

# SHOW RACISM THE RED CARD

**ANTI-RACIST  
EDUCATION  
PACK**

To be used in conjunction  
with the DVD

**SHOW RACISM THE RED CARD**



**Show  
Racism  
the  
Red  
Card**



International Footballers' Union

Show  
racism  
the  
red

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Useful Organisations and Websites can be found at the links page of [www.TheRedCard.org](http://www.TheRedCard.org)

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Registered Charity Number: 1116971

Registered Company Number: 5834708

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# USING THE DVD AND EDUCATION PACK

SUBTITLES ARE AVAILABLE ON THE DVD, SIMPLY START THE FILM AND THEN SELECT SUBTITLES WITH YOUR REMOTE OR MOUSE.

This pack has been designed to complement and enhance the information contained in the accompanying DVD. The most effective way to use the Show Racism the Red Card DVD as an educational tool is to screen it in sections. The total running length of the film is 22 minutes with 5 main chapters, following a brief introduction, to which the sections in this pack correspond.

Whilst it is difficult to advocate a single best method or approach for using the resources, we have picked out some key comments and relevant discussion points for each of the five sections. Initiating a discussion with the class based around the proposed starting points may serve as a useful introduction to the suggested activity / activities which will follow in all five cases, and can be tailored by teachers to suit the needs of their students. Estimated timings have been provided for each activity but durations will obviously vary according to pupils' ability.

A useful way to conclude each section is the following plenary: take time to ask the pupils what they have learned from this section of the DVD and the activities.

At the end of each section of the pack is a set of Learning Outcomes indicating what the young people should know, understand or be able to do following completion of the activities provided.

This pack aims to meet the needs of Key Stages 2, 3 and 4. Therefore activities will be marked with age group suitability.

**KEY**



Primary



Secondary

In addition to 'Show Racism the Red Card' you will find the documentary 'Racism and the Beautiful Game' accessible from the DVD menu. This is supplementary to the content of this pack and the main educational film but can be an informative resource, particularly for older pupils, in helping them to understand the context and background to some of the personal stories contained within the main film.

Also included is the winning animation from the 2008 Show Racism the Red Card Schools Competition.

This pack is by no means an exhaustive resource and information that could not be included is available at [www.theredcard.org](http://www.theredcard.org), where you will find a continually updated education section, including details of our annual competition for schools.

## AIMS OF THE PACK

- To familiarise young people with the causes and consequences of racism and equip them with a range of skills that will enable them to challenge racism
- To enable young people to develop good relationships and respect the differences between people, regardless of ethnicity
- To help young people prepare to play an active role as citizens in a growing multi-racial and multi-cultural society
- To provide teachers with an easy-to-use teaching resource to enable them to educate for the above

## ANTI-RACIST EDUCATION AND THE NATIONAL CURRICULUM

### Curriculum links

The activities in this pack tie in very closely to the Citizenship and PSHE curriculum in Key Stages 2, 3, and 4 and the specific areas are highlighted below. Activities also be fit into the curriculum in the following subject areas: Art and Design, Design and Technology, English, History and Information and Communications Technology

### KS2 Citizenship and PSHE

- Developing confidence and responsibility and making the most of their abilities 1a, 1c
- Preparing to play an active role as citizens 2a, 2c, 2e, 2f, 2l, 2k
- Developing a healthy, safer lifestyle 3f
- Developing good relationships and respecting the differences between people 4a, 4b, 4d, 4e, 4f

### KS3 + 4 Citizenship

- Knowledge and understanding about becoming informed citizens 1b, 1i, 1j
- Developing skills of enquiry and communication 2a, 2b, 2c
- Developing skills of participation and responsible action 3a, 3b, 3c
- PSHE (non-statutory guidelines) 1b,1d, 2b, 2g 3a 3b, 3c 3j

The pack is also compatible with the Scottish and Welsh Curriculum, please see our website for further details.

# PRIOR TO WATCHING THE DVD

Due to the potentially difficult nature of discussing issues of racism with students it is advisable to do some preparatory work before using our resources. This should include the setting of ground rules before the session(s). No one should feel picked on, even if they have very different views from those of their classmates. Teachers will have to work hard to ensure that all discussions are at an objective level.

It is however important to ensure that no lesson becomes a platform for racist or similar remarks, and the need for balance should not be regarded as inhibiting a clear stand against racism. Instead, students need to understand that there are certain behaviours, such as racism and bullying which should not be tolerated.

## PRELIMINARY ACTIVITIES:

The two activities below serve as useful 'ice-breakers' to introduce the topic of racism to a class who have not considered it before.

### ACTIVITY 1: INTRODUCTION TO RACISM (10 Minutes)



As you read the following characteristics out one by one, instruct the young people to stand up if the trait describes them or remain seated if it does not.

- Blond Hair
- Freckles
- Wearing Glasses
- Left Handed
- Brown Eyes

After you have the brown eyed children standing, tell the young people that you needed to divide the class and those remaining standing will get to take part in a fun activity, whilst those sitting down will have to write an essay instead. Let the young people respond to this. If the brown eyed children are enjoying it too much you may wish to say that you made a mistake and the blue eyed children will get to do the fun activity! Once they have had a chance to respond, let them know that you were not being serious and ask them if it was a sensible way of dividing and rewarding people. Ask them how it felt to be missing out because you had the wrong colour eyes.

Further emphasise the senselessness by asking what it would be like if society discriminated against people based on these categories. What if, for example, people who had freckles were deemed less intelligent than others? Would it be fair? Would there be any justification? What consequences might such a judgement have for freckled people?

Read out the following definition of race:

**"A group of people who share physical characteristics and traits".**

Facilitate a discussion with the young people using the following points and questions:

Because people can be grouped by any number of physical differences (such as the ones in the categories) race is an arbitrary and invented way to group people.

#### Q: What is racism?

Key points to draw out:

Discriminating against someone because they have a different:

- Skin Colour
- Nationality
- Religion
- Culture

#### Q: What forms does racism take?

#### Q: What is meant by the statement "Show Racism the Red Card"?

#### Q: Has anyone ever heard racist abuse directed towards someone? Where?

### ACTIVITY 2: RACISM AND RESPECT (5 minutes)



Stick the word "Racism" on one wall and "Respect" on the other. Give the Pupils post-it notes and ask them to write down as many words as possible that they associate with each term and stick them around the appropriate heading.

Read through the words with the class and bring out the idea that all of the terms associated with racism are negative, whilst those associated with respect are positive. Explain this is why we want to prevent racism and encourage respect.

# RACISM AND FOOTBALL

STARTS AT 1'28, ENDS WITH SAMUEL ETO'O: "SHOW RACISM THE RED CARD".

