



Toolkit for using historical and cultural heritage dimensions of football to enhance social inclusion and promote diversity in non-formal settings

Implemented with the financial support of the Erasmus+ Programme of the European Union as part of the initiative "Football History for Inclusion – Innovative collaborations of school education and youth through the prism of local football history for social inclusion and diversity"

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Foreword

This toolkit is developed by Fare network as part of the Football Makes History project funded by the Erasmus+ Programme of the European Union, in cooperation with a group of European developers who have designed and developed the activities listed in this toolkit.

Sport – and particularly football – appeals to millions of Europeans, regardless of their sexual orientation, colour, gender, age, nationality or religion, often becoming a defining factor of identities and communities. The rich local cultural heritage of football and its shared history covering the turbulent 20th century history offers direct access to addressing past and present diversity. In addition, it helps to promote shared values, equality, non-discrimination and social inclusion with an integrated perspective, encompassing and innovating formal and non-formal learning, as well as youth work.

Fare's commitment and main objective to tackle discrimination and promote social inclusion through football's inclusive power is based on the principle that football, as the most popular sport in the world, belongs to everyone and can be used as a tool to further social cohesion by bridging differences and strengthening common aspirations and values. This toolkit consists of a wide variety of inspiring activities. The toolkit can be used to organize innovative playing sessions with a focus on topics such as gender

equality, discrimination and identity in order to contribute to social inclusive playing activities.

EuroClio (European Association of History Educators) is the lead Coordinator of the Football Makes History project. EuroClio is a member-based association working across Europe and beyond to promote responsible and multi-perspective history teaching. EuroClio believes that football history and football stories are not only important per se, but can help to tell wider stories that contribute to teaching about history and promoting narratives of inclusion. We have been incredibly privileged to collaborate with inspiring teachers and youth workers from all across Europe, from Greece to Iceland, from Spain to Czech Republic, to develop activities that will help us promote inclusion and historical understanding through football. The toolkit you are looking at now, along with the Handbook for formal education, is the culmination of this three-year collaboration. We hope it will inspire you to use football history in your local context.

1.1. Introduction

Project, partners and developers

Football appeals to millions of Europeans regardless of colour, gender, sexual orientation, nationality, religion or age. This makes it an interesting door-opener when it comes to the promotion of social inclusion and history education. This is especially relevant in an ever-complex and globalising world, in which one sees the rise of social and cultural tensions, as well as the rise of exclusivist identity-politics. The stories we share of ourselves define the present, as well as orient our future.

What is the project about?

The Football Makes History project is focused on the potential of football history to advance and promote social inclusion. Football does not reside solely in the pitch it is played: football unites individuals and builds communities. Considering the importance of communities in society and the rising discussion over the narratives of inclusion and exclusion, the Football Makes History project provides an innovative and appealing way to look at these narratives. The project connects: organisations active in the fields of Football, Inclusion, and Education; a team of history and citizenship educators; and youth educators who work together to create lesson plans that can be used in the classroom and in youth organisation.

Project's Aims

The main aim of the project is to contribute to the reduction of social exclusion across Europe. The overall objectives guiding this aim are the promotion of equality, non-discrimination, and diversity. Further aims include raising public awareness on the importance of educating oneself on the concept of social inclusion, as well as engaging cultural heritage by accessing the memories, histories, and legacies present in football history on a transnational level.

The results


Five main outputs were produced by the project: the analysis of the needs of educators across Europe when it comes to promoting inclusion (available [here](#)); policy recommendations for sports and educational policy makers (soon available on the project page); a campaign to raise public awareness of the great potential for inclusion that lies in Football and in its history; this is a toolkit for non formal educators to promote inclusion in their day-to-day work; a handbook with a collection of exemplar learning activities for history and citizenship teachers to tackle narrative of exclusion and teach history through the prism of football. Of the five project outcomes, the toolkit and the collection of exemplar learning activities are expected to be directly used in educational settings, and will make use, in some of the activities contained, of the history and logos of a variety of football clubs from all across Europe and beyond.

The Toolkit.


The project has produced this user-friendly toolkit that uses the historical and cultural heritage dimensions of football to enhance social inclusion. The toolkit is aimed at both youth workers and educators in non-formal education. The toolkit contains a guidebook, as well as a collection of 30 exemplar approaches to use. All the activities are developed by a team of 12 youth workers from more than 10 different countries, under the leadership of the Fare network.

1.2. Cooperating partners


Evenzo Consultancy

Jonathan Even-Zohar works as an independent historian under the name Evenzo Consultancy. He has experience in complex international history education projects all across Europe and is the co-creator of the Football Makes History initiative. More on his work on www.evenzo.is 


The Anne Frank House

The Anne Frank House is an independent organisation dedicated to the preservation of the place where Anne Frank went into hiding and wrote her diary during the Second World War. The organisation brings the life story and the work of Anne Frank to the attention of as many people as possible worldwide, partly with the aim of raising awareness of the dangers of antisemitism, racism and discrimination and the importance of freedom, equal rights and democracy. More information: www.annefrank.org 

Eintracht Frankfurt Museum


In its permanent exhibition the Eintracht Frankfurt Museum shows the traditional history of the Club Eintracht Frankfurt with all its ups and downs. Within the large trophies and exhibits the sports history of the Frankfurt Club can be experienced from its founding in 1899 up to the present. Various events and a wide range of educational projects are further focal points and round off the offer. Furthermore, the museum is involved in international projects and integrated into various networks with important institutions. More information at: www.museum.eintracht.de 

Fare network

Founded in 1999 in Vienna, the Fare network (Fare) is a European NGO representing organisations that tackles discrimination in football and uses football as a vehicle to foster social inclusion and promote diversity. United by the commitment to bring about positive social change, the strength of Fare springs from its diverse membership which comprises over 110 NGOs, youth organisations, ethnic minority groups, supporters groups, amateur and professional football clubs, national football associations, etc. in 38 countries. Fare acts as platform for its members to connect and address cross-border issues in the field of anti-discrimination, social inclusion, integration, diversity, LGBTIQ+ inclusion, and gender equality across all levels of football. More information at: www.farenet.org 

Romanian Football Federation

According to its 2021-2026 strategic plan, the Romanian Football Federation intends to become the most relevant social responsibility partner in Romania. Since 2016, the Romanian Football Federation has had an anti-discrimination strategy, having the following pillars: education, prevention and early notification of any discriminatory actions. At the same time, in order to promote anti-discrimination action, the Romanian Football Federation organizes a series of flagship activities: the Diversity Cup, dedicated to combating racism, hate speech and discrimination based on ethnic criteria; promoting football for the blind and making the football phenomenon accessible to people with vision deficiencies; affirmative action for the inclusion in football of categories at risk of marginalization, especially for children and young people. Through social responsibility actions, the Romanian Football Federation reaches over 2000 people annually, direct beneficiaries

of these actions and develops partnerships with over 10 organizations from civil society and public administration. More information at www.frf.ro 

Euroclio Euroclio Keeping History and Citizenship Education

Euroclio – the European Association of History Educators, is an International NGO based in The Hague (Netherlands). It represents history teachers associations from across Europe and beyond, and supports the development of responsible and innovative history, citizenship, and heritage education by promoting critical thinking, multiperspectivity, mutual respect, and the inclusion of controversial issues. The Association advocates for the sound use of history and heritage education towards the building and deepening of democratic societies, connecting professionals across boundaries of communities, countries, ethnicities and religions. It seeks to enhance the quality of history and citizenship education through capacity-building for educators and producing and implementing innovative teaching tools. More information at www.euroclio.eu 

