Acknowledgment and sponsors 2
Introduction to the education pack 3
Outline and activities before watching the DVD 4

Section 1
What is racism? 6

Section 2
Action against racism in school 8

Section 3
Action against racism in sport 12

Section 4
Racism and its consequences 16

Section 5
Do’s and don’ts 17

Section 6
Living in an integrated Ireland 20

Group activities after watching the DVD 22
Beat the bullies 24
Blakestown Community School guide for schools against racism 25
Activities from our Intercultural Summer Camp 26
Coaching with a Conscience 28

Activities Pages 34
Appendix 1, 2 & 3
Introduction

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

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

Aims of the pack

- To provide a clear understanding and definition of racism.
- 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 differences between people regardless of ethnicity.
- To help young people play an active role as citizens in a diverse Ireland.
- To provide teachers and educators with a high quality, easy to use education resource.

Training for facilitators

Show Racism the Red Card will provide training for teachers and educators who wish to use our resources. Please contact us for details - info@theredcard.ie

Anti Racism Education and the curriculum

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

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

Participation in the Show Racism the Red Card Creative Competition provides the opportunity to deliver anti-racism education and also reach learning objectives of subjects across the curriculum.
Structure of the pack

This pack contains a DVD which can be viewed in sections with suggested activities related to the sections. It can also be viewed all the way through. It should be viewed in the context of the organisation’s anti-racism and anti-bullying policies.

Prior to watching the DVD

Before using the pack, it is advisable to do some preparatory work due to the potentially difficult nature of discussing racism with young people. It is important to be mindful of your context as this is a resource to be used in different situations. No one should feel picked on because they have views that are different from their classmates. Consider the make up of your group. Particularly if there is tension or discrimination within the group, it is important to establish ground rules. Teachers will have to work hard to ensure that discussions are at an objective level.

It is also important that the lesson does not become a platform for racist or similar remarks, and the need for balance should not be regarded as inhibiting a clear stand against racism. Instead, students need to understand that there are certain behaviours, such as racism and bullying, which would not be tolerated.

There are no silly questions. Respect others and their views. Establish rules about agreeing/disagreeing with others. Challenge opinions, not people.

Using the education pack

You can play the DVD all the way through or in sections and break out for discussions on themes. There are many different activities in this pack which compliment some of the learning material of the DVD. You should seek to address topics such as defining racism, exploring prejudice, addressing stereotypes and developing appropriate responses to racism.

Activity 1

Introduction to racism

Learning objective: understanding racism

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

- People with long hair
- People with brown eyes
- People who are taller than 120cm
- People who can bend over and touch their toes
- People who have brown hair
- People who are left handed

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

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

Activity 2

What is racism?

On your white board write

Racism is ______________________________

Because of differences in:

1. __________________________
2. __________________________
3. __________________________
4. __________________________

During the class discussion, fill in the gaps you have left on the white board with the correct answers. Racism is discrimination, or treating people differently on the grounds of Skin Colour, Nationality, Religion, Ethnicity - for example membership of the Traveller or Roma Community.

Activity 3

Racism or Respect

Write on the white board two words, ‘Racism’ and ‘Respect’. Give the participants post-it notes and ask them to write down as many words as possible on the post its that they associate with each term. Get the participants to stick the post it next to the appropriate word.

Read through the words with the group and bring out the idea that all the words associated with the word ‘racism’ are negative, whilst the words associated with ‘respect’ are positive. This is why we need to prevent racism and encourage respect.

What is race?

The term ‘race’ is often mentioned when trying to understand what racism is. ‘Race’ is an arbitrary meaningless term and this needs explaining. In the past people believed 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 belong and that people of all colours and appearances have similar potential. There is only one race - the human race!
What is Racism?

Diana Bunici: Racism is a word we hear all the time in the press, in school, online. But what exactly is it and how do we recognise it?

After playing this section, these are starting points for discussion:

- What is racism?
- What forms does it take?
- What does Show Racism the Red Card mean?

By helping each other to learn, students develop strong interpersonal skills
Diana Bunici: Unfortunately racism is real, and happens in Ireland. It can be difficult to know how to approach it. But there are positive steps you can take – here is a story about a group of determined kids from Raphoe and their response to racism.