Various players recount their experiences of racism from the 1970s through to the present day. Once you have screened this section you may wish to facilitate a discussion around the following comments before moving on to the related activity.

## Discussion Points:

- How might hearing such abuse affect a player during the game?
- In what ways does racist abuse differ from other types of verbal insult heard at football matches?
- What is the persecution of black people that Les Ferdinand refers to?

NB: Historical context such as slavery and the civil rights movement are explored in more detail in the next section, Origins of Racism

- How would you feel if you heard racist abuse either on the pitch or in the stands?



## KEY COMMENTS:

- **PAUL ELLIOTT:** Monkey chanting, booing, even in its most extreme cases throwing of bananas
- **PAUL CANOVILLE:** I turned round expecting it to be the away supporters and found out it was my home supporters and it was really hurtful
- **LES FERDINAND:** The connotations that come with calling someone a black this or a black that far outweigh the connotations in calling someone fat or calling someone ginger haired
- **SAMUEL ETO'O:** Once I nearly walked off the pitch [...] it was quite hard to put up with – people often don't realise what you might be feeling, it's tough



## ACTIVITY 1: RACISM ON THE PITCH (40 Minutes)



The example of Samuel Eto'o considering leaving the pitch when he suffered racial abuse whilst playing for Barcelona can be a powerful situation to explore with older students. Separate the class into six groups and assign them the following roles and questions for discussion. After 10 – 15 minutes ask each group to feed back their decisions to the rest of the class and facilitate a discussion around whether pupils agree or disagree with the choices the group made.

Samuel Eto'o



## **GROUP 1: BARCELONA TEAM / ETO'O**

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

**You need to think of several things:**

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

## **GROUP 2: THE OPPOSITION**

You are players on the opposing team and have heard racist abuse coming from sections of the crowd. How would this make you feel? What actions might you take during and after the game?

**Do you:**

- Support the player on your rival team who is suffering the abuse by offering words of encouragement?
- Offer to leave the pitch in a gesture of solidarity?
- Capitalise on the distraction of your opposition by pushing forward on the pitch?
- Discuss the matter with your teammates after the match and suggest organising a protest
- Condemn those who were shouting the racist remarks in your post-match interviews?

## **GROUP 3: BARCELONA FC'S MANAGEMENT**

You are members of the Barcelona team's management and have heard racist abuse coming from sections of the crowd. How do you react to this?

**Do you:**

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

## **GROUP 4: REFEREE**

You are the referee / linesman / fourth official and have heard racist abuse throughout the game. How do you react to this?

**Do you:**

- Take both teams from the pitch temporarily and make tannoy announcements to the crowd?
  - If so what needs to be said?
- Abandon the game completely (if you do this, it will be the first time this action has been taken)?
- Mention the abuse in your match report?
- Talk to members of the club whose fans were being racist?
- What other action(s) can you take?

## **GROUP 5: SUPPORTERS**

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

**Do you:**

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

## **GROUP 6: UEFA COMMITTEE**

You are members of the UEFA Disciplinary Committee and have seen and heard the reports of racism from spectators in Spain. It is your job to decide what action should be taken. It is in your power to impose punishment on Real Zaragoza for their supporters' actions. According to FIFA regulations 'Any spectator who publicly disparages, discriminates against someone in a defamatory manner on account of race, colour, language, religion or ethnic origin will be subject to a stadium ban of two years'.

**Please consider the following in making your decision:**

- There were many spectators involved in racist chanting, how would bans for the guilty spectators be enforced?
- The FIFA regulations also state: 'If spectators display banners with racist slogans at a match, FIFA will sanction the club or association to which these supporters belong with a fine of at least 20,000 euros and force it to play its next match without spectators'. How will you ensure the decision you make is proportionate?

## Extension Activity:

There is less racism in British football grounds now than there was 30 years ago: ask for the young people's ideas on why this is the case. Answers might include greater awareness amongst fans and players, an increase in women and families attending football matches, more black players in the game, all-seater stadia, the Kick it Out national anti-racist campaign and campaigns by local fans.

## Learning Outcomes

The young people should have:

- thought about how racism manifests itself in football
- thought about what to do if they witness/experience racism in football
- learned skills of negotiation and empathy
- learned skills of research, debate and presentation

## PLENARY

# ORIGINS OF RACISM

STARTS AT 5'37, ENDS WITH BENJANI MWARUWARI: "SHOW RACISM THE RED CARD".

The film now looks at where racism originates, and suggests ignorance is a key factor in creating stereotypes which are used by the media and certain political parties.



## KEY COMMENTS:

- **THIERRY HENRY:** Before you judge you need to know people. Just try to understand each other
- **RIO FERDINAND:** Children look up to their parents and see them as role models
- **JULIE FLEETING:** [Racism] is possibly not something [children] would believe in if they had the opportunity to come up with their own beliefs



## Discussion Points:

- Why are young children often more accepting than adults of people from different backgrounds and faiths?
- Where do people get racist ideas?  
**Parents, Friends, Media, Stereotypes, Some politicians**
- What representations have young people seen on television / in newspapers of people of different colours, religions and nationalities?
- Are there any people / groups who benefit from perpetuating racial stereotypes?

## ACTIVITY 1: STEREOTYPES

(15 minutes)



Put a box in the middle of the room. The young people are given slips of paper with the following statements to complete:

### Key Stage 2

All boys are...  
All girls are...



### Key Stage 3+4

All Asian people are...  
All black people are...  
All white people are...  
All young people are...  
All Muslims are...  
All French people are...  
All football fans are...  
All women are...  
All men are...  
All people who wear glasses are...



Then the young people pick out statements from the box and take turns to read them out. Discuss whether the things that they came up with true? Do they believe in what they said? Where did those ideas come from?

## ACTIVITY 2: WHAT HAPPENS

NEXT... (15 minutes)



Split the class into five groups and give each group one of the following scenarios with a sheet to note their answers.

### Scenarios:

1. A group of young Asian men are out on the street, talking together. An old woman comes towards them, carrying her shopping and needing to get past them to get to her house.
2. A black teenager is coming home from school one night. Two white men aged about 25 with skinhead haircuts come up to him.
3. A young white couple are flying to Greece for a holiday. A man in full Muslim dress and a long beard gets on the plane and sits next to them. He opens his Qur'an and begins to read.
4. A man is stranded at the side of the road with a puncture. Two women pull up and offer to change his tyre for him.
5. An old woman is working in a newsagent's shop, it is getting late and she is thinking of closing up when a group of 8 teenagers in hooded tops come in.