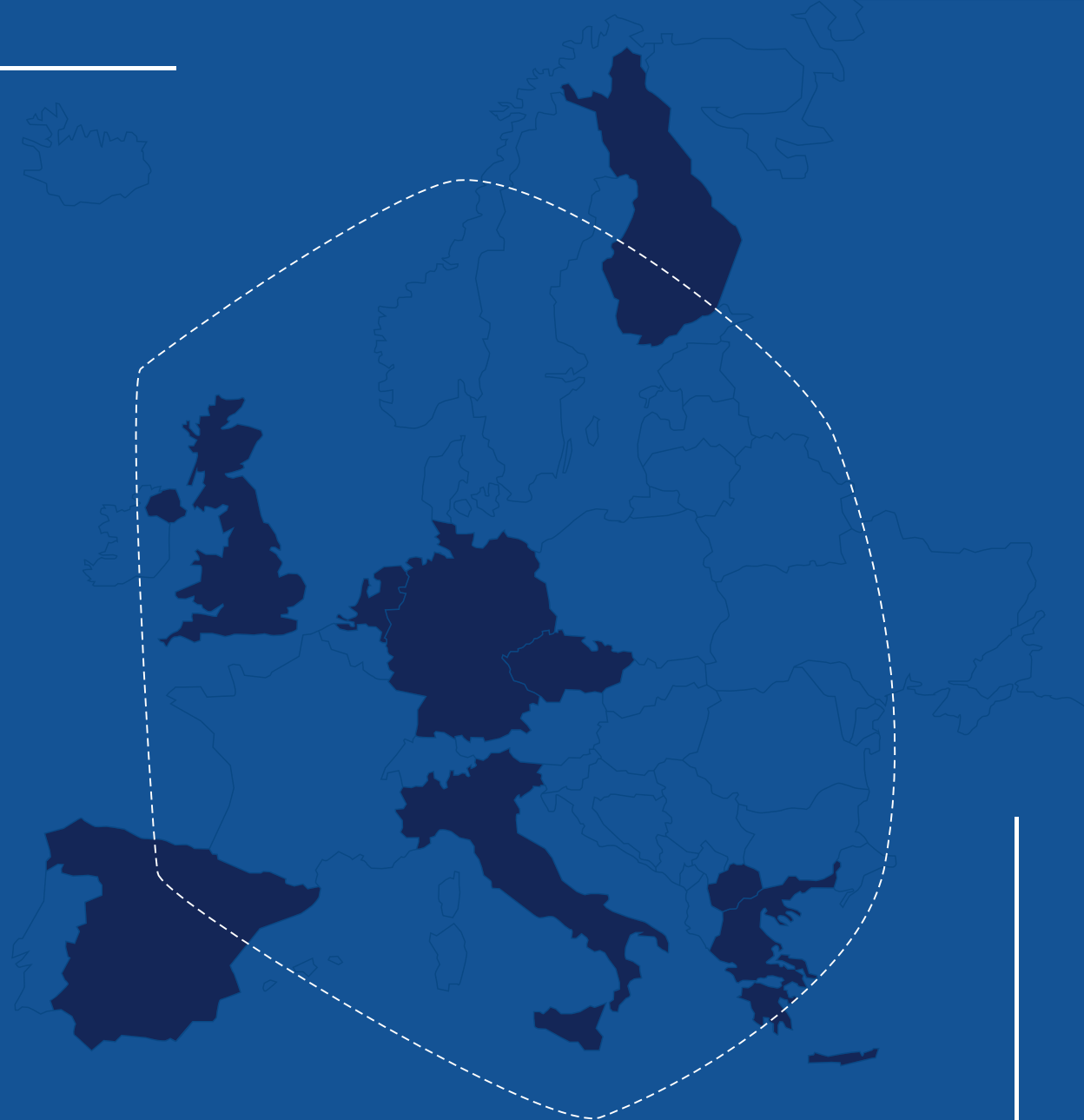
1.3. Acknowledgements

This non-formal education Toolkit on activities related to football and history is the result of a fruitful collaboration between contributors from different sectors and countries. The contributors worked on designing the activities from January 2019 until December 2020.

The development of this Toolkit would not have been possible without the contribution of 15 non-formal education developers and the financial support of the Erasmus+ Programme of the European Union.

The development of the Toolkit was led by Alexandra Solomon and Niels van Muijden from Fare network. The Romanian Football Federation has developed the design.

12 developers from Greece, Germany, Northern-Ireland, Italy, United Kingdom, Spain, Czech Republic, Finland, the Netherlands and North Macedonia worked in groups of two or three to create activities that can be used in non-formal education.



1.4. Contributors



Ansley Hofmann is a project coordinator and an experienced professional with extended expertise in non-formal education, especially with the use of sport as a tool for social development. Since 2016 he coordinates the international side of the project "Fotbal pro Rozvoj" (Football for Development) in the Czech Republic. Along his function of project manager, he also runs workshops and coaching sessions for educators and youth in the field of non-formal education and life skill development.



Cormac Whelan has a wealth of knowledge in the sport for development sector with over 10 years' international experience, specialising in youth development and his current work in the UK with the Positive Youth Foundation has been recognised through multiple awarding bodies. Cormac now uses his experience to guest lecture in a number of Universities across the UK.



Christoforos Pavlakis is based in Greece and uses creative methods, including football, to create spaces of inclusion for vulnerable audiences.



Dolores Galindo is a journalist, visual anthropologist, media literacy teacher and museum mediator. Dolores was not very fond of football until she discovered what football meant for children and its power to strengthen community bonds and drive change. She is the co-founder of Dragones de Lavapiés, a football club that mirrors the diversity of this neighbourhood in Madrid and that fights against racism and for gender equality and the Global Goals.



Denver Charles is the Chair of the History Teachers' Association of Northern Ireland, Head of History and Government and Politics in Magherafelt High School and Soccer Coach of mainly Under 15 Girls' Teams in Magherafelt High School, Northern Ireland.



Ernie Brennan with over 20 years' experience in the children's game and 10 as a grass roots award winning head coach, he continues to facilitate mixed ability mixed gender football advocating development through football as well as development of football. Ernie is the founder of the National Children's Football Alliance a charity that protects childhood through play. Fernando Gallego Pedraza graduated in History from the Universities of Seville and Roma Tre and holds a Master's degree in Social Studies Education. Since 2015 he has been working for Sevilla FC.

1.4. Contributors



Gian Marco Duina started practicing sport as a cross-country skier but after an injury founded the project "Hopeball" to develop football academies in rural areas of Africa. He lived in different African countries and worked for a football project in the Gaza Strip. He currently lives in Milan where works as a sport educator and founded the first refugees football club to play an official league in Milan: Fc St Ambroeus. In 2020 published his first book "Football and migration".



Inemarie Dekker is a programme developer and trainer with a background in International Development and over 15 years of experience in Sports for Change programmes. As a coach Inemarie is working with teen girls and refugee women in her hometown.



Marisa Schlenker with a strong interest in access to and opportunity in and around sport, Marisa has focused on how sport can be leveraged as a tool for women and girls. She has a strong background in international development, cooperation and partnerships around sport for development and is interested in exploring how social business models can contribute to the sustainable development goals. Marisa played football professionally and semi-professionally in the USA, Spain and Sweden and post-career, worked on sport related projects in Paraguay, Brazil, Kenya, Indonesia, India, Liberia and now in Germany, where she resides in the Bodensee region.



Thomas Babila Sama is a teacher and researcher with over 25 years of work experience with multicultural organisations in Finland and beyond. He has served in different capacities in the "African Association of Central Finland" (AACF) in Finland.



Zdravko Stojkoski is a graduated historian and holds a master's degree in Cultural Studies. He has experience in teaching History and Citizenship education. He has been involved in international projects, courses and conferences. His research interests are focused on History writing, Identities and Culture, including the role of football and sports in society. Currently he works as a curator in the National Institution „Museum of Macedonia“ in Skopje.

2. Concepts and working definitions

Attribute

A quality or feature regarded as a characteristic or inherent part of someone or something.

Activism

The use of direct and noticeable action to achieve a result, usually a political or social one.

Characteristic

A distinguishing trait or quality.

Cultural identity

The concept of culture has long been virtually ignored in development and communication theories. [...]Therefore, in the patterning of their social existence, people continually make principally unconscious choices that are directed by the applicable intercultural values and options. Cultural identity refers to the constitution and cultivation of a reality on the basis of particular values, a reality in which the value system and the social system are completely interwoven and imbued with the activity of each other.

Discrimination

The unjust or prejudicial treatment of different categories of people. The end result of prejudice.

Diversity

Is reflected in understanding that each individual is unique, and recognizes our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

Gender Inequality

Can be defined as allowing people different opportunities due to perceived differences based solely on issues of gender. Gender discrimination is the prejudicial treatment of an individual or group due to gender.

Homophobia

Homophobia can be defined as an "irrational fear of and aversion to homosexuality and to lesbian, gay, bisexual and transgender (LGBT+) people based on prejudice and similar to racism, xenophobia, anti-Semitism and sexism". (European Parliament resolution on homophobia in Europe, 2006) Identity is the qualities, beliefs, personality, looks and/or expressions that make a person or group.

Nationality

The status of belonging to a particular nation.