Starting points for discussion:

- Have you seen or witnessed racism?
- What was your reaction?
- What can you do?
Activity 4
Exploring Prejudice

Learning objective: Understanding prejudice

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

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

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

Indira Kaljo born in Bosnia and raised in Los Angelas. Indira is a Sports Science PHD student and plays in the Women's Superleague with the Meteors club in Dublin

Zaur Antia is from Georgia, which is a former republic of the Soviet Union. Zaur lives in Ireland and is the high performance coach to Ireland’s top amateur boxers. He is coach to both Katie Taylor and John Joe Nevin, who both won medals at the Olympics in 2012.

Jolie Niland is from the United States of America and works as an Online Development Executive at TV3. Jolie was also a professional basketball player and had full time contracts in Spain, Austria, Ireland, Finland, Sweden and the United States.

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

Activity 5
Walking Debate

Learning objective: Understanding stereotyping

Stand to left side if you Agree with the following statement and to the right side if you Disagree with:

- Irish people are warm and friendly
- English people like tea
- French people are good cooks
- People who have black skin are great dancers
- People who are gay have great fashion sense

Related questions:

- Why are you standing there?
- What is your opinion about the statement?
- Would you agree with that opinion?
- Are there situations when this might not be the case?

Stereotypes are assumptions that people from a social group are all the same and based on incorrect information. Stereotypes tend to focus on just one aspect of a person's identity. Stereotypes can be positive and negative. It is important to recognise that while positive stereotypes may seem harmless enough, they are problematic because they tend to be patronising in tone and damaging in effect.

Activity 6
Beat the bullies

Power of words

Learning objective: Building empathy and understanding on the impact of bullying behaviour

All participants have a sheet of paper and for a period, they exchange their sheets with others and write something positive about the person they have got to know. Give the group enough time so that they get a chance to have asked all the people they want to ask within the group. At the end of the activity, each participant should have a lot of affirming statements about them. Facilitator asks – how do you feel? Participants respond.

After the responses are given by the young people, they are then asked to consider the impact of negative statements and how they make people feel.

Activity 7
Learning something new about people

Learning objective: Understanding diversity

Break the group up into pairs and ask the participants to find out from each other what their name means and where it comes from. Also ask about their family tree in terms of where parents and grandparents have lived. Once all the participants have had the opportunity to speak with each other, invite them back to the main group to share the information.

This activity reveals that even in a seemingly homogenous ethnic group, there is diversity. With each name, there is a story, which involves migration and more. This activity can be an opportunity to learn something new from the people we already know.
Diana Bunici: But what about racism in sport? What happens when racism hits the pitch?

When Wexford footballer Lee Chin was racially abused in the middle of a game by an opposing team member, he decided to speak out.

Here is his story.

Starting points for discussion:

- How did Lee Chin react on experiencing racism?
- Are there other ways to react?
- If you were his team mate and heard the abuse, how would you react?
Activity 8
Groups which we belong to
Learning objective: Understanding identity
Find and circle the words listed below
Culture | Friendship | Neighbourhood
Sports club | Facebook | Gender
Religion | Youth club | Family
Nationality | School

Activity 10
Group work activity
Learning objective: understanding other people’s perspective and appropriate responses to racism
Break your class into five groups and set out the following

Group 1
Teammates
You are members of the team and have heard racist abuse directed at one of your teammates? How do you react? What should be done to stop supporters like this? How do you support players on your team who have been abused? What should the club do in response?

Group 2
Team Management
You are members of the team management and have heard racist abuse directed at one of your players? How do you react? What should be done to stop supporters like this? Do you?
- Substitute the player who is the target or racism?
- Take your team off the pitch?
- Support the player who has been abused?
- Ignore it?
- Talk to the team as a whole about racism?

Group 3
Referee
You are the referee and have heard racism during the game. How do you react?
Do you:
- Abandon the game?
- Mention the abuse in your match report?
- Talk to member of club from which racist abuse came?