Groups discuss the following points for 5 minutes – they are allowed to have multiple answers / opinions:

- How does the person in the situation feel?
- Why do they feel this way?
- What happens next?

Next each group reads out their scenario and answers to the class. After everyone has done this, ask what was the point of this exercise. What do these scenarios represent? Follow with a discussion on stereotypes: Why are they harmful; where do they come from; etc.

Emphasise that when the young people read or hear something they should consider whether it is fact or stereotype.

### Extension Activity:

Ask each pupil to write down one label which has been wrongly applied to them, why this was wrong and how this made them feel.

## ACTIVITY 3: THE TRANSATLANTIC

SLAVE TRADE (25 Minutes)



The transatlantic slave trade mentioned in this section developed and perpetuated a racist ideology to justify or excuse the huge numbers of Africans enslaved during the 300 year period of British involvement, 1562 to 1865. 10 – 12 million African people were forcibly removed from their homes and taken to plantations in the Caribbean and North and South America during this time.

Whilst societies such as the Greeks and the Roman Empire made great use of slaves domestically, for labour and agriculture, the transatlantic slave trade was different. The explorations of Europeans had discovered countries that were new to them and colonial nations such as Britain, France, Spain, The Netherlands and Portugal (to name but a few), required labour for their new territories, which were mostly in the Americas and Caribbean. This need was made greater by the spread of disease from the European settlers to indigenous peoples, in some cases exterminating the populace.

We would recommend the following online activity to introduce important historical characters and highlight the conditions of enslavement: <http://www.antislavery.org/breakingthesilence/upfromslavery.shtml>

Next divide the class into small groups and provide each with a sheet containing the quotes provided. Read out or print the short biographies below and then ask pupils to match the quotes to the people they think authored them.

### Afterwards in discussion ask the groups:

- The reasons why they have attributed the quotes to each person

Reveal the authors of the quotes

### QUOTE AUTHORS:

1. Frederick Douglass
2. Harriet Tubman
3. David Hume
4. Olaudah Equiano
5. William Wilberforce
6. Francis Galton

## **OLAUDAH EQUIANO** (1745-1797)

Enslaved as a child and taken from his family in Africa to work in Barbados, then America, on plantations and, later, boats. Bought his freedom and wrote a biography, which became one of the first books published by an African author. He became prominent in the abolitionist movement in Britain where he settled.

## **FRANCIS GALTON** (1822-1911)

British scientist and explorer, knighted in 1909. Published over 340 papers and books on a variety of topics. He coined the phrase "nature vs nurture".

## **HARRIET TUBMAN** (1820-1913)

Born into slavery in the USA. Eventually escaped and began rescuing other slaves. Estimated to have helped around 300 people escape to Canada via the "Underground Railroad", which was a network of people who helped hide escaped slaves. No-one she helped escape was ever caught en route.

Was the first woman to lead an armed expedition raid during American Civil War, on June 2nd 1863. The raid freed over 750 slaves.

## **DAVID HUME** (1711-1776)

A Scottish philosopher, economist and historian. He wrote numerous books and papers on a variety of subjects including human nature, politics, religion and ethics.

## **FREDERICK DOUGLASS** (1818-1895)

Born a slave in the USA but eventually escaped and became a prominent anti-slavery lecturer and writer. He visited Britain and Ireland to give lectures as well. British supporters raised \$700 to pay his former owner and buy his freedom. On return to America he published newspapers and continued campaigning for abolition.

## **WILLIAM WILBERFORCE** (1759 - 1833)

British politician and campaigner for the abolition of the slave trade. He headed the campaign to abolish slavery and presented bills and motions against slavery in Parliament. He helped establish a society for the abolition of the slave trade with Granville Sharp and Thomas Clarkson, two of the other British Abolitionists.

# 1

Say nothing of father, for he is shrouded in a mystery I have never been able to penetrate. Slavery does away with fathers, as it does away with families. Slavery has no use for either fathers or families, and its laws do not recognize their existence in the social arrangements of the plantation.

# 2

I had crossed the line of which I had so long been dreaming. I was free but dere was no one to welcome me to the land of freedom, I was a stranger in a strange land.

# 3

I am apt to suspect the Negroes to be naturally inferior to the Whites. There scarcely ever was a civilised nation of that complexion, nor even any individual, eminent either in action or in speculation. No ingenious manufacture among them, no arts, no sciences.

# 4

I now saw myself deprived of all chance of returning to my native country...still heightened by my ignorance of what I was to undergo... I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life: so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat...I now wished for the last friend, death, to relieve me; but soon, to my grief, two of the white men offered me eatables; and, on my refusing to eat, one of them held me fast by the hands, and laid me across I think the windlass, and tied my feet, while the other flogged me severely.

# 5

So enormous, so dreadful, so irremediable did the Trade's wickedness appear that my own mind was completely made up for Abolition. Let the consequences be what they would, I from this time determined that I would never rest until I had effected its abolition.

# 6

The number among the Negroes of those whom we should call half-witted men is very large...The mistakes they made in their own matters were so childish, stupid and simpleton like as frequently to make me ashamed of my own species.

- Why do the groups think each person would make a quote like this?
- Why would some people try and portray Africans as inferior to Europeans?

If the class has found the quotes from these people interesting, they could research similar quotes from:

- People who were slaves
- People who wanted slavery to continue
- People who wanted slavery abolished



**What additional information can the class find about:**

- The experiences and lives of Harriet Tubman and Olaudah Equiano
- The Underground Railroad network
- The Abolitionist movement
- The American Civil War

### Research Project:

Ask each pupil to make a collage of five positive newspaper headings about asylum-seekers, visible ethnic minorities and people of different faiths.



### Learning Outcomes

The young people should have:

- learned to look for and challenge hidden meanings and assumptions in both their own judgements and the judgements of others
- applied skills of comprehension, discussion and research
- gained an understanding of the historical context of the treatment of black people by white people

### PLENARY



SHOW RACISM THE RED CARD IS CURRENTLY PRODUCING AN EDUCATION PACK TO EDUCATE YOUNG PEOPLE ABOUT TRAVELLERS, WHICH WILL BE AVAILABLE FROM EARLY 2009. IN THE MEANTIME, SEE THIS WEBSITE FOR HELPFUL INFORMATION AND ACTIVITIES: [http://www.passingplaces.org.uk/citizenship\\_resources.htm](http://www.passingplaces.org.uk/citizenship_resources.htm)

# EXPERIENCES OF RACISM

STARTS AT 8'14, ENDS WITH DOMINIQUE WALKER: "THERE IS ALWAYS A BETTER WAY".