Migration

The UN Migration Agency (IOM) defines a migrant as any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of (1) the person's legal status; (2) whether the movement is voluntary or involuntary; (3) what the causes for the movement are; or (4) what the length of the stay is.

Prejudice

A feeling or an opinion (biased thinking) towards a person based on their affiliation with a group.

Racial Inequality

Is typically defined as "imbalances in the distribution of power, economic resources, and opportunities. Racial inequality exists when equal opportunities and access to employment and other resources are denied on the basis of race.

2. Concepts and working definitions

Racism

Racism is defined by the UN's International Convention on the Elimination of All Forms of Racial Discrimination as "...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 the 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 public life". (International Convention on the Elimination of All Forms of Racial Discrimination, OHCHR, 1965)

Social Categorization

It's the process of classifying people into groups based on similar characteristics, whether it be nationality, age, occupation, diagnosis, or some other trait.

Stereotype

A belief about a certain group of people. Stereotypes can be negative or positive but are usually an exaggerated idea of what a group is like.

Stigmatize

Designate with a label or accuse or condemn or openly or formally or brand as disgraceful.

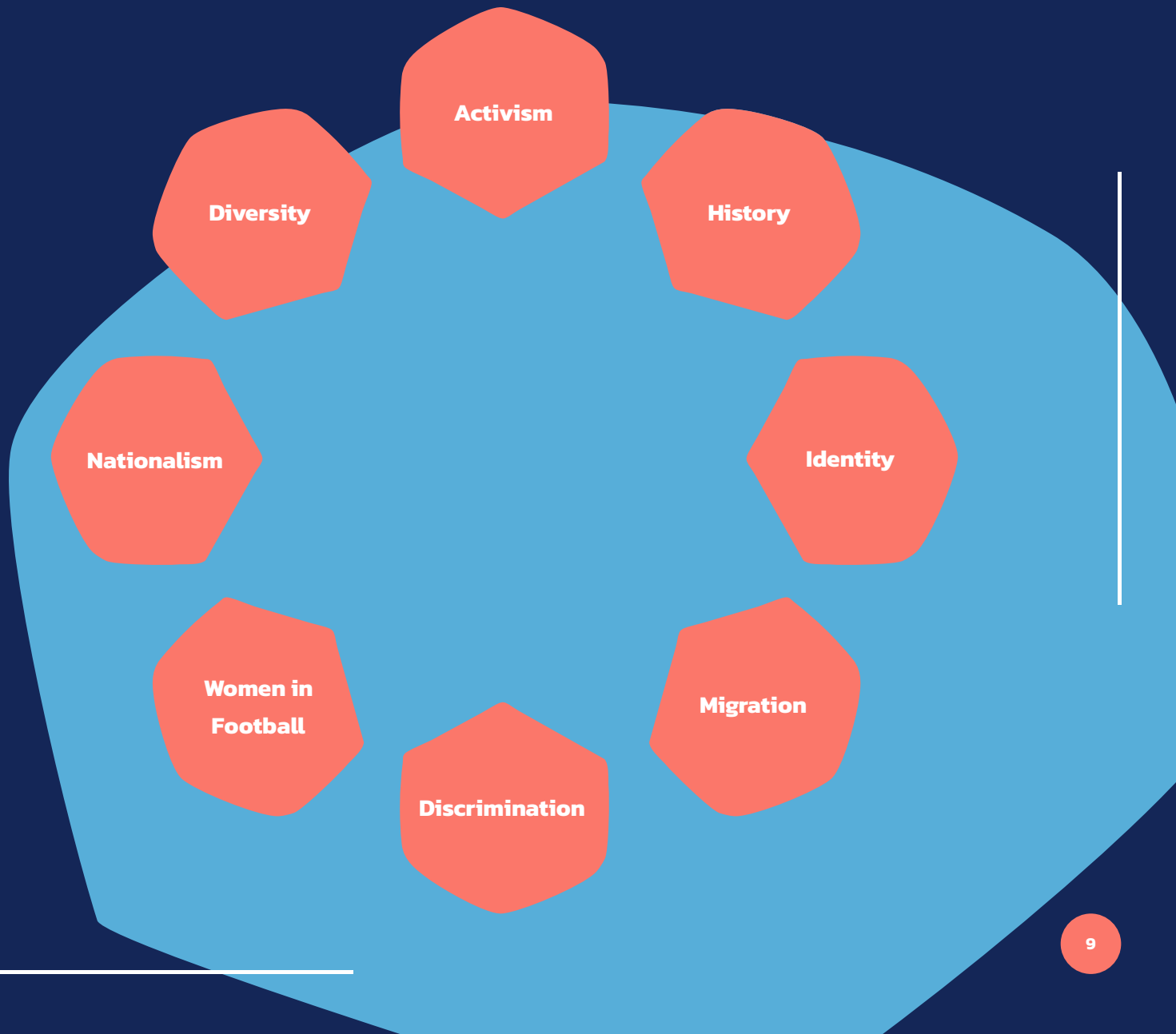
Xenophobia

Xenophobia is "attitudes, prejudices and behaviour that reject, exclude and often vilify persons, based on the perception that they are outsiders or foreigners to the community, society or national identity". (NGO Meeting for the World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerances, 2001.)

3. How to use

This toolkit contains activities that can be used in a non-formal environment such as: playing activities, workshops and non-formal activities in open air, at football pitches, meeting rooms etc. The activities are divided in several topics: Activism, Discrimination, Diversity, History, Identity, Migration, Nationalism and Women in Football. Each activity contains a background section where the topic and activity are introduced and an Activity Plan that can be followed to implement the activities. The materials needed for certain activities such as cards, images, boards are to be found in Annexes.

The toolkit can be used per section with readers selecting which activities and tools they consider relevant to their work. The Activities are specifically designed for educators that are interested in using non-formal education and the capacity of football of bringing people together to discuss and help children and youth learn about subjects such as discrimination, inclusion, migration, identity etc.



4.1. Breaking Stereotypes: Homosexuality in Football

Topic: **Activism**

Authors: **Christoforos Pavlakis, Cormac Whelan & Inemarie Dekker**

Background

Homophobia makes sport exclusive and unsafe. It is also unfair and against the law if people are discriminated against because of their sexuality.

Example from the Netherlands:

"The acceptance of homosexual people in society has increased rapidly the last twenty years (2018 data from the Dutch Social Cultural Plan Bureau mention that 74% of the Dutch accepts homosexuality), however in men's football it is not the case; Looking at the history of professional football over the past 20 years, 3 male players were openly gay – and only disclosed this after they stopped playing football. Former chairman of the Dutch football Federation (KNVB), Michael van Praag, said in 2019: "I know that some clubs tell their players not to disclose being homosexual, because it will be bad for their career."

There are many stereotypes around femininity and masculinity. Traditional gender roles would have masculinity down as active, courageous and intellectual and femininity as weak, emotional and empathetic. Therefore, women have to demonstrate supposedly male qualities in order to be successful as athletes, forcing them to choose between their identities as women and as athletes. Whilst homosexual men are perceived as weak or feminine and don't have what is needed in the sport of football. Discriminative words are all too common in the

game where bad male players are called "girls" or "gay" and football-playing women are called "lesbians" to insinuate unattractive and "male". Arnold Smith, former professional player with University College, Oxford and gay says: "The general attitude in the changing room is 'macho'. Any show of emotion is seen as a sign of weakness. "You aren't a sissy, are you?" I heard that so many times. All talk is about women and cars. 'Gay' in football means: being less manly. Being pathetic. I always felt I had to fight a stigma...."

In the role-play and discussion, it is important to challenge stereotypes and gain a broader view on homosexuality. It's part of someone's identity (besides other identities) and it doesn't tell you anything about someone's qualities – either as a player or a trainer.

To develop an open and inclusive climate for the participation of LGBT+ members and personnel, football clubs need to ensure that an inclusive environment is embraced by all from top to bottom.

Every year, campaigners, activists, and members of the LGBT+ community come together on 17 May for The International Day Against Homophobia, Transphobia and Biphobia, taking a stance against homophobia and advocate for LGBT+ rights internationally. To address these issues that continue to exist at grassroots level,

positive leadership translates into encouraging members and personnel of clubs to treat all participants fairly and respectfully and make it clear that homophobic attitudes or remarks won't be tolerated by the club.

Aim

► To develop an open and inclusive climate for the participation of LGBT+ members and personnel, football clubs need to ensure an inclusive environment is embraced by all from top to bottom.

