everyone. Ask the young people what they think “Show Racism the Red Card” means then explain the purpose of the session. Before the session starts set the rules for the session. People may have different viewpoints, and you mustn’t pick on someone because they have a different viewpoint to you. Tell the young people that there are no right or wrong answers.</td>
<td>5</td>
</tr>
<tr>
<td>Icebreaker</td>
<td>See Education Pack page 4: introduction to racism.</td>
<td>6</td>
</tr>
<tr>
<td>Activity</td>
<td><strong>What is Racism?</strong> Write answers on a flip chart. Have a definition of racism already written on the flip board to reveal points to look for - Colour, Race, Nationality, Religion, Culture.</td>
<td>5</td>
</tr>
<tr>
<td>Questions</td>
<td><strong>What forms does racism take?</strong> Abuse – Bullying – Calling names, physically attacking – harassing – making it harder for people to get jobs etc. Racist Terminology: Inc. Coloured People? Read out poem.</td>
<td>4</td>
</tr>
</tbody>
</table>
| First part of video | 8  
| Questions   | **How can we challenge racism?**                                                                                                                                                                           | 6      |
| Quiz        | See Quiz Sheet - Young People Undertake Quiz in pairs.                                                                                                                                                      | 20     |
| BREAK       |                                                                                                                                                                                                           |        |
| Activity    | Young people get the opportunity to produce their own work in the form of a poster, poem etc. Alternative Activity: Role-Play around the feelings described in earlier activity: isolation, sadness etc.                | 30     |
| Quiz Answers| Winners get caps/beanie hats/match tickets/wristbands.                                                                                                                                                      | 10     |
| Q&A session | Young people get the opportunity to pose questions on racism and football to Gary and Kieron.                                                                                                               | 8      |
| Give out    | Young people complete feedback on the session and receive magazines, posters, stickers etc.                                                                                                                  | 5      |
| Materials   |                                                                                                                                                                                                           |        |
### “A Safe Place” Workshop 11+ with an Asylum Seeking Volunteer

**Total Time = 115 mins. Allowing 5 minutes for class changeover, longer questions etc**

**Setting**
If possible have the young people in a horseshoe around the TV and video with a white board/flip chart available.

<table>
<thead>
<tr>
<th>Heading</th>
<th>Description</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asylum Seekers are…</td>
<td>Young people complete the sentence and put their completed sentences in a box in the middle of the room. This helps to keep young people occupied if there are any late arrivals and gives an idea of the opinion of the group before the session starts.</td>
<td>5</td>
</tr>
<tr>
<td>Introduction</td>
<td>Introduce everyone. Tell the young people what SRTRC does and what the purpose of today’s session is. Before the session starts set the rules for the session. People may have different viewpoints, and you mustn’t pick on someone because they have a different viewpoint to you. Tell the young people that there are no right or wrong answers.</td>
<td>5</td>
</tr>
<tr>
<td>Video</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Discussion</td>
<td>Read out a few of the original comments on asylum seekers. Talk about the difference between the terms ‘asylum seeker ‘and ‘refugee’. Have definitions written on the flip chart.</td>
<td>10</td>
</tr>
<tr>
<td>True/False Quiz</td>
<td>Have “True” on one wall and “False” on another. Using the quiz on the video the young people stand by the heading that they believe is correct. The statement is then stuck under the relevant heading.</td>
<td>10</td>
</tr>
<tr>
<td>Volunteer’s Story</td>
<td>The volunteer recounts their experiences of seeking asylum to the young people.</td>
<td>10</td>
</tr>
<tr>
<td>Activity:</td>
<td><strong>Newspaper headlines</strong>  See Activity Sheet 4</td>
<td>15</td>
</tr>
<tr>
<td>Questions and Answer Session</td>
<td>Young people can put their questions to the volunteer. Questions are written down and the volunteer chooses which to answer. There are prizes for the best questions.</td>
<td></td>
</tr>
<tr>
<td>Activity:</td>
<td><strong>Create a positive headline</strong>  See Activity Sheet 3</td>
<td>20</td>
</tr>
<tr>
<td>Revisit Brainstorm</td>
<td>Go through original comments and see if the young people still agree with them or wish to add any new comments.</td>
<td>5</td>
</tr>
<tr>
<td>“One thing I have learnt”</td>
<td>The young people finish by writing down something that they have learnt during the session on a post-it note and come up and stick it on the wall/blackboard/door. Encourage them to read all of the comment on their way out.</td>
<td>5</td>
</tr>
<tr>
<td>Distribute resources</td>
<td>Give out “Myth Busters” leaflets and SRTRC resources.</td>
<td>5</td>
</tr>
</tbody>
</table>
“A Safe Place” Workshop 2 hours  Age Group: 11 and Under
Total Time = 116 mins allowing 4 minutes for class changeover
Setting
If possible have the young people in a horseshoe around the TV and video with a white board/flip chart available.