Group 4
Supporters
You are a supporter of either side and have heard racist abuse during the game. How do you react?
- Shout abuse at those shouting racist abuse?
- Throw objects at them?
- Complain to a steward / police?
- Complain to your club officials?

Group 5
Football Association of Ireland, League or GAA County Board
You are members of the league/ county board disciplinary committee and have heard reports of racism during the game. What do you do? How do you respond?

Note: In soccer, a racist incident is governed under rule 89 of the FAI rule book and it states that the sanction is a five match ban minimum and or fine for club or individual. At League of Ireland level, responses have included fines for clubs and cases where supporters have been banned from attending games.

In GAA, at the time of writing there is no rule specific to the issue of racism. However following incidents in the Summer of 2012, Wexford County board responded by issuing an 8 match ban to a player who engaged in racist abuse directed at Lee Chin. They also responded to racism directed at Eddie Lawlor by barring the umpire for 26 weeks, as he had made the comments.

After the activity, watch section 3 of the DVD.
Racism and its Consequences

Diana Bunici: So by now you’re getting a clear idea of what racism is, what it looks and sounds like. Unfortunately for the people who are experiencing it there are huge consequences. Not only does it lead to isolation but it can cause huge emotional scarring.

A few students here in Adamstown Community College and Blakestown told us about their experiences.

Starting points for discussion:
- Why are people racist?
- Where does racism come from?
- What are the consequences of racism if it is not addressed for both the individual and for society as a whole?

Do’s and Don’t’s

Diana Bunici: It’s vital that we deal with racism the right way. If you are experiencing racism, here are a few key “Do’s and Don’ts”

Don’t keep it to yourself
Don’t get involved in a fight or argument.
Do tell a parent, teacher or guardian or anyone else you can trust.

Remember, racism is always unacceptable. If we’re smart and we use our heads, we can deal with it in the right way.

Starting points for discussion:
- Why is it important to report racism?
- Who do you approach if you witness or experience racism?
- What would you expect to happen if you reported racism?
Activity 11
Pyramid of hate

Learning objective: understand the importance of responding to racism and challenging it at all levels

The purpose of this activity is to provide an illustration as to how racism happens, of where it starts and where it can lead.

Ask the participants to draw a pyramid or a ladder and ask them to identify different levels of racism and how they impact. Ask if they can provide examples from their own lives or from times throughout history.

Top to bottom of the pyramid or ladder
1. Holocaust: we must destroy everyone of them
2. War / Terrorism: we hate them so much
3. Slavery: They are different so do not deserve the same rights as us
4. Violence and Crime: Smash their windows
5. Discrimination: ‘Irish jobs for Irish people’ / ‘No Blacks, Dogs or Irish’
6. Verbal acts of racism: telling racist jokes or name calling
7. Bullying/ Exclusion
8. Accepting stereotypes
9. Not challenging racism

Discussion point:
If there was no stereotyping, racist bullying or exclusion, would the extremely serious incidents be possible?

Racist behavior that’s maybe considered ‘low level’ paves the way for more serious acts. By not challenging this type of behavior, we are creating a society where the violent attacks or discrimination can take place.

Racism happens at different levels and if we do not challenge stereotyping, verbal abuse and bullying, this could pave the way open for racism at a deeper and more destructive level.

Activity 12
Feeling wheel

Learning objective: Understanding the impact of racism

Draw a wheel with spokes in it. Ask the young people to identify how someone feels if they experience racism. Participants make suggestions. Write in at each spoke what they suggest. This is a good interactive visual activity which helps understanding that racism can lead to different feelings from being withdrawn and lonely to being angry and determined. When we understand how people feel, we can understand what the appropriate response is.

Survivor of mass slaughter warns against racism

Irish Independent

Article from the Irish Independent (Oct 12th 2011)

A SURVIVOR of the July massacre on a Norwegian island which left 69 people dead has warned Irish people about the dangers of ignoring racism in our society. Elin L’Estrange, whose father is from Dublin, spoke yesterday about her horrifying experiences on Utoeya Island in July.

She heard the shots being fired by deranged gunman Anders Behring Breivik but managed to escape by swimming 700 metres to safety on the mainland. Ms L’Estrange (24) said Behring Breivik was motivated by his racist beliefs and wanted to destroy multiculturalism in Norway.