Objectives

► To understand and reflect on multiple viewpoints;
► Improved decision making, if faced with issues around individual sexuality in a football environment.

Methodology and methods

- o ice-breaker (statements)
- o group discussion (scenarios)
- o (self) reflection

Age group

Ages 16+ non-formal educators like coaches, volunteers and facilitators.

Group size

Ideally between 8 and 16 participants.

4.1. Breaking Stereotypes: Homosexuality in Football

Topic: **Activism**

Authors: **Christoforos Pavlakis, Cormac Whelan & Inemarie Dekker**

Equipment needed

- ▶ hand-outs with statements and scenario

Outcomes

Individual:

- ▶ I know my own viewpoint.

In relation to others:

- ▶ I understand the multiple viewpoints of others.
- ▶ I am more open-minded to issues affecting others, after hearing all viewpoints.

As a group:

- ▶ As a group, we can discuss multiple ways of how to deal with issues of discrimination and get to the best solution, because we can see diverse viewpoints and solutions.

Towards the community / club

- ▶ As a group we can advise the coaches, players and club members on how they can support the inclusion of the LGBT+ community.

Evaluation

- ▶ self reflection
- ▶ peer / group feedback
- ▶ additional signposting for further learning

4.1.1. Activity 1: Icebreaker

Does homophobia exist in the game of football?

Aim

- Understand and reflect on multiple viewpoints through healthy discussion.

Time

- 5-10 minutes

You will need:

- hand-outs with statements

The game preparation

Ask all participants to stand together in the middle of the room/area.

Implementation

The coach will read out a statement. If the participants agree with the statement, they should take three steps to the right, if they disagree with the statement, then they should take three steps to the left. If they are unsure, then they should stay in the middle.

Statement:

"Homophobia exists in the game of football."

Agree / Disagree / Unsure

Example debate questions for Agree group:

- Explain why you agree with this statement?
- Have you seen or heard of any examples of homophobia in football recently?

Example debate questions for Disagree group:

- Explain why you disagree with this statement?
- Have you seen or heard of any examples of inclusivity and acceptance LGBT+ people in football recently?

Example debate question for Unsure group:

- What are you thinking when you hear this statement?

Reflection

Ask all participants if anyone would like to change their answer after hearing the Agree/Disagree debates?

If there were any changes, ask participants what their reason for changing was?

Key messages

- Coaches, volunteers, players and club administrators should understand:
 - o myths and stereotypes about homosexuality
 - o the rights and responsibilities of club administrators, coaches and players in relation to sexuality issues in football
 - o the actions administrators can take to provide positive leadership

✓ Tips for the facilitator

- The facilitator should be able to remove all judgment and stay neutral with personal values and opinions. However, sometimes, playing devil's advocate can have its advantages to promote broader debate.
- Create a safe space that encourages idea sharing and makes difficult conversations more approachable, allowing young people to have an input.

4.1.2. Activity 2: Icebreaker

Would most players feel comfortable playing with a gay teammate on their team?

Aim

- Understand and reflect on multiple viewpoints through healthy discussion.

Time

- 5-10 minutes

You will need:

- hand-outs with statements

The game preparation

Ask all participants to stand together in the middle of the room/area.

Implementation

The coach will read out a statement. If the participants agree with the statement, they should take three steps to the right, if they disagree with the statement, then they should take three steps to the left. If they are unsure, then they should stay in the middle.

Statement:

"Most players would feel comfortable playing with a gay teammate on their team."
Agree / Disagree / Unsure

Example debate questions for Agree group:

- Explain why you agree with this statement?
- What difference does it make to the rest of the team if a player is gay?

Example debate questions for Disagree group:

- Explain why you disagree with this statement?
- Do you think that a person can be open about their sexuality, if they wish to do so, in a football environment, without judgement?

Example debate question for Unsure group:

- What are you thinking when you hear this statement?

Reflection

Ask all participants if anyone would like to change their answer after hearing the Agree/Disagree debates?

If there were any changes, ask participants what their reason for changing was?

Key messages

- Coaches, volunteers, players and club administrators should understand:
 - o myths and stereotypes about homosexuality
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4.1.3. Activity 3: Icebreaker

Does being a LGBT+ person impact the coaching career?

Aim

- Understand and reflect on multiple viewpoints through healthy discussion.

Time

- 5-10 minutes

You will need:

- hand-outs with statements

The game preparation

Ask all participants to stand together in the middle of the room/area.

Implementation

The coach will read out a statement. If the participants agree with the statement, they should take three steps to the right, if they disagree with the statement, then they should take three steps to the left. If they are unsure, then they should stay in the middle.

Statement

"Being an LGBT+ person has an impact on a coaching career."

Agree / Disagree / Unsure

Example debate questions for Agree group:

- Explain why you agree with this statement?
- What do you think are the biggest barriers for a LGBT+ coach?

Example debate questions for Disagree group:

- Explain why you disagree with this statement?
- Do you think that all people are judged solely on their coaching ability?

Example debate question for Unsure group:

- What are you thinking when you hear this statement?

Reflection

Ask all participants if anyone would like to change their answer after hearing the Agree/Disagree debates?

If there were any changes, ask participants what their reason for changing was?

Key messages

- Coaches, volunteers, players and club administrators should understand:
 - o myths and stereotypes about homosexuality
 - o the rights and responsibilities of club administrators, coaches and players in relation to sexuality issues in football
 - o the actions administrators can take to provide positive leadership

✓ Tips for the facilitator

- The facilitator should be able to remove all judgment and stay neutral with personal values and opinions. However, sometimes, playing devil's advocate can have its advantages to promote broader debate.
- Create a safe space that encourages idea sharing and makes difficult conversations more approachable, allowing young people to have an input.

4.1.4. Activity 4

Scenario 1

Aim

- ▶ more open-minded to issues affecting others, after hearing all viewpoints
- ▶ improved decision making, if faced with issues around individual sexuality in a football environment

Time

- ▶ 10 minutes

You will need:

- ▶ hand-outs with Scenario

The game preparation

Bring the group together either sitting or standing.

Rules

The Scenario:

Nick plays for one of the male teams in the football club. He is in a gay relationship with another player at the same club. It was really difficult for Nick to tell his teammates that he was gay, as there were always a lot of gay jokes passed around within the team. Since coming out, both Nick and his partner have found it difficult to maintain positive relationships with other players and managers in the football club. This has been really difficult on Nick, as football has played football for many years and loves playing with his team. Then ask the group what it means to them, what it evokes in them etc.

Variations

Expand on dialog:

- ▶ Although Nick and his partner have been players at the club for many years, they do not feel like they can act as a couple at club social events.
- ▶ Ask all participants to discuss as a group what they are thinking when they hear this response.
- ▶ What is the football environment like for LGBT+ people in general? In your town, city, country?

- ▶ What challenges do LGBT+ people face in football and what would help them feel safer and more included?

Reflection

Ask all participants to discuss as a group what they are thinking when they read this scenario and what action they would take if they were in Nicks team?

Key messages

- ▶ Coaches, volunteers, players and club administrators should understand:
 - o myths and stereotypes about homosexuality
 - o the rights and responsibilities of club administrators, coaches and players in relation to sexuality issues in football
 - o the actions administrators can take to provide positive leadership

✓ Tips for the facilitator

- ▶ The facilitator should be able to remove all judgment and stay neutral with personal values and opinions. However, sometimes, playing devil's advocate can have its advantages to promote broader debate.
- ▶ Create a safe space that encourages idea sharing and makes difficult conversations more approachable, allowing young people to have an input.

4.2. Football for All: Opening up football to people of all abilities.

Topic: **Activism**

Authors: **Christoforos Pavlakis, Cormac Whelan & Inemarie Dekker**

Background

It is widely recognised that disabled people face disadvantages in life. It is widely recognised that disabled people face many barriers in society. Some of these barriers are related to the physical environment, but often they are also a result of people's negative attitude towards disability

These attitudes are often based on a lack of experience, education and understanding. Attitudes are reflected in how a person acts, responds and behaves around disabled people. Concentrating on what a disabled person cannot do perpetuates a negative attitude.

When coaching disabled pupils, it is essential to concentrate on what they can do rather than what they can't.

By understanding why some people have negative attitudes and learning how to positively influence them, positive change can start to occur.

Aim

► To understand multiple viewpoints and to learn how to deal with issues of disability within your particular field of work.