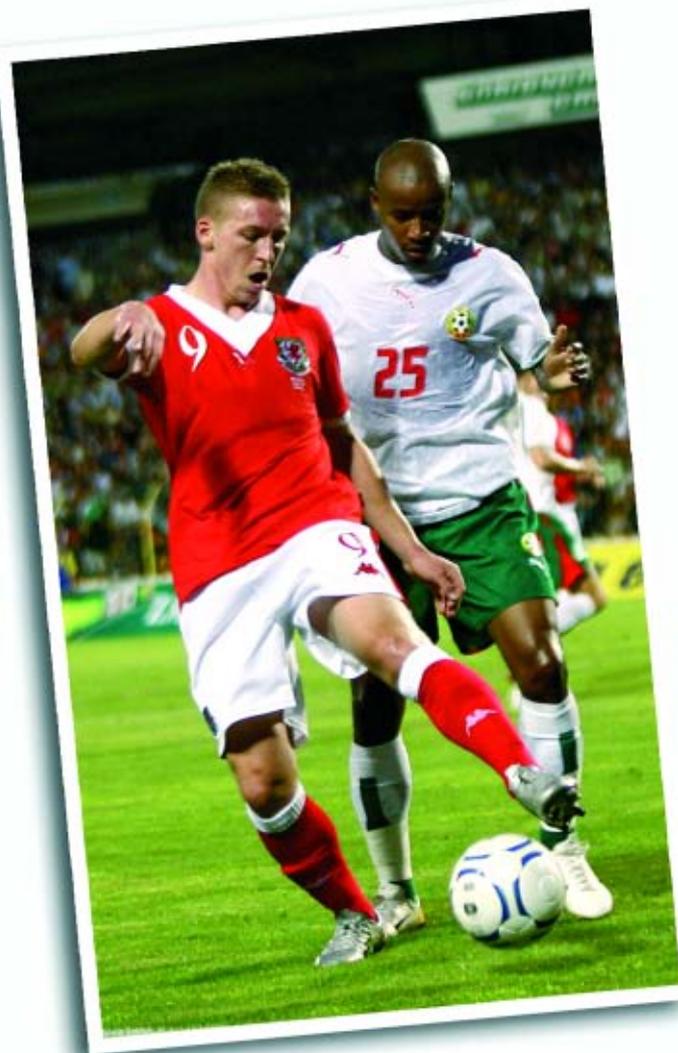
In this section football players and young people discuss occasions on which they have suffered from racism and how this has made them feel. Further personal histories are available via the 'extras' menu on the DVD should you wish to explore them with the class.

“

## KEY COMMENTS:

- **FREDDIE EASTWOOD:** I'm a travelling lad so I get a bit of racism about my caravan and bits and pieces, but there's good and bad in everybody and we [travellers] are not all bad
- **JOHN BARNES:** The more dangerous form of racism is the one you can't see where somebody less qualified than you gets the job
- **YOUNG GIRL:** Two boys stopped and called my headscarf a tea cloth and that was just really stupid and arrogant
- **DOMINIQUE WALKER:** Hate can produce bad things – so long as young people are educated these things won't happen

”



Freddie Eastwood in action

## Discussion Points:

- What is the hidden form of racism that John Barnes refers to?
  - Can you think of any examples?
  - What could be done to combat this institutionalised racism?
- Why is it arrogant to make negative comments about a form of dress or clothing you don't understand?  
NB Issues around different forms of religious dress are explored in more detail in the Islamophobia DVD and Education Pack, available from Show Racism the Red Card
- Why is it racist to discriminate against travellers?
- What are the most extreme consequences of racism and how do these serious incidents affect the communities in which they occur?

## ACTIVITY 1: ANTHONY WALKER'S STORY

(45 Minutes)



Read and / or print the following story and interview for the young people then ask them to compose letters to the Walker family. Points they could consider when writing their letters include:

- Do you have anything in common with Anthony?
- If you were in Dominique or Gee's position would you be able to forgive?
- What words of support could young people offer the Walker family?
- Do you have an idea that could be included in the Walker Foundation's annual festival to encourage young people to respect each other's differences?



# ANTHONY WALKER

**ON 29 JULY 2005 ANTHONY WALKER AND HIS COUSIN, MARCUS BINNS, WERE AT A BUS STOP WITH ANTHONY'S GIRLFRIEND, LOUISE THOMPSON, WHEN THEY WERE SUBJECTED TO RACIST ABUSE.**

The trio left the bus stop in Huyton, Merseyside and started to walk to another bus stop away from the man racially abusing them. They started to go through nearby McGoldrick Park when they were attacked by the person who had been abusing them and another man. Marcus and Louise escaped and ran to get help but Anthony did not. The attackers killed Anthony with an ice axe.

The men who did this were caught and charged with his murder. Michael Barton and Paul Taylor were sentenced to a minimum of 17 years and 8 months and 23 years and 8 months, respectively. On sentencing the pair Mr Justice Leveson said the men had perpetrated "a racist attack of a type poisonous to any civilized society".

Anthony Walker's family have since established The Anthony Walker Foundation which aims to raise funds for projects promoting racial harmony, integration and improve understanding. The Foundation organises a number of annual events including a gala dinner and an Anthony Walker Foundation Festival, which aims to bring together people from different backgrounds and take part in sport, art or education activities that encourage appreciation for people's differences. The Crown Prosecution Service have established an 'Anthony Walker Law Scholarship Scheme' which offers a place to a trainee solicitor of black or other ethnic minority background with the Merseyside CPS, annually. Anthony hoped to study law and work in the legal profession. He was 18 years old when he was killed.

## **IN AN INTERVIEW IN 2005, GEE WALKER SAID THIS ABOUT HER SON ANTHONY:**

"Anthony was going places, I'm sure. He was serious and he knew exactly what he wanted to be. He was his own person. He knew he wanted to be a lawyer and I don't think anything was going to stop him from doing that. He would watch a television programme and say 'If I have to leave England and go to America, I will do that and become a lawyer'.

"He wanted to be a judge, as well, because he had seen the black judges in America and he said 'I'll be one'. He loved basketball. If you come into my house, you'll see that most of the pictures are in frames but with no glass in them, because he would bounce the ball in the house. He knew he shouldn't, but he would bounce that ball!

"He loved coming to church. He was a Godly person, he was very serious about that. He had a passion for basketball and seriousness about the things of God.

"He had trials for Liverpool basketball and also for England, but because it was on a Sunday, there was a conflict between church and basketball. I remember one day, he was really hyped because he had the England trial, but then he realised it was on a Sunday and he didn't want to go. He said 'I can't because I have to go to church, they really need me there'.