“This guy, he hated Muslims. He thought Muslims had a twisted plan to take over Europe,” she said. She had been invited to speak yesterday at a ‘Show Racism the Red Card’ event in Tallaght stadium, which was attended by Dublin school children.

Ms L’Estrange said that everyone had prejudices which could develop into racist beliefs and actions — such as not sitting beside someone on the bus because of their skin colour.

“You’re not going to see a lot of people shot and killed by racism, but you are going to see people hurt. Everyone has a role to play,” she said. “This is a story about the very worst thing racism can lead to — violence and murder,” she said.

Link: http://goo.gl/1BDeT

Utoeya Island atrocity survivor Elin L’Estrange speaking in Dublin

“Don’t ignore it by thinking this is the other guy and I cannot be involved. I would say, you have to be involved because if not, God forbid, the same thing can happen again. No matter how wonderful a country is, you only need a couple of people to start spreading rumours and the whole damn thing can come tumbling down worse than an earthquake”

Mollie Stanber, Holocaust Survivor
Living in an Integrated Ireland

Diana Bunici: Ireland is changing like never before and our population is now more diverse than at any other time in Irish history. Our diversity is something that we should be proud of and it should be celebrated as it enriches our society, our culture and our sport. Let’s hear from some more young people and sports stars about the positive impacts of living in this new integrated Ireland.
1. **Organise an anti-racism world cup in your school/community**

Pick teams to represent all the nationalities of your school/community. If your school does not have children from many nationalities, pick teams to represent the most common nationalities living in Ireland.

Put the names of all participants into a hat and pick out names at random to represent each country. Give each pupil a worksheet to fill out about the country, to include answers as to: capital city, longest river, high mountain, a traditional food, favourite sport. Make the activity difficult or simple depending on the group.

Present displays from countries
Have a tournament
Have fun!

**PS.** You could do this activity during UEFA Football Against Racism in Europe fortnight of action, which takes place in the last two weeks of October each year. More information is available at www.farenet.org

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2. **Carry out an Equality Audit**

Use the tools from the Equality Authority which can help you ensure that your school/service is accessible to all.

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

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3. **Produce a school cookery book**

Produce a school cookery book with recipes from different countries representing the diversity of the school or diversity of Ireland. Invite parents and children from your school to provide a recipe for your school cook book. Once all countries recipes have been decided on then research information about the countries. Produce multiple copies of the school cook book and sell to parents, teachers and others in the community or post on school website. Host a public launch of the school cook book.

4. **Organise a show/event**

Organise a show/event which showcases traditions of different cultures of your school or community.

5. **Carry out a survey**

Carry out a survey in your school/community to find out what students know about racism and then write a report for the school newsletter on the survey.

6. **Take the quiz**

Take the 25 question Show Racism the Red Card quiz online. 
[www.theredcard.ie/quiz](http://www.theredcard.ie/quiz)

7. **Yellow Flag Programme**

Apply to become involved in the Yellow Flag programme. Just as schools do work in order to get their Green Flag, so as to show their commitment to the environment, schools can demonstrate their intercultural standards with the Yellow Flag programme of the Irish Traveller Movement. 
[www.yellowflag.ie](http://www.yellowflag.ie)

8. **Transition year activity**

Ask the students to organise a project over the term to promote integration of young people from different backgrounds within the community with a view to entering the project in both the Anti-Racism Creative Competition and the Young Social Innovators awards. 
[www.youngsocialinnovators.ie](http://www.youngsocialinnovators.ie)

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After watching the DVD

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**Come to our Intercultural Summer Camp!**

Each year, we host a camp where young people get the opportunity to learn about different cultures, have fun and make friends.

Find out more information on [www.theredcard.ie/camp.php](http://www.theredcard.ie/camp.php)

**Participate in our Creative Competition**

Participate in the Show Racism the Red Card Creative Competition by registering your group and submitting work in written, visual or audiovisual form.