Objectives

- To understand and reflect on multiple viewpoints;
- Improved decision making, if a disabled young person wants to join your club/session;
- How to adapt programs to help include a disabled young person;
- How to respond if someone complains and is not supportive of inclusion.

Methodology and Methods

- o ice-breaker (statements)
- o group discussion (scenarios)
- o (self) reflection

Age group

Ages 16+ (Volunteers & Coaches)

Group size

Ideally between 8 and 16 participants

Equipment needed

- hand-outs with statements and scenario

Outcomes

Individual:

- I know my own viewpoint

In relation to others:

- I understand the multiple viewpoints of others. I am more open-minded to issues affecting others, after hearing all viewpoints.

As a group:

- As a group, we can discuss multiple ways of how to deal with issues affecting disabled people and get to the best solution, because we can see diverse viewpoints and solutions.

Towards the community / club:

- As a group we can advise the club/organisation on how they can support the inclusion of disabled young people.

Evaluation

- self reflection
- peer / group feedback
- additional signposting for further learning

4.2.1. Activity 1: Icebreakers

Inclusive sports

Aim

- Understand and reflect on multiple viewpoints through healthy discussion.

Time

- 5-10 minutes

You will need:

- hand-outs with statements

The game preparation

Ask all participants to stand together in the middle of the room/area.

Implementation

The coach will read out a statement. If the participants agree with the statement, they should take three steps to the right, if they disagree with the statement, then they should take three steps to the left. If they are unsure, then they should stay in the middle.

Statement:

“Disabled young people should only play specific disability sports.”

Agree / Disagree / Unsure

Example debate questions for Agree group:

- Explain why you agree with this statement?
- Why should disabled young people only play disability sports?
- What is wrong with disabled young people playing with non-disabled young people?

Example debate questions for Disagree group:

- Explain why you disagree with this statement?
- What is wrong with disabled young people only playing specific disability sports?

Example debate question for Unsure group:

- What are you thinking when you hear this statement?

Reflection

Ask all participants if anyone would like to change their answer after hearing the Agree/Disagree debates?

If there were any changes, ask participants what their reason for changing was?

Key messages

- Coach, volunteers, players and club administrators should consider all options to support the inclusion of disabled young people.



Tips for the facilitator

- The facilitator should be able to remove all judgment and stay neutral with personal values and opinions. However, sometimes, playing devil's advocate can have its advantages to promote broader debate.
- Create a safe space that encourages idea sharing and makes difficult conversations more approachable, allowing young people to have an input. the feedback sessions.

4.2.2. Activity 2: Football development

Aim

- Understand and reflect on multiple viewpoints through healthy discussion.

Time

- 5-10 minutes

You will need:

- hand-outs with statements

The game preparation

Ask all participants to stand together in the middle of the room/area.

Implementation

The coach will read out a statement. If the participants agree with the statement, they should take three steps to the right, if they disagree with the statement, then they should take three steps to the left. If they are unsure, then they should stay in the middle.

Statement:

“Football development should come before personal development.”

Agree / Disagree / Unsure

Example debate questions for Agree group:

- Explain why you agree with this statement?
- Why do you feel developing football skills should come before supporting ALL participants needs, including those who are disabled?

Example debate questions for Disagree group:

- Explain why you disagree with this statement?
- Do you think focusing only on developing football skills reduces the inclusivity of disabled people?

Example debate question for Unsure group:

- What are you thinking when you hear this statement?

Reflection

Ask all participants if anyone would like to change their answer after hearing the Agree/Disagree debates?

If there were any changes, ask participants what their reason for changing was?

Key messages

- Coach, volunteers, players and club administrators should consider all options to support the inclusion of disabled young people.

✓ Tips for the facilitator

- The facilitator should be able to remove all judgment and stay neutral with personal values and opinions. However, sometimes, playing devil's advocate can have its advantages to promote broader debate.
- Create a safe space that encourages idea sharing and makes difficult conversations more approachable, allowing young people to have an input. the feedback sessions.

4.2.3. Activity 3:

Coaching young people

Aim

- Understand and reflect on multiple viewpoints through healthy discussion.

Time

- 5-10 minutes

You will need:

- hand-outs with statements

The game preparation

Ask all participants to stand together in the middle of the room/area.

Implementation

The coach will read out a statement. If the participants agree with the statement, they should take three steps to the right, if they disagree with the statement, then they should take three steps to the left. If they are unsure, then they should stay in the middle.

Statement:

"It is the role of the coach to tailor any football session to meet ALL young people's needs"

Agree / Disagree / Unsure

Example debate questions for Agree group:

- Explain why you agree with this statement?
- What benefits are there to a coach doing so?

Example debate questions for Disagree group:

- Explain why you disagree with this statement?
- What are the biggest challenges a coach may face by doing so?

Example debate question for Unsure group:

- What are you thinking when you hear this statement?

Reflection

Ask all participants if anyone would like to change their answer after hearing the Agree/Disagree debates?

If there were any changes, ask participants what their reason for changing was?

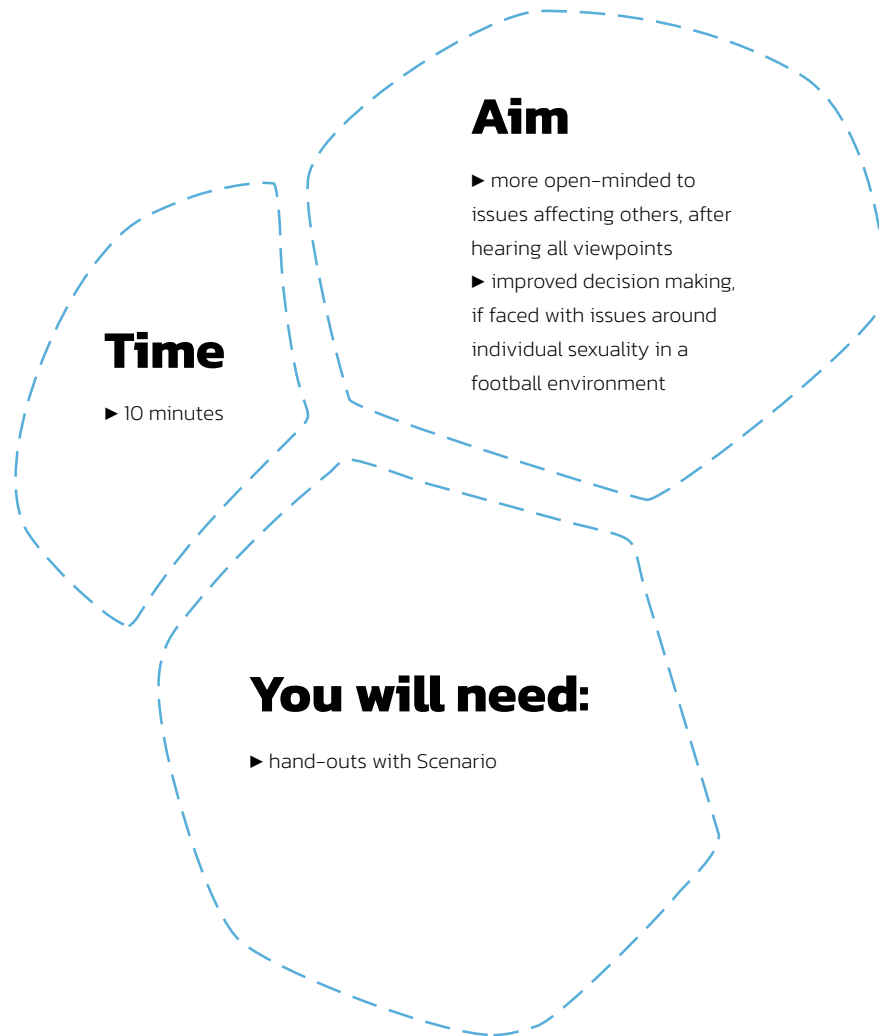
Key messages

- Coach, volunteers, players and club administrators should consider all options to support the inclusion of disabled young people.

✓ Tips for the facilitator

- The facilitator should be able to remove all judgment and stay neutral with personal values and opinions. However, sometimes, playing devil's advocate can have its advantages to promote broader debate.
- Create a safe space that encourages idea sharing and makes difficult conversations more approachable, allowing young people to have an input. the feedback sessions.

4.2.4. Activity 4: Scenario 1



The game preparation

Bring the group together either sitting or standing.

Rules

The Scenario:

It's club registration day and George and his friend, Ahmed, arrive with their mothers. During the registration process George's mother has made the staff member aware that he is disabled. The staff member makes a note for the committee on the registration form as she thinks this may impact on his participation.