## **GEE AND DOMINIQUE WERE ASKED IF THEY HATED ANTHONY'S KILLERS AFTER THEY WERE SENTENCED:**

**Gee:** "Why live a life sentence? Hate killed my son, so why should I be a victim too?"

"Unforgiveness makes you a victim and why should I be a victim? Anthony spent his life forgiving. His life stood for peace, love and forgiveness and I brought them up that way.

"I have to practice what I preach. I don't feel any bitterness towards them really, truly, all I feel is... I feel sad for the family."

**Dominique:** "I did say I forgive and I do still stand by that because you have to. That's one of the things I was raised on and what my mum taught me.

"I feel sorry for them because they didn't know what they were doing, they don't understand the magnitude of what they've done."

## **GEE WALKER SAID THE FAMILY WAS STILL STRUGGLING TO COPE WITH ANTHONY'S DEATH.**

She said: "Every day we wonder, where is our lad? Every day we still wait. We call his name, we hear a ball bounce and we are all looking and waiting."

## **MRS WALKER SAID HER OTHER SON DANIEL HAD BEEN PARTICULARLY AFFECTED BY ANTHONY'S DEATH.**

"I just feel sad for him, every night climbing into the top bunk and his brother's not there. He is just a shadow of himself. When you say, 'how do you feel son?' He just says, 'lost'.

"I don't know what hell feels like but I'm sure I'm sitting in hell right now. Every day you have to relive the pain and I just hope to God no other mother has to sit where I am sitting."

## ACTIVITY 3: UNCONSCIOUS PREJUDICE AND INSTITUTIONAL RACISM (20 Minutes)



Discuss with the class the following statements:

- Black children are better at sport, so should be encouraged to study PE and join sports teams at school
- Women are less likely to stay in a job as they will want to leave to have babies
- Children from a particular neighbourhood are rough and always up to no good
- Gay men have a good eye for fashion
- Chinese girls are very quiet and meek, but really hardworking and clever

Have you heard them being used?

Are they fact or opinion?

What could be the effects of these opinions on the groups involved?

John Barnes speaks in the film about the possibility of an applicant being turned down for a job despite being a better candidate, merely because of the applicant's skin colour or ethnicity. This type of racism is subtle and hard to prove and sometimes the person perpetrating the racism may not even be aware that they are doing it. Discuss with the class the following example:

In 2004 Radio 5 live conducted a study, they sent the CVs of six applicants to 50 organisations advertising vacancies: one male and one female from each of three groups: White European; Asian Muslim; and Black African. All the fictitious applicants were the same standard in terms of qualifications and experience but were written and presented differently to increase their authenticity to recruiters. While 23 per cent of the white

candidates' applications were invited for interview, only 13 and 9 per cent respectively were successful from the Black African and Muslim candidates.

- What do they think were the reasons for this?
- Do you think that the people shortlisting were always aware that they were discriminating against the Black and Muslim candidates?
- Does it matter if they were doing it consciously or unconsciously?

Provide the class with the definition below and conclude by discussing the questions beneath.

- What is an institution?
- What are the key institutions in Britain today?
- What effect do you think institutional racism has on both BME groups and society as a whole?
- What can organisations and individuals do to try to prevent institutional or unconscious racism?

### Learning Outcomes

The young people should:

- Have thought about the different forms racism can take
- Have thought about the current targets of racism
- Be able to recognise that actions have consequences
- Have learned and used skills of empathy, research and writing for a specific audience.

### PLENARY

## INSTITUTIONAL RACISM IS:

THE COLLECTIVE FAILURE OF AN ORGANISATION TO PROVIDE AN APPROPRIATE AND PROFESSIONAL SERVICE TO PEOPLE BECAUSE OF THEIR COLOUR, CULTURE OR ETHNIC ORIGIN. IT CAN BE SEEN OR DETECTED IN PROCESSES, ATTITUDES AND BEHAVIOUR WHICH AMOUNT TO DISCRIMINATION THROUGH UNWITTING PREJUDICE, IGNORANCE, THOUGHTLESSNESS AND RACIST STEREOTYPING WHICH DISADVANTAGE MINORITY ETHNIC PEOPLE. IT PERSISTS BECAUSE OF THE FAILURE OF THE ORGANISATION OPENLY AND ADEQUATELY TO RECOGNISE AND ADDRESS ITS EXISTENCE AND CAUSES BY POLICY, EXAMPLE AND LEADERSHIP.

(MACPHERSON REPORT 1999)

# DEALING WITH RACISM

STARTS AT 12'52, ENDS WITH PEDRO MENDES: "SHOW RACISM THE RED CARD".

In this section players consider how best to respond to racism when it is encountered and offer advice to both young people suffering from racism and young people acting in a racist manner.

“

## KEY COMMENTS:

- **DIDIER DROGBA:** You have to be proud of what you are – don't give back what they give you, it's not the right answer
- **RIO FERDINAND:** The person who is in charge is the best person to tell so they can nip it in the bud straight away
- **RYAN GIGGS:** To look at me you wouldn't think that my dad was black but [racism] is something I had when I was younger. I was a quiet, shy lad – if I could go back in time I would have done things differently, told the teachers and my mum and dad
- **DEAN ASHTON:** If someone is being racist they've got to put the shoe on the other foot and think how they would feel if they or their family were being abused
- **ANITA ASANTE:** You must make sure you report these things because otherwise these sorts of situations will never be resolved

## Discussion Points:

- What is the problem with 'turning the other cheek' and ignoring racism?
- What can you do to help stop racism? At this point you can talk about your school's anti-racism policy:
  - Do the young people know what it is?
  - Is the class aware that since the Race Relations Amendment Act (2000) schools and other public bodies have a legal duty to promote race equality?
  - Who should they approach if they witness/are victim of a racially motivated incident?
  - What are the repercussions for the people involved?
  - Would they make any changes?
- Now discuss how racism is dealt with in wider society:
  - Emphasise that if police find out a crime is motivated by racial hatred they will treat the incident very seriously and any sentence passed will be more severe than one for a similar crime without a racist motive
- What consequences does racism/race crime have for a community?
  - Creation of fear and divisions



”



### ACTIVITY 1: REACHING OUT

(10 Minutes)



If you were the school counsellor and a pupil came to you in tears because they had been racially abused what would you do to help the situation? What could you say to the victim of racism? What would you do and/or say to the person who had been racist? Would you inform the rest of the teaching staff, the other pupils, and/or the parents? How and why?

### Learning Outcomes

The young people should have:

- Employed skills of decision-making and empathy
- Considered and evaluated what can be done by individuals, schools and communities to combat racism
- Gained an initial understanding as to the legal requirements around racial discrimination

### PLENARY

### ACTIVITY 2: CASE STUDIES



From the DVD menu you can access extended interviews with certain players. These can be used as starting points for role play, freeze frames and discussion. See the Show Racism the Red Card website for further teaching notes: [www.theredcard.org](http://www.theredcard.org).