Find out more information on [www.theredcard.ie/competition.php](http://www.theredcard.ie/competition.php)

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**Participate in the Show Racism the Red Card Creative Competition by registering your group and submitting work in written, visual or audiovisual form.**

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**Can racism ever be just ‘banter’?**

No! Using someone’s skin colour or ethnicity as an insult has a deep effect. It implies that it is negative to be of that background, attacks something which is intrinsic to that person and is an attack, not just on that individual but on other members of their family, community or group too. Allowing “jokes” or “banter” about someone’s skin colour, religion, nationality or culture creates a society where that behaviour is deemed acceptable and allows for ridicule, name calling, exclusion and stereotyping if left unchallenged.

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**Is it racist to make fun of your hair colour?**

No. Lots of people get picked on because of their hair colour but this isn’t classed as racism. Racism only covers treating people badly because of differences in skin colour, religion, nationality and culture. It is still wrong for someone to be picked on because of their hair colour, or other feature, and they should be encouraged to report this to a person they know and trust.
Beat the bullies

Bullying

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

Bullying is one form of racism and racism is one form of bullying. It can be where one child is left out on purpose. It can come in the form of verbal attacks, teasing or name calling or spreading malicious rumours. Gestures and physical attacks from happy slapping to outright assault are other ways in which bullying happens.

Cyber bullying

Facebook is now used by more young people than ever and is a way that people can send direct messages to each other. Ask.fm is another social networking website that has become very popular with young people. Ask.fm allows users to post status updates and for followers to like the update. Unfortunately these kind of websites mean people can post and like abusive comments.

There is a great danger with online social networking. Twenty years ago, if a young person was experiencing bullying at school, the bullying might end when the school bell rang. Today, a young person can be in receipt of messages into the evening or even middle of the night and not just during term but during holiday periods too.

Ireland footballer James McClean has been subject to vile sectarian abuse on Twitter. Jonathan Pugsley said that there is ‘some moral responsibility’ on websites like Ask.fm to monitor and prevent bullying and that there needed to be a judicial review set up to tackle the issue of cyber bullying.

He made these comments after the death of his daughter Ciara Pugsley by suicide. Parents are strongly encouraged to find out what websites their children are using and to monitor use. It is good practice to have access to the internet in the living room or common area at home.

Advice and tips

If you experience cyber bullying, you can do the following

- Be careful what you put on Facebook or social media as what you put online cannot be deleted and can get you into trouble.
- Don’t respond to or forward the messages
- Keep evidence of cyber bullying. Record the dates, times and descriptions of instances, when cyber bullying has occurred. Save and print screenshots, emails and text messages. Use this evidence to report to the website, school or other bodies.
- Talk to friends, family, teacher / guardian or someone else. Do not keep it to yourself.
- Don’t label the young person ‘bully’ or ‘victim’ but rather the young person who bullied and the young person who was bullied. Labelling can send the wrong message that the young person cannot change their behaviour.

Anti Bullying Resources

www.bullying.co.uk   www.stopbullying.gov
www.abc.tcd.ie       www.bully4u.ie

Articulate a clear statement of expectations regarding racism

Establish a series of consequences for violations

Respond to racist incidents quickly and fairly by gathering adequate evidence

Speak out and tell people… if the problem is in school, approach a staff member. Also let family know. Don’t suffer in silence.

Explore the unfamiliar

Attend an organisation meeting, religious service or travel to a new region where you are in the minority.

Don’t laugh at racist jokes

By laughing, you’re suggesting the joke is appropriate and encouraging more inappropriate comments. You can respond without being rude. Simply say ‘I don’t find that funny’.

Make an effort to get to know people different than you

Look for things in common with other people and celebrate the differences.

Think before you speak

Words can hurt, whether you mean them or not. If you don’t know someone’s country of origin, don’t assume. If you’re unsure, ask.

Learn about other people and their culture

By learning about other people, your life will be greatly enriched and your appreciation of your own culture will deepen.

Work on projects with members of groups different from your own.

Working as an equal alongside others from different groups on a common project is one of the best ways to undo prejudice and increase familiarity with others.

Working with groups towards the same goal can be beneficial to you and the community.

Be a good parent

Expose your children to diversity at a young age. Read stories that explain the point of view of other groups.