Ask all participants to discuss as a group what they are thinking when they read this scenario and what they feel is the best action to take as a committee.

Suggestions to facilitate answers if group is struggling:

- ▶ Suggest to George's parents that he should join a disability sports program;
- ▶ Discuss with George and his parents about the limitations to his disability;
- ▶ Take no action.

Reflection

Discuss different ways of adapting and modifying sessions for disabled children and youth to ensure inclusion of all in football.

Key messages

- ▶ Coach, volunteers, players and club administrators should consider all options to support the inclusion of disabled young people.

✓ Tips for the facilitator

- ▶ The facilitator should be able to remove all judgment and stay neutral with personal values and opinions. However, sometimes, playing devil's advocate can have its advantages to promote broader debate.
- ▶ Create a safe space that encourages idea sharing and makes difficult conversations more approachable, allowing young people to have an input.

4.2.5. Activity 5: Scenario 2

Aim

- more open-minded to issues affecting others, after hearing all viewpoints
- improved decision making, if faced with issues around individual sexuality in a football environment

Time

- 10 minutes

You will need:

- hand-outs with Scenario

The game preparation

- Bring the group together either sitting or standing.

Rules

The Scenario:

It's Saturday, the trials are underway and the children are participating in activities and games. They are being assessed on their skills and abilities and it becomes apparent that George cannot keep up.

Ask all participants to discuss as a group what they would do as the coach in this scenario.

Suggestions to facilitate answers if group is struggling:

- Put George in a team with his friend Ahmed;
- Put George in a team based on his ability, even if that means he plays in a younger age group;
- Suggest to George's parents that he goes to a disability sports program.

Reflection

Discuss different ways of adapting and modifying sessions for disabled children and youth to ensure inclusion of all in football.

Key messages

- Coach, volunteers, players and club administrators should consider all options to support the inclusion of disabled young people.

✓ Tips for the facilitator

- The facilitator should be able to remove all judgment and stay neutral with personal values and opinions. However, sometimes, playing devil's advocate can have its advantages to promote broader debate.
- Create a safe space that encourages idea sharing and makes difficult conversations more approachable, allowing young people to have an input.

4.3. Promoting Mixed Gender Play in Football

Topic: **Activism**

Authors: **Christoforos Pavlakis, Cormac Whelan and Inemarie Dekker**

Background

Until the age of 12 years old (before children get into puberty) there are no particular differences in strengths between boys and girls and they can play together (for example the Dutch football federation KNVB changed its policies last year to have mixed competition until the age of 12 years).

Dutch female pro football players often give the advice to girls who want to reach the top in football, to play as long as they can in a boys' team, to improve their skills (reasons for that include: more boys play football, so there are more excelling boys' teams; and there is much more budget for male football than there is for women's football). This might change over time – because of recent efforts in women's football in (Western) Europe – and thus there will be more and more excellent female players.

If you do want to have mixed team of 12+, make sure that the training (including the time before and after the training) is a safe space for girls as well as for boys. This can be physical safety (e.g. separate changing rooms, a safe journey(also in the evenings) to and from the playground) well as emotional safety (e.g. non-discriminatory speech and actions and positive coaching).

Aim

► By the end of the session participants/coaches will understand multiple viewpoints and know how to deal with issues of mixed gender play within a football setting.

Objectives

- To understand and reflect on multiple viewpoints
- Improved decision making, if faced with issues around mixed gender play
- Greater knowledge and competency in how to deal with issues of gender difference, within your particular field of work.

Methodology and Methods

- o ice-breaker (statements)
- o group discussion (scenarios)
- o (self) reflection

Age group

Ages 16+ non-formal educators like coaches, volunteers and facilitators

Group size

Ideally between 8 and 16 participants

Equipment needed

- hand-outs with statements and scenario

Outcomes

Individual:

- I know my own viewpoint

In relation to others:

- I understand the multiple viewpoints of others. I am more open-minded to issues affecting others, after hearing all viewpoints.

As a group:

- As a group, we can discuss multiple ways of how to deal with issues affecting mixed gender play to the best solution, because we can see diverse viewpoints and solutions.

Towards the community / club:

- As a group we can advise the club/organisation on how they can support the inclusion of mixed gender play.

Evaluation

- self reflection
- peer / group feedback
- additional signposting for further learning

4.3.1. Activity 1

Should males & females be allowed to play competitive football together at any age?

Aim

- Understand and reflect on multiple viewpoints through healthy discussion.

Time

- 5–10 minutes

You will need:

- hand-outs with statements

The game preparation

Ask all participants to stand together in the middle of the room/area.

Implementation

The coach will read out a statement. If the participants agree with the statement, they should take three steps to the right, if they disagree with the statement, then they should take three steps to the left. If they are unsure, then they should stay in the middle.

Statement:

“Males & females should be allowed to play competitive football together at any age.”

Agree / Disagree / Unsure

Example debate questions for Agree group:

- Explain why you agree with this statement?
- Is this common practice in your club/community?

Example debate questions for Disagree group:

- Explain why you disagree with this statement?
- What is wrong with males and females playing competitive football together?

Example debate question for Unsure group:

- What are you thinking when you hear this statement?

Reflection

Ask all participants if anyone would like to change their answer after hearing the Agree/Disagree debates?

If there were any changes, ask participants what their reason for changing was?

Key messages

- Coach, volunteers, players and club administrators should consider all options to support the inclusion of disabled young people.
- As young children, boys and girls often play sport together, however as they get older this becomes less common.
- Occasionally a girl or boy may wish to play in a team of the opposite sex.
- The above statement should help a club to reflect how it could respond to this issue.

✓ Tips for the facilitator

- The facilitator should be able to remove all judgment and stay neutral with personal values and opinions. However, sometimes, playing devil's advocate can have its advantages to promote broader debate.
- Create a safe space that encourages idea sharing and makes difficult conversations more approachable, allowing young people to have an input. the feedback sessions.

4.3.2. Activity 2

Should males and females play football together?

Aim

- Understand and reflect on multiple viewpoints through healthy discussion.

Time

- 5-10 minutes

You will need:

- hand-outs with statements

The game preparation

Ask all participants to stand together in the middle of the room/area.

Implementation

The coach will read out a statement. If the participants agree with the statement, they should take three steps to the right, if they disagree with the statement, then they should take three steps to the left. If they are unsure, then they should stay in the middle.

Statement:

“Males and females should never play any form of football together, at any age.”

Agree / Disagree / Unsure

Example debate questions for Agree group:

- Explain why you agree with this statement?
- What are the benefits to gender specific participation in sports?

Example debate questions for Disagree group:

- Explain why you disagree with this statement?
- What are the benefits to mixed gender participation in sports?

Example debate question for Unsure group:

- What are you thinking when you hear this statement?

Reflection

Ask all participants if anyone would like to change their answer after hearing the Agree/Disagree debates?

If there were any changes, ask participants what their reason for changing was?

Key messages

- Coach, volunteers, players and club administrators should consider all options to support the inclusion of disabled young people.
- As young children, boys and girls often play sport together, however as they get older this becomes less common.
- Occasionally a girl or boy may wish to play in a team of the opposite sex.
- The above statement should help a club to reflect how it could respond to this issue.

✓ Tips for the facilitator

- The facilitator should be able to remove all judgment and stay neutral with personal values and opinions. However, sometimes, playing devil's advocate can have its advantages to promote broader debate.
- Create a safe space that encourages idea sharing and makes difficult conversations more approachable, allowing young people to have an input. the feedback sessions.

4.3.3. Activity 3

What are the barriers to gender participation?

Aim

- Understand and reflect on multiple viewpoints through healthy discussion.

Time

- 5-10 minutes

You will need:

- hand-outs with statements

The game preparation

Ask all participants to stand together in the middle of the room/area.

Implementation

The coach will read out a statement. If the participants agree with the statement, they should take three steps to the right, if they disagree with the statement, then they should take three steps to the left. If they are unsure, then they should stay in the middle.

Statement:

"Males create more barriers to mixed gender participation than females."

Agree / Disagree / Unsure

Example debate questions for Agree group:

- Explain why you agree with this statement?
- Why do you feel males are creating these barriers?
- How do you feel males are creating these barriers?

Example debate questions for Disagree group:

- Explain why you disagree with this statement?
- Do you think females are also creating these barriers and if so, how?

Example debate question for Unsure group:

- What are you thinking when you hear this statement?