# CAMPAIGNING AGAINST RACISM

STARTS AT 16'14,  
ENDS WITH GARY LINEKER: "SHOW RACISM THE RED CARD".

The final section of the film explores what is being done to fight against racism, what can be done and how football can help to combat racist views.

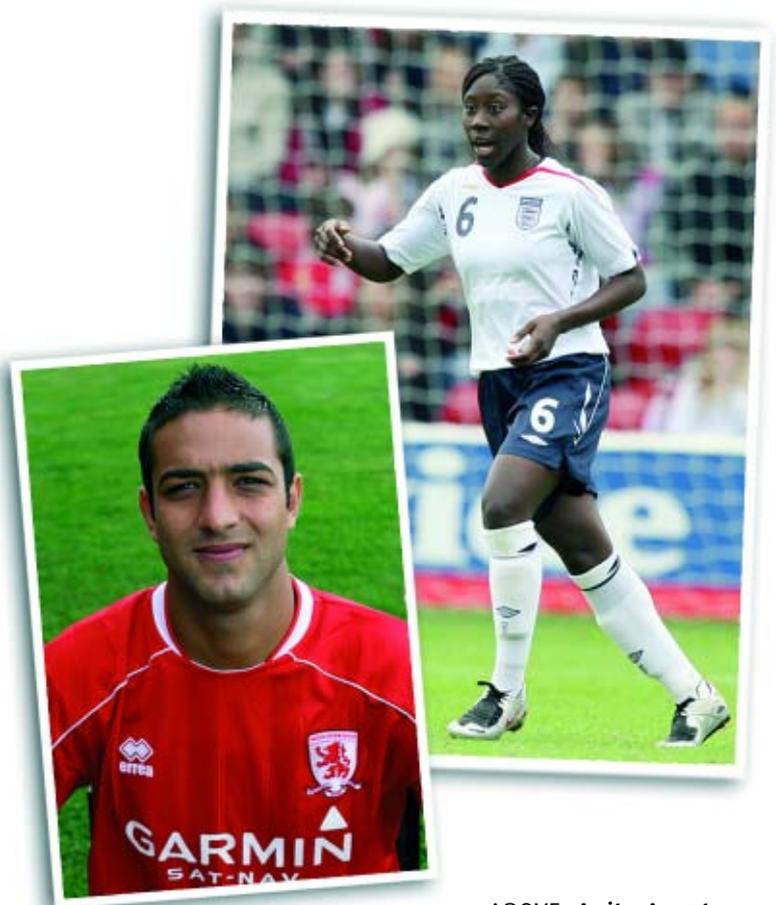
“

## KEY COMMENTS:

- **JULIE FLEETING:** When you come together in football you either get on with other people in your team or you lose
- **MATTHEW TAYLOR:** It doesn't matter what colour you are, what nationality you are, if you can play football then you can be in our team
- **GARETH SOUTHGATE:** I encountered all sorts of nationalities in my team, every possible religion, and people working together, enjoying each other's company and respecting each other's beliefs and faiths
- **MIDO:** You should treat a person for how he is and how he treats you, not for where he comes from or his colour or religion
- **ANITA ASANTE:** The most important thing is respect, respect, just respect

## Discussion Points:

- How can we learn about people of different colours, nationalities, cultures and religions?
- What areas of life other than football bring a diverse range of people together?
- How do we benefit and what can we learn from different cultures?
- In what ways can we show respect to other people?
- What factors would you take into consideration when deciding how to treat someone or whether to be friends with a person?



ABOVE: Anita Asante  
LEFT: Mido

”

## ACTIVITY 1: GLOBINGO (GLOBAL BINGO)

(25 Minutes)



Before you begin the exercise ask the young people whether they think that other countries and cultures have affected their lives in any ways.

Find people in the room who fit the following descriptions – try to find a different person and a different country for each one and write the details in the relevant box. When you have completed the boxes, call out: **GLOBINGO!**

Once they've completed the activity review with the class some of the answers they found out: ask the young people whether they were surprised by any of the things that they discovered and whether they would now like to rethink their answers to the original question.

Can they think of any other ways in which they may have been influenced by other cultures e.g: music, friends, art and technology? Ask them to think of the mix of people in their favourite football team or television programme. Imagine

that people had not come to Britain from other countries over the years, what would life be like? Some racist groups would like us to live in a monocultural as opposed to a multicultural society. What would the young people miss from their lives, if things from other cultures were not available in our society? Do they think it is preferable to live in a mono- or multi-cultural society?

How would the students' favourite football teams be affected if these groups got their way?

### EXAMPLE:

#### Someone who knows the capital cities of 5 different countries

Name:

Countries:

#### A) Someone who has a friend or relative who lives in another country

Name:

Country:

#### E) Someone who can name a sports star from another country

Name:

Country:

#### B) Someone who can say hello in another language

Name:

Country:

#### F) Someone who enjoys food from another country

Name:

Country:

#### C) Someone who is wearing something made in another country

Name:

Country:

#### G) Someone who has travelled to another country this year

Name:

Country:

#### D) Someone who has a parent/relative who was born in another country

Name:

Country:

#### H) Someone who has seen a TV programme from another country this week

Name:

Country:

Gareth Southgate



## Extension activities:



1. Ask the young people to write a short piece about what life would be like if people from other countries had not influenced our lives today
2. Football is an excellent example of how people from all sorts of backgrounds work together as a team - ask the young people to find out and write down the different nationalities and religions of players in their favourite football team

## Project



Young people can work in groups to put some of their ideas into practice e.g:

- Write newspaper articles or stories around the issue of racism
- Organise an anti-racism event at the school
- Run an anti-racism assembly
- Set up a peer support group for the victims of racist bullying
- Set up an anti-racism website or web page
- Enter the annual SRtRC competition