Be a role model

Be vocal in opposing discriminatory views and practices, especially with friends and family who respect your opinion. Don’t criticise but help educate others about issues and your own experiences.
Activities from our Intercultural Summer Camp

These are some of the activities which have been delivered successfully at the Show Racism the Red Card Intercultural Summer Camps over recent years. You might find them appropriate for use in your learning environment.

Fear in a hat - Beat the bullies

Learning objective: understanding interdependence

All participants write down on a sheet the one fear they have as a result of their participation in the activity.

Facilitator on receipt of all sheets, reads out the fears and this lays the basis for writing up a group behavior contract, which can allay the fears and ensure an environment free from bullying and racism.

Secret Friend

Learning objective: promoting inclusive culture

At the start of the week or term, all participants including teacher enter their name into a hat and on explanation of the game each participant is given a name from the hat. This person is their secret friend. Note that it is secret. A friend is nice, supportive, trusting, helpful, kind and generous. Not until the end of the week, do participants find out in a ‘curtain raising’ presentation who is their secret friend.

Clocks

Learning objective: getting to know each other

Clocks - ask all participants to draw a clock indicating times 1, 2, 3, 4 etc. Then explain that the participants have a number of hour long meetings according to their clock during which time they will discuss the topics.

Give the participants ten to fifteen minutes to fill their clock with twelve appointments. After they have filled their schedule in as far as possible with appointments with other participants, the facilitator will explain the game. ‘It is now 1 o’clock and you have a meeting to discuss ‘your school’, 2 o’clock ‘your hobbies’, 3 o’clock ‘your family’ etc. For each topic, give participants 3-4 minutes for the ‘hour’.

Theatre day

Learning objective: promote intercultural understanding

Participants from different backgrounds take a group of other participants and tell their group a story from their country. This could be the equivalent of ‘Children of Lir’ or other legend but from another country.

Once understood, the participants will then have to plan how they will act out the story in front of everyone else.

Bureaucracy

Learning objective: understanding the impact of discrimination

Numbers required for this game 20+ including bureaucrats and citizens.

Select 6-8 bureaucrats; Garda, Tax office, Social welfare, Bank account, Mobile Phone, Passport, Birth cert office, ESB, Bord Gais.

Split remaining students in half, mark half your students with blue mark on their hand and half with red (no need to explain why you are marking them).

Explain to the citizens that ‘in order to be integrated to society you need the signatures of each or as many bureaucrats as possible, otherwise you cannot use that service’.

Take bureaucrats aside and explain the role of a bureaucrat and explain that those with blue and red marks are to be treated differently, with red marked pupils finding getting the bureaucrats signature easy and those with blue find it hard.

Play the game with bureaucrats in different parts of your building at different ‘offices’ and citizens earnestly going about becoming integrated into your society by getting their signatures.

Times: 10 minutes preparation, 40 minute play and then 10 minute reflection.

Things bureaucrats say:

- ‘we lost the file’
- ‘you have the wrong form’
- ‘you need the signature of a Garda’
- ‘you need a passport or birth cert in order to get bank account’

Reflection

Some will say they found it easy. Others will say they found it hard. Those who found it hard are likely to use words like frustrated, angry, annoyed, unfair, impossible - in terms of describing how it felt.

This activity is good for exploring power dynamics in the context of discussing racism, whereby some people because of their colour, nationality or religion might find it harder to navigate everyday bureaucracy than others.

Why are people racist?

There are many different reason why people are racist. Many attitudes and opinions are formed during the early stages of a person’s life. If someone is taught to have racist views in childhood by their parents or relatives for example, this person is likely to carry racist ideas into their adult life.

Sometimes groups can be portrayed in a negative light in the media and people can pick up misinformation and prejudicial attitudes.

A person might be angry or upset about their own life circumstances or that of their family. For example, a lack of job opportunities for people might make the person unfairly blame others, usually minority groups for creating these conditions and ‘taking our jobs’.

This is called scapegoating.
Coaching with a Conscience

This section consists of a number of activities that can encourage learning through play.

These activities are suggested to be used in the context of delivering coaching to complement the education workshops.

They can be delivered by those who have completed the Kick Start coaching courses provided by the FAI.