Reflection

Ask all participants if anyone would like to change their answer after hearing the Agree/Disagree debates?

If there were any changes, ask participants what their reason for changing was?

Key messages

- Coach, volunteers, players and club administrators should consider all options to support the inclusion of disabled young people.
- As young children, boys and girls often play sport together, however as they get older this becomes less common.
- Occasionally a girl or boy may wish to play in a team of the opposite sex.
- The above statement should help a club to reflect how it could respond to this issue.

✓ Tips for the facilitator

- The facilitator should be able to remove all judgment and stay neutral with personal values and opinions. However, sometimes, playing devil's advocate can have its advantages to promote broader debate.
- Create a safe space that encourages idea sharing and makes difficult conversations more approachable, allowing young people to have an input. the feedback sessions.

4.3.4. Activity 4

Scenario 1

Aim

- improved decision making, if faced with issues around mixed gender play
- greater knowledge and competency in how to deal with issues of gender difference, within your particular field of work.

Time

- 10 minutes

You will need:

- hand-outs with Scenario

The game preparation

Bring the group together either sitting or standing.

Rules

The Scenario:

Daniel is the newly appointed coach of the under 14 year-old boys' football team. Maria's father, Paul, who is very insistent that his 13-year-old daughter be allowed to join the team, approaches him.

Ask all participants to discuss as a group what they are thinking when they read this scenario and what action they would take if they were in the manager Daniel's shoes?

Variations

Maria's father says to the manager: "Maria has been playing football with the boys since the under 9s. She loves it! She's just as good as most of the boys out there! We'd all be pretty upset if she couldn't play this year".

Reflection

Ask all participants, would this new information make a difference in their decision-making?

Key messages

- Coaches, Volunteers, Players and Club Administrators should acknowledge and understand:
 - o as young children, boys and girls often play sport together, however as they get older this becomes less common
 - o occasionally a girl or boy may wish to play in a team of the opposite sex
 - o the above scenario should help a club to reflect how it could respond to this issue

✓ Tips for the facilitator

- The facilitator should be able to remove all judgment and stay neutral with personal values and opinions. However, sometimes, playing devil's advocate can have its advantages to promote broader debate.
- Create a safe space that encourages idea sharing and makes difficult conversations more approachable, allowing young people to have an input.

4.3.5. Activity 5

Scenario 2

Aim

- improved decision making, if faced with issues around mixed gender play.
- greater knowledge and competency in how to deal with issues of gender difference, within your particular field of work.

Time

- 10 minutes

You will need:

- hand-outs with Scenario

The game preparation

Bring the group together either sitting or standing.

Rules

The Scenario:

Below are some of the boys' reactions to Maria (13) wanting to join the team this year:

"Girls just shouldn't be playing in mixed teams at this age. Maria needs to find a sport she can play with the other girls"

"I think it would be too rough for her. We (boys) are stronger and I just don't want her to get hurt."
"I don't know if the rules allow it. Let me think about it."

"Sure, Why not? Girls should be able to play in boys' teams if they want to."

Ask all participants to discuss as a group, how they would respond/react to the boy's comments.

Variations

Suggested follow up questions to continue the conversation if group is struggling:

- Can a girl over 12 play in a boys' team?
- Are there different considerations if a boy wants to play in a girls' team?

- What should football clubs focus on when making a decision about a girl playing in a boys' team?

Reflection

Ask all participants, would this new information make a difference in their decision-making?

Key messages

- Coaches, Volunteers, Players and Club Administrators should acknowledge and understand:
 - o as young children, boys and girls often play sport together, however as they get older this becomes less common
 - o occasionally a girl or boy may wish to play in a team of the opposite sex
 - o the above scenario should help a club to reflect how it could respond to this issue

✓ Tips for the facilitator

- The facilitator should be able to remove all judgment and stay neutral with personal values and opinions. However, sometimes, playing devil's advocate can have its advantages to promote broader debate.
- Create a safe space that encourages idea sharing and makes difficult conversations more approachable, allowing young people to have an input.

4.4. What's your story in football? Show me!

Topic: **Activism**

Author: **Christoforos Pavlakis**

Background

Story-telling is the activity of narrating stories and sharing them with others. It is usually used as a technique along with improvisational and theatrical elements. Among others, it can be used as a tool to better understand one's situation and to help people empathise with characters and scenarios. It helps people reflect on their behavioural patterns and to understand themselves and others better.

Improvisational theatre is a form of theatre, which is being composed on spot. That is, each improvisational performance is unique, and plot, characters and dialogues are all created spontaneously as the play evolves. In improvisational theatre, there is also a high degree of interaction between the actors and audience. As a technique, it is viewed as a democratic art form, which enhances community and empowers participants and audience. Beyond the performing arts context, it is also used as an educational tool which can help develop communication skills, creative problem solving, team-spirit and as a psychotherapeutic tool, which can help the person get an insight of their thoughts feelings and interpersonal relations. It further helps people become more mindful and attentive to their surroundings.

Aim

► The general aim of this activity is to prompt and encourage participants to share their ideas and stories related to football, whether personal or not, whether real or not, with an audience.

Objectives

- Movement and theatre improvisation exercises will be used as tools for the participants to help them to narrate stories.
- The assumption is that the activity will be implemented to a diverse group, including both diverse audiences, giving an opportunity for contact between different groups of people and the creation of positive bonding that gradually leads to acceptance, understanding and social inclusion based on the lived experiences in football and by way of performing.
- The activity will offer the opportunity for contact by way of non-formal education techniques, including personal story-telling and performance. It will allow for groups to explore their diversity (age, gender, social, economic, religious etc.) and create positive bonding inside the group that gradually lead to mutual acceptance and understanding.

Key Words: self-confidence, public speech, improvisation, acceptance, understanding, openness.

Age group

This activity is appropriate for all age groups, it is recommended however that participants of the workshop are at similar developmental stages.

Suggested: 12+ years old.

Group size

Approximately 10–15 people.

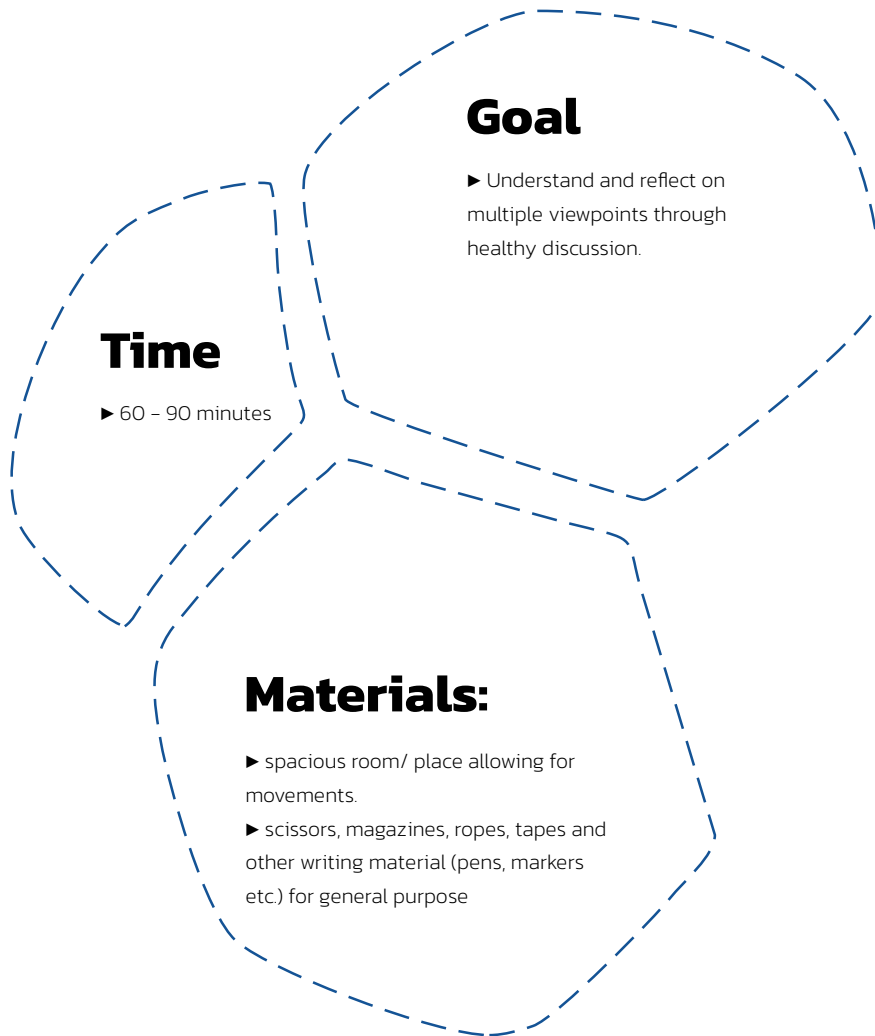
Equipment needed

- hand-outs with statements and scenario

Outcomes

Through the session, participants will have the opportunity to work on presentational skills, their imagination and language articulation, as well as the use of language in spontaneous and unplanned ways. This will happen through the improvisational and story-telling ways and the parts of the activities that will ask participants to present their pieces in front of an audience. The stories to tell or perform can be their own or familiarise with and stage the ones of iconic football players with use of resources in the section Life Stories of the Football Makes History website. They will engage, communicate and interact with others for creational purposes. The session will strive to be a space for open sharing of thoughts, feelings and opinions, especially in the feedback sessions.