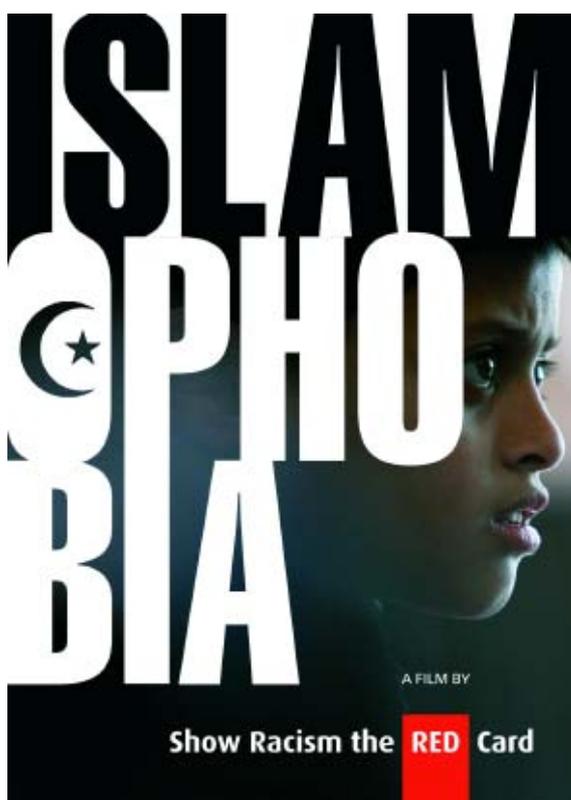
## Learning Outcomes

The young people should have:

- Considered the impact of multiculturalism on their lives
- Evaluated the benefits of a multicultural society/community
- Appraised ways in which they may be able to increase their interaction with people different from themselves

## PLENARY

## ADVERTISEMENT



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# FREQUENTLY ASKED QUESTIONS

## Q: What is race?

**A:** In the past people believed that there were different races of people, who shared common physical features such as skin colour, hair type, facial features, character and skills. Racists have used this idea to label certain 'races' as fundamentally different and inferior.

However we now know through genetics that there is just one species to which we all belong and that people of all colours and appearances have a similar potential. The physical differences between people around the world are external not internal and are caused by the adaptation of people over long periods of time to different environments.

The genes that code for our physical appearance are a very small number and are not in any way connected to genes which code for other characteristics. The genetic differences between so-called races are smaller than the differences within these groups.

## Q: What is racism?

**A:** Though race is an arbitrary social concept, racism is very real. Racism is the belief that people who have a different skin colour, nationality or culture are inferior. Racist ideas have developed over thousands of years and have been used to justify the oppression of many different groups of people.

## Q: What forms does racism take?

**A:** Racism can take many forms, ranging from verbal abuse to outright physical attacks on a person or property. Racism can also be non-verbal, for example denying a person from a minority ethnic background a job or entry to a restaurant or shop, purely on the grounds of their race, colour or nationality. This is known as race discrimination and is illegal.

There is also 'institutional racism'. This is when an organisation's procedures and policies amount to disadvantaging people from minority ethnic backgrounds. It is defined by the Stephen Lawrence enquiry as 'the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racial stereotyping which disadvantages minority ethnic people.'

To combat this type of racism, laws have been put in place to try and ensure that bodies like schools, universities, hospitals, the police, government departments and local councils take action (pro-active rather than reactive) to make sure they are not discriminating against people from minority ethnic backgrounds, whether they are employees or members of the public. This will help to ensure that public services meet everyone's needs.

## Q: Why is racism wrong?

**A:** Racism is wrong because it judges a person and their capabilities based on a very limited set of categories, such as religion or nationality. This leads to a lack of understanding and segregation of peoples and cultures. It also encourages hostility towards any person of a different background. Racism teaches people to hate each other based on their skin colour, nationality or culture even though we are all of one race - the human race. It is much better to live in a multi-cultural society and students should be encouraged to think of the things that would be removed from British culture if we lived in a segregated society - e.g. different types of music, food and clothing. Historically, racism has been used to separate and segregate people of different skin colour, for example under the apartheid regime in South Africa, which ended in 1994 and has also formed the basis for justifying atrocious genocides such as the holocaust of World War Two.

Many people's lives are seriously affected by racism and discrimination every day and not just because of verbal or physical abuse. Many people from minority ethnic backgrounds are not getting the same opportunities as others whether it is in jobs, education or access to health services, or affordable housing. That clearly isn't fair or right as everyone should be given the same opportunities in life.

## Q: Why is using the words 'Paki' or 'Chinky' wrong?

**A:** Although seen by some as abbreviations for 'Pakistani' and 'Chinese', these words have often been used as terms of abuse and are often accompanied by swear words or insults. Therefore they are extremely offensive and it is not acceptable to use these terms to describe a person who is of Pakistani or Chinese origin or to describe an establishment run by a person of Pakistani or Chinese origins.

Using these words suggests that a person doesn't think about others as individuals and that they judge people on what they look like or where they come from, rather than who they are. Ask pupils if they would like other pupils in your school to think of them in this way and make judgements about them just by looking at them?

Also, both words tend to be used generally for Asian people, irrespective of their national origins, such as India or Bangladesh in the case of 'Paki', and Korea or Japan in the case of 'Chinky'. Therefore, as well as being offensive, the terms may not even refer to the correct country. Think about how silly you would look to others if you referred to someone from Germany as Spanish, for example.

## Q: Why are people racist?

**A:** There are many reasons why people are racist. A lot of a person's attitudes and opinions are formed during childhood. If someone is taught to be racist from an early age by a family member, for example, these attitudes are likely to stick with the person throughout their life. Often, when asked, racists are unable to explain why they hate people of a different skin colour, nationality or culture. Racists commonly use people of different ethnic backgrounds as 'scapegoats' on whom to blame their problems and make sweeping negative generalisations about these groups of people. The racist comment "They take our jobs and our homes" is one of the most frequently cited 'justifications' for racism. This is simply not true.

Racism can also be stirred up by the media. Witness recent anti-asylum seeker campaigns run by some of the newspapers in Britain. Constantly running stories about 'bogus' asylum seekers and using emotive language such as a 'flood' of refugees helps to create an atmosphere of hostility amongst sections of the general public. Britain is in tenth place in Europe per head of population for asylum applications. The vast majority of refugees go to countries in the Middle East or Africa, often the Countries that border their own. Asylum seekers in the UK receive only 70% of income support. Even though many are well educated and highly skilled and would like to contribute to society, they are not allowed to work.

## Q: Do white people suffer racism?

**A:** People of all different skin colours can have racism directed at them. Racism can be directed at some groups of white people by other whites - for example, Irish people have suffered from racial discrimination. However, white people in general are not the most

common target and certainly receive far less racism than Black or Asian people. The most common form of racism against white people in the UK is against asylum seekers, travellers or migrants from Eastern Europe.

## Q: Is Islam a threat to Britain?

**A:** Every religious book can be interpreted in many ways: the Bible can and so can the Qur'an. There are extremists in every faith. A handful of Muslim clerics get a lot of media attention but the vast majority preach a peaceful religion. You cannot blame every Muslim for the actions of a few. Britain has also had Catholic and Anglican terrorism in recent years but we did not blame every Catholic for every IRA bomb.