Trainers can contact Show Racism the Red Card with a view to receiving training in utilising the Coaching with a Conscience idea.

Learning Games

Killer Whale (A or B)

Organisation

Number of Players:
2 teams of 10 (Whales)

Grid Size:
30 x 30

Number of Footballs:
Ball for each of the 10 players.

Bibs: 2

Other: Stopwatch

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

Rules

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

If a Whale kicks a ball out of the area then the player whose ball was kicked out must come and stand beside the coach. Coach records time of the last player in the area. Teams reverse roles however instead of having 2 Whales the second group only has 1 thus discriminating against the second team.

Teachable Moment

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

Organisation

Number of Players:
4 groups of at least 3 players.

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

Number of Footballs:
As many as possible. (At least 1 per player)

Rules

Coach sets up drill so that 2 teams are further away from the “Chest” than the other 2 teams.
On the coaches whistle the 1st player from each group runs into the chest, picks up 1 football and runs back to their teammates.
2nd player can only go when tagged by player 1.
Player 2 runs towards the Chest, picks up 1 football and runs back to his/her teammates.
Player 2 tags player 3 etc and play continues until all of the football in the “Chest” are gone.
The team that returns the quickest with most footballs at the end is the winner.

Teachable Moment

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

A Safe Place

Organisation

Number of Players:
2 groups of at least 6 players plus two catchers.

Grid Size: 30 x 30 with 4 x 4 in each corner

Number of Footballs: 1 per player on team of 6

Other: Stopwatch

Rules

Team in possession of footballs must dribble around area without being tagged by a catcher.
If a player with a ball dribbles into a safe corner, he/she cannot be tagged however only one player is allowed in a safe corner at any one time therefore if a player is already in the safe corner and a teammate runs into the same corner he/she must dribble out and try to get to corner/base. Play continues until last player is tagged. When it’s the turn of team 2 the coach should take 2 of the 4 safe area’s away thus making it more difficult for them. Team that lasts longest is the winner.

Teachable Moment

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

**Walk the Line**

**Organisation**
- Number of Players: 10 plus 1 catcher
- Number of Bibs: 1 (Catcher)
- Set Up: Each of the ten players holds hands to form a circle.

**Rules**
- The coach picks 1 player within the circle to be caught. The catcher starts (on the outside of the circle) directly opposite the player he/she is looking to catch. The team must work together by shuffling either left or right to ensure that they keep as great a distance as possible between the catcher and the player on the inside of the circle.

**Learning Outcomes:**
- Communication / Working as a Team / Physical Interaction with Team mates.

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**The Aeroplane Game**

**Organisation**
- Number of Players: 18 plus two catchers (making up 1 aeroplane)
- Grid Size: 25 x 25
- Other Equipment: None
- Set Up: Coach appoints two kids to act as Aeroplanes. The first player puts his/her right arm around their teammate whilst the second player puts their left arm around their teammate. Both players should extend their free arms to form the wings of the Aeroplane.

**Rules**
- On the coaches whistle the Aeroplane must chase after the other players in the grid with a view to tagging someone. When the Aeroplane tags someone, the tagged player then joins the existing Aeroplane. When a fourth player is tagged, the Aeroplane breaks up into two separate Aeroplanes and they try and catch the remaining players. An Aeroplane should have no more than 3 people in the group at any one time. Play continues until last remaining free players are caught.

**Learning Outcomes**
- Communication / Working as a Team / Physical Interaction with Team mates.
Under the Rope

Organisation

Number of Players
8 plus 2 (holding the skipping rope).

Equipment
Large Skipping Rope

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

Rules
The 1st team of four have to run under the skipping rope without any team member being touched by the rope. If successful, they pick up 1 point. Team 2 then try to do the same. The game continues until one team gets to five.

Learning Outcomes
Communication / Teamwork / Physical Interaction / Trust

Inward/Outward Circle

Organisation

Number of Participants: 12

Set Up
Number the players 1 – 12

Player 1 faces towards the centre of the circle
Player 2 faces away from the centre of the circle
Player 3 faces in and so on so forth.