<table>
<thead>
<tr>
<th>Heading</th>
<th>Description</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Introduce everyone. Tell the young people what SRTRC does and what the purpose of today’s session is. Before the session starts set the rules for the session. People may have different viewpoints, and you mustn’t pick on someone because they have a different viewpoint to you. Tell the young people that there are no right or wrong answers.</td>
<td>5</td>
</tr>
<tr>
<td>Questions</td>
<td><strong>Who are Asylum Seekers and Refugees? What do the terms mean?</strong> Assess the knowledge of the class and make sure that they understand the terms.</td>
<td>5</td>
</tr>
<tr>
<td>Famous Refugees</td>
<td>Give out Worksheet one. The young people have to match up the name of a famous refugee with what they are famous for.</td>
<td>15</td>
</tr>
<tr>
<td>Video</td>
<td>Show video and stop it at various points to discuss the feelings of the young people who are speaking.</td>
<td>30</td>
</tr>
<tr>
<td>Wordsearch</td>
<td>Finish the first session by handing out a wordsearch where the young people have to find words connected with the issue of Asylum prize for the pair that finishes first.</td>
<td>5</td>
</tr>
<tr>
<td><strong>BREAK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>True/False Quiz</td>
<td>Have “True” on one wall and “False” on another. Using the quiz on the video the young people stand by the heading that they believe is correct. The statement is then stuck under the relevant heading.</td>
<td>5</td>
</tr>
<tr>
<td>Leila’s Story</td>
<td>Divide the young people into groups of three and give them Leila’s story and a question sheet, each member of the group should be allocated an individual role ask them to read the story answer the questions and then report back to the class.</td>
<td>20</td>
</tr>
<tr>
<td>How could you</td>
<td>In the same groups the young people should think of 3 ways in which they could help Leila settle into the community whether in school or out of school.</td>
<td>5</td>
</tr>
<tr>
<td>Activity:</td>
<td><strong>What would you take?</strong> In the same groups, ask the children to draw 5 things they would take with them if they were being forced to leave home within 15 minutes.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Compare the children’s choices and ask why they arrived at these conclusions and ask if there is anything that is very precious to them that they had to leave behind?</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Put up a poster with pictures of different faces and ask the young people to pick out the asylum seeker. Explain that you can’t, there is no set racial, religious or ethnic criteria for asylum seekers. Explain to the children that asylum seekers are immigrants like any other immigrant, the only difference being that their decision to leave home was forced upon them due to various forms of adversity, oppression, War, persecution etc.</td>
<td>5</td>
</tr>
<tr>
<td>“One thing I have learnt”</td>
<td>The young people finish by writing down something that they have learnt during the session on a post-it note and come up and stick it on the wall/blackboard/door. Encourage them to read all of the comments on their way out.</td>
<td>2</td>
</tr>
<tr>
<td>Distribute resources</td>
<td>Give out “The Truth About Asylum” leaflets and SRTRC resources.</td>
<td>1</td>
</tr>
</tbody>
</table>
# Appendix 3: Feedback Forms

## Show Racism the Red Card Workshop Teachers’ Feedback Form

Please take a few moments to fill in this feedback form. Your feedback will help us to improve our workshops and develop new activities. Thank you.