## Q: What can you do when you are the target of racism?

**A:** If you are a school pupil and have verbal racism directed at you, then you should tell your parents and a teacher. If it is physical violence to your person, make sure you tell a teacher, your parents and as many of your friends as possible. Racists are much weaker when they realise that they do not have the support of many people.

If you are older and come across racism in the workplace, you should tell your employer and friends. Schools and employers have a legal duty to treat all racist incidents seriously and action will be taken. Whatever age you are, if you are physically attacked it is also important to get in touch with the police.

## Q: What can you do when you hear racism directed at other people?

**A:** If you hear one of your friends being racially abusive towards another person, have the courage to tell them that you think this is wrong. Try asking why they are doing that and if they are your friend they will listen to you and hopefully change their behaviour. Try to get them to apologise. If this doesn't work, ask yourself why you are friends with this person. You should also report incidents to teachers and parents as they will be in a better position to deal with them.

If you hear racism at a football match, take the number of the person's seat and inform a steward or police officer of their behaviour. They should be dealt with by the club, racist chanting is illegal inside football grounds and will lead to the racist being banned from the ground and if they are a season ticket holder they will have their season ticket taken away from them.

## Extension Activity: Black History, Heroes and Role Models

For many young people, footballers are treated as role models and heroes and this is probably one of the few occasions Black or Asian people are perceived in this way, as historically, our history books have tended to overlook the positive contribution they have made to British and world events.

For a class project, or as an individual homework task, ask the pupils to research the life and works of notable Black or Asian figures. The results could be shared with the rest of the class or used as a wall display.

### POSSIBLE EXAMPLES

- **Nelson Mandela** - Civil rights activist and South African President
- **Martin Luther King** - American civil rights leader
- **Mahatma Gandhi** - Famous campaigner and human rights activist
- **Amir Khan** - Boxer, Olympic Silver Medallist
- **Arthur Wharton** - Britain's first black footballer



- **Mary Seacole** - Nurse in the Crimean War
- **Billie Holiday** - Jazz and Blues singer
- **Colin Powell** - Ex-US Secretary of State for Defence

- **Rosa Parks** - Civil rights protester in America
- **Thierry Henry** - French footballer
- **Kofi Annan** - UN Secretary General

- **Kelly Holmes** - British athlete and Olympic Gold Medallist
- **Leona Lewis** - X Factor winner
- **Tim Campbell** - winner of 'The Apprentice' with Alan Sugar
- **David Lammy** - MP for Tottenham, Minister for Culture
- **Mohammed Ali** - Boxer
- **Pele** - Brazilian footballer



Thierry Henry

### QUIZ ANSWERS:

1. a 2. d 3. d 4. b 5. c 6. a 7. d 8. c 9. b 10. b 11. a 12. d 13. b 14. d 15. c

**FOOTBALLERS FEATURED:** GARY LINEKER; RYAN GIGGS; ASHLEY COLE; BARRY FERGUSON; PAUL ELLIOTT; PAUL CANOVILLE; LES FERDINAND; JUSTIN HOYTE; SAMUEL ETO'O; THIERRY HENRY; RIO FERDINAND; JULIE FLEETING; DIMITAR BERBATOV; JERMAIN DEFOE; BENJANI MWARUWARI; FREDDIE EASTWOOD; JOHN BARNES; DAVID NUGENT; DIDIER DROGBA; ANITA ASANTE; DEAN ASHTON; WES BROWN; DARREN FLETCHER; PEDRO MENDES; MATTHEW TAYLOR; KOLO TOURE; GARETH SOUTHGATE; MIDO; HOPE POWELL; OBAFEMI MARTINS; CRAIG GORDON; GARETH BALE; AARON LENNON; LOUIS SAHA.

# QUIZ



**1. Racism is when people are treated badly because of their:**

- a) Skin colour, nationality or culture
- b) Weight
- c) Disability
- d) Ability at school

**2. What did Samuel Eto'o do when the fans were shouting racist abuse?**

- a) Walk off the pitch and abandon the game
- b) Throw things at the crowd
- c) Sit down in protest
- d) Nearly walk off, but manage to carry on and finish the match

**3. Where did the English players experience racist abuse in 2004?**

- a) France
- b) Germany
- c) Italy
- d) Spain

**4. Thierry Henry says that before judging people you need to get to know and understand them and their culture. What does culture mean?**

- a) A television programme
- b) Way of life, including manners, dress, language, religion, food, and art
- c) Animals
- d) A type of drink

**5. If you hear racist abuse at school you should:**

- a) Ignore it
- b) Start a fight with the person
- c) Tell a teacher
- d) Join in

**6. John Barnes says that a dangerous form of racism is when you:**

- a) Don't get a job because of your ethnicity
- b) Are given too much homework
- c) Get beaten up
- d) Have to walk to work

**7. For what was Ryan Giggs's dad famous?**

- a) He played cricket
- b) He was a singer
- c) He was a TV presenter
- d) He played Rugby

**8. What should you do if you hear racism at a football match?**

- a) Ignore it
- b) Join in
- c) Tell a steward or police officer
- d) Move away from the racists

**9. Who were the main groups of people persecuted and murdered by Nazi Germany?**

- a) Actors and actresses
- b) Jews and Gypsies
- c) Singers and songwriters
- d) Black and Asian

**10. Anita Asante speaks on the film, for what is she known?**

- a) She is a footballer's wife
- b) She plays football for England
- c) She is a television presenter
- d) She is a singer

**11. Freddie Eastwood is a famous footballer who experiences racism because he is:**

- a) A Traveller
- b) Black
- c) Asian
- d) Eastern European

**12. From where can people get racist ideas?**

- a) Television
- b) Parents and friends
- c) Newspapers
- d) All of the above

**13. Why is Dominique Walker in the film?**

- a) She is a footballer
- b) Her brother was killed in a racist attack
- c) She is a TV presenter
- d) She is a footballer's wife

**14. How many current and ex-footballers speak in 'Show Racism the Red Card'?**

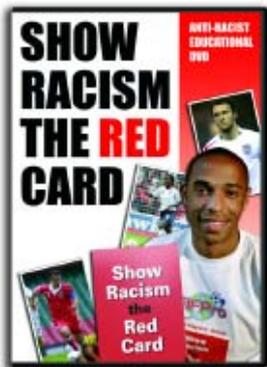
- a) 16 b) 23 c) 28 d) 34

**15. What are the three important words which appear at the end of the film?**

- a) Sing, dance and play
- b) Read, write and study
- c) Learn, understand and respect
- d) Skip, run and jump

ANSWERS ON PAGE 20

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