Rules
Each player should hold hands with the player directly next to them. Once everyone is holding hands, the coach then asks the players to lean backwards in whatever direction they are facing until they cannot lean back any further.

Learning Outcomes
Trust / Communication / Physical Interaction / Teamwork

Appendix

1 Useful resources

There are 10 factsheets on the Show Racism the Red Card website on:
- Sport & racism
- Sport & gender
- Racism: what we can do
- Racism today
- Anti racism standards
- Racism: a brief history
- Racism & fascism
- American civil rights movement
- Travellers & racism
- Racism, refugees and asylum seekers

The Show Racism the Red Card website has an extensive archive of news stories covering aspects of racism in Ireland and abroad and importantly the response to racism in Ireland and abroad. There are also videos, articles and links to further information.

2 Policy context to discussion on racism

United Nations Context

The United Nations was formed in 1945 to ‘promote international cooperation and to achieve peace and security’. The UN Universal Declaration of Human Rights 1948 states: ‘Everyone is entitled to all the rights and freedoms set forth in this declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status’.

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

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

European context

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

The race directive

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

Irish legislation context

There are a number of relevant pieces of legislation regarding racism. The Incitement to Hatred Act 1989 was introduced to address the publication and respond to material regarded as an incitement to act with hatred. The Public Order Act 1994 can be used with reference to section 6 of the act regarding the use of threatening, abusive and insulting language if one experiences racism. A report can be made to An Garda Siochana.

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

The Equal Status Acts 2000 to 2011 was passed in response to discrimination in the areas of employment, goods and services provision.

There are nine grounds of discrimination addressed under the act.

3 Reference Summary of Key Terms

Summary of Key Terms

Assimilation

Assimilation was an unsuccessful policy aiming to absorb minority ethnic groups into the majority community, with an expectation that communities, their needs and their culture would become invisible or would expire. It was applied in countries with a longer history of migration but also in Ireland in relation to travellers. Assimilation has been largely discredited and has been superseded by concepts of integration, multiculturalism and interculturalism.

Asylum Seeker

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

Black

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

Coloured

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

Ethnic Group

An ethnic group was defined by the House of Lords as a group that is regarded by others as a distinct community by virtue of certain characteristics that will help to distinguish it from the surrounding community.

Foreign National/ Non-Irish/ Non National

These terms are increasingly used in Ireland, particularly in a legislative context. However, such terminology can be limited in other contexts. Terminology that solely focuses on nationality will become obsolete for most second and third-generation migrants living in Ireland. The term ‘non-national’ should be avoided altogether as it is both inaccurate (most people have a nationality from their country of origin) and has negative connotations.

‘Foreign national’ has most recently been used in draft legislation to refer only to people who are not EU citizens and so using the term to refer to all migrants may also cause confusion. ‘Non-Irish national’ may be least problematic. However, outside of a legislative context where nationality is relevant, it is useful to ask why the word ‘national’ is required. Would I describe people from the UK or USA as ‘non-nationals’ or as ‘non-Irish nationals’? Where possible, the preferred is ‘minority ethnic groups’.

Institutional Racism

The collective failure of an organisation to provide service or product to people due to racism as a feature within the institution.

Integration

The concept of integration is a complex one and while there are many different views as to what constitutes integration, it is still part of an ongoing debate in Ireland. In the most simplistic terms, integration can be a one way process (in effect assimilation) where minority communities are expected to adapt or change without any expectation of change from the state or majority community.

On the other hand, integration can be a multi-facetted, intercultural process that requires the state, majority, minority ethnic communities to work together and make accommodation of diversity, without glossing over challenges and barriers such as extremism or racism.

Interculturalism

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

Race

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

The term race is still widely used in legislation. In Irish equality legislation, the ‘race’ ground is described as “race, colour, nationality or ethnic or national origins”. The use of inverted commas is encouraged when use of the word ‘race’ is unavoidable.

Traveller

‘Travellers are an indigenous minority, documented as being part of Irish society for centuries. Travellers have a long shared history and value system which make them a distinct group. They have their own language, customs and traditions. Travellers may or may not live a nomadic lifestyle’ – Pavee Point.
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20 Mountjoy Square, Dublin 1

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