# Lesson plan

## Show Racism the Red Card

### Topic

**Football in the UK and campaigns against racism in sport**

### Aims

- To review vocabulary related to sports
- To practise reading skills
- To practise speaking skills in a discussion
- To review question forms

### Age group

**12 - adult**

### Level

**B2**

### Time

**60 minutes**

### Materials

1. Show Racism the Red Card Student worksheet
   [http://www.theredcard.org](http://www.theredcard.org) - Show Racism the Red Card site  
   [http://weekagainstracism.eu/](http://weekagainstracism.eu/) - European-wide action week against racism website
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Introduction

This material explores the topic of racism in sport. There are a number of discussion tasks and a text as well as some brief tasks to help students develop their vocabulary. Since this topic is sensitive, you should check its appropriacy with your teachers before using it. You may wish to check the European web link to find out about campaign activities in your host country. Try to bring some pictures of British players and foreign players in the Premiership teams from newspapers or BBC news websites for sport.

Procedure

| Task 1 – Sports Brainstorm | Many modern sports today were either devised or took their modern form in Britain: football, cricket, tennis, golf, rugby, boxing, snooker. Note that the most popular sport in the UK for men is walking, with snooker coming second. Women list walking as their favourite and netball is second. These figures refer to participation in the sport.

Make the first task fun by setting a time limit and awarding points. The red card is shown in football when a player is sent off the field for gross misconduct. You could get students to work in pairs or teams to do these activities. |
| Task 2 – Read and find out | Ask students to look at the questions before reading the text, and encourage them to predict the answers before they read. They can then read to check. Remind students that there is a glossary at the end of the text to help them with the more difficult vocabulary. |
| Task 3 – Interpretation and discussion | Students could do this in pairs or small groups if they are fairly confident and used to group work. Get suggestions from the whole class/group in your feedback session. Have they participated in any campaigns before? |
| Task 4 – Sport in your country | The guidance you give depends on their level. Lower levels will need help in building questions with prompts like: Where..? How often? How long? Give higher levels more ideas and prompts: Have you ever been to an away match?/played on a team? Are you a season ticket holder? Encourage more follow up questions depending on their level of interest.

Bring out the issue of discrimination. Are girls encouraged to play football? Explain that for years Asians in Britain, like Blacks before them, were not given the chance to work up through teams to national level. This has changed within the last 20 years. The first black Captain of England was Paul Ince in 1993. Sport in 70s and 80s Britain had a laddish image but reviews of stadium facilities and improvement in crowd behaviour is making it a more family orientated game with many women season ticket holders. |
| Task 5 – Interview your friends | For this task you could get the students to work in pairs to create the questions and then work with a new partner when they ask the questions. Alternatively, if there is room in your classroom, you could get the students to stand up and mingle round the class asking different questions to different people. They could also interview you. |
6. Task 6 - Sporting terms

If students are interested in 'borrowings', you could add other categories or get the students to suggest categories: e.g. music; science and technology; politics; economics. Try to have a few suggestions from the country you are teaching in ready – this could be set as a homework activity.

Contributed by

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