<table>
<thead>
<tr>
<th>Name of Organisation</th>
<th>Date workshop was held</th>
</tr>
</thead>
</table>

### Overall opinion of the workshop (please circle)

- EXCELLENT
- VERY GOOD
- GOOD
- FAIR
- POOR

### What did you like best in the workshop?

### What did you like least about the workshop?

### Videos

**How did you find the ‘Show Racism the Red Card’ Video? (if shown)**

**How did you find the ‘A Safe Place’ video? (if shown)**

### Future Activities

**How do you think we could improve the workshops in the future?**

**Do you have any suggestions for other future activities?**

### Additional Comments

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Please Fax to: 0191 2971555 or post to: PO Box 141, Whitley Bay, NE26 3YH
Show Racism the Red Card Workshop

Gender (please circle one) - Male       Female

What was your opinion of the video?

EXCELLENT       VERY GOOD       GOOD       FAIR       POOR

What was your opinion of the football training?

EXCELLENT       VERY GOOD       GOOD       FAIR       POOR

What was your opinion of the classroom work?

EXCELLENT       VERY GOOD       GOOD       FAIR       POOR

Overall did you enjoy the workshop?

Yes           No

What did you like best?

Name one thing that you learnt?

Can you think of anything that would make the workshop better?
Scottish “Coaching With a Conscience” Pupils feedback forms

Pupil
Please take a few moments to fill in this form. Your feedback will help us to improve our workshops and develop new activities. Thank you.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date workshop was held</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School

Do you think that refugees and asylum-seekers should be allowed to live in Scotland?

In your view, what are the reasons for asylum seekers and refugees coming to Scotland?

Write down 5 words below that you would use to describe refugees and asylum-seekers.

Is your school taking part in the next Show Racism the Red Card Schools Competition?
**Pupils**

Please take a few moments to fill in this feedback form. Your feedback will help us to improve our workshops and develop new activities. Thank you.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date workshop was held</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
</tr>
</tbody>
</table>

Overall opinion of the football coaching (please circle)

<table>
<thead>
<tr>
<th>EXCELLENT</th>
<th>VERY GOOD</th>
<th>GOOD</th>
<th>FAIR</th>
<th>POOR</th>
</tr>
</thead>
</table>

What did you like most about the coaching?

What did you like least about the coaching?

**Videos**

What can you remember from the ‘A Safe Place’ video and classroom discussion?

For what reasons do you think refugees and asylum seekers come to live in Scotland?

Do you think that refugees and asylum-seekers should be allowed to live in Scotland?
Useful Contacts

There is an extensive list of useful contacts at the end of the Education Pack. In addition to these the following contacts may be useful when trying to set up an education programme:

**Rewind** – www.rewind.org.uk
Anti-racism education that takes a different perspective to most on anti-racist education, debunking the myth that we are of different races

**TeacherNet** – Anti-Racist Bullying - www.teachernet.gov.uk/racistbullying
An excellent resource for teachers and facilitators about racist bullying in schools

**Portsmouth EMAS Asylum Myth Busting Quiz for Schools** -
http://www.blss.portsmouth.sch.uk/asylum/rasgame/index.shtml

Reports separating asylum myths from reality: http://observer.guardian.co.uk/asylum/

Sarah Soyei – North East Community Education Manager
sarah.soyei@btconnect.com

Billy Singh – SRTRC Campaign Coordinator for Scotland
campaign@theredcardscotland.org

Sunil Patel – SRTRC Campaign Coordinator for Wales
sunil.patel@welshfootballtrust.org.uk

Acknowledgements

Compiled by Sarah Soyei

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a guide for football clubs