4.4.1. Activity plan



The game preparation

A. Greeting and introduction to the workshop (5–10 minutes)

B. Warm-up energiser (10–15 minutes) – Two options below:

► B1. Tuned walking: The participants are paired in groups of two. The pairs start walking in the room all together. If one of the partners stops walking, the other has to stop too. When one starts walking again, the other starts too. If one speeds up, the other speeds up as well. If one slows down, the other slows down as well. If one decides to sit on the floor, the other sits on the floor too. The purpose of the game is not for one person to copy the other or to mirror them. The purpose is for the partners to start observing and “listening”/ sensing their partners so that they can start moving together, as one. Required: a spacious room with any furniture removed.

► B2. Mazinga Energiser: For this energiser, inspired by the Japanese fictional warrior that is featured in the iconic video game, participants come in a circle. The facilitator starts pronouncing loud the syllable “maaaa”. They continue saying the syllable loudly, and then the person next to them starts saying the syllable as well. Gradually all people start shouting the syllable “ma”. When all have started saying the word, they then say the word ‘Mazinga’ as loud as they can. During the “ma” part, participants

extend their arms to their front, while during the “mazinga” part; they can jump or take their arms to the air, or whatever they feel like doing. Required: a spacious room.

Rules

Step by Step Process

The assumption is that the facilitator follows all steps of the activity. It is up to them to decide how to integrate into a wider training day and what part to skip. The following guidance is suggestion for a stand-alone activity.

C. Main part (30–45 minutes) Show time! It is strongly recommended to the facilitator who will pick up this activity, to familiarise their group with the Life Stories of the FMH website and show examples of iconic players for increasing their knowledge and sparkling their imagination accordingly. Two exercises as per below:

► C1. Live Sculptures: In this exercise, the participants are grouped in pairs. Partner A is the sculptor and partner B is the sculpture. The sculptors then begin to work on their sculptures, trying different poses and creating their piece of art. It’s important that the sculptures do not move on their own but listen to where the sculptors push them to go with their body parts. This process can be done with some background upbeat music. The sculptors have between two and three minutes to create their sculpture.

4.4.1. Activity plan

When they are done, all sculptors can walk through the room and observe the sculpture exhibition they created. They can also start asking questions to the sculptures. They can ask any questions they want: what their name is, where do they come from, what they do there, who their favourite football player is etc., and try to build upon the answers that the sculptures are giving. The sculptures have to answer the questions, not as their real selves but as the sculpture that they embody during the exercise. After the exercise is done, the partners switch roles and repeat. Requirements: a spacious room; writing and paper material for participants to get creative and add-on their 'sculptures'.

► C2. The Life Stories on Stage: Each participant chooses one player from the Life Stories of the FMH Website <https://footballmakeshistory.eu/>. All participants get approximately 15–20 minutes to work on the one of their choice. What they will have to do is to 'create a football story' with details of their character that can be narrated in only five static scenes/photos. What elements of the character are fascinating them? How do they choose to bring on stage these moments from their life? What do they want to tell the audience about? When time is up, all participants come together in a group and each of them narrates their stories. In order to get the full effect, the participant/ performer is going from scene to scene. After each person presents their stories, the others can discuss what they understood

from them; what worked for them and what didn't.

Then, the participants can split into two groups and create a group-story with more than one character and more 'actors'. They can take 30 minutes to work in their groups. Then each group presents their story. After each group presents their stories, the audience can discuss what they understood from the story; what worked for them and what didn't. Requirements: access to the Football Makes History website to consult the Life Stories; if internet is not available, printed hand-outs with iconic players of the choice of the facilitator.

D. Closure/Calm down (20–30 minutes) Checking out

► D1. The group comes together in a circle. They relax and try to synchronise their breathing. Inhale from the nose and exhale from the mouth, not afraid to make the natural sounds of breathing. Maintaining the synchronised group breathing rhythm, they now hold hands, continue breathing and while inhaling, they walk towards the circle and lift their arms up. During exhalation, they walk back and slowly put their arms down. Repeat this a couple of times. They take a moment to look into the other participants' eyes and smile at each other.

Reflection

Debriefing– Suggested questions for initiating the debriefing section of the workshop: How did you feel during the workshop? How did it felt to be someone else's sculptor/ a sculptor? How did you come up with the story for the life stories? Was there something challenging for you? What was the most enjoyable moment for you? Can you relate any of your feelings stemming from the session with your daily life? Anything else you would like to share.

4.5. Guess who in football history

Topic: **Activism**

Author: **Dolores Galindo Fontán**

Background

Through football history some players were able to use their influence to show women's power, to defend democracy, peace and human rights. They played football in very special moments and their role beyond the field was very relevant as sport leaders.

Aim

- Understand the role of some women and men football players as agents of change in history.
- Develop historical thinking skills that increase historical understanding and critical perception.

Objectives

- The participants will understand that footballers can use their power to drive change through the stories that they read in the cards.
- The participants will understand that diversity is key in football and society and that it must be defended against intolerance and hate.
- The participants will discover that they can customize toys and games to learn something new.

Methodology and Methods

► How to play! Age 12 - 15

Rules will be a variation of the "normal" "Guess who" game. So we won't use the regular small cards to select our footballer but we will take one of the big ones that are printed just once ([Annexe 1: Activism cards](#)). We can play in teams.

Each player (or each team) will take a card from the deck and will read the information. Each turn, the player will share a piece of information that will help the other player to guess the character. The winner is the one whose character is longer hidden so the hints have to be relevant but not too easy.

Every two turns, the players can ask a question to their opponent.

You can invent new rules, such as: You can't ask nationality or about physical appearance...

► How to play! Age 7 - 12

Each player will play the "Guess who" game as they are used to, with the small cards. After some free playing in groups (using questions for the elimination process) we will ask the children which footballers they know and what do they know about them.

Then we will read and examine the card to discover new things. Which one do you think is

the picture of the older female player? and the older male player? How do you know? What do pictures tell us about the characters?

Age group

From 7 to 12 and from 12 to 15 years old

Group size

15-20 people

Equipment needed

- a printer (colour print is recommended)
- regular paper
- card stock (optional)
- scissors
- a "Guess who" toy game

Outcomes

The participants will be encouraged to be brave, resilient, to stand for human rights and gender equality, to protest against racism and injustice. Global citizenship awareness will increase.

Possible variations

Try to spark participants' imagination and their empathy with questions such as:

- What would you do if you were... (Antoni Łyko) and you had to... (play a match against your Nazi captors)?

4.5. Guess who in football history

Topic: **Activism**

Author: **Dolores Galindo Fontán**

- Would you score or would you let them win?

Listen to the different ideas.

- Do you know that Antony Lyko was executed next day along with other famous Jewish people of his town? Maybe the result of the match wasn't so decisive?

Evaluation

The participant should understand that footballers can, as other people, change things for better. That though we have many examples of selfish footballers, we can also find men and women who used their influence and power to improve the life of other people. And that every person has the power to take this decision.

Example: Antoni Lyko ([link](#))

4.6. Hack this card

Topic: **Activism**

Author: **Dolores Galindo Fontán**

Background

Making a list, selecting historical figures or episodes is always an exercise of edition, a building of a narrative. Being aware and sharing our methods and criteria helps to understand that.

On the other hand, when talking about footballers who are/were also change makers we are not saying that they are/were perfect role models: just that they had the power to inspire changes for good in society.

Aim

► Develop historical thinking skills that increase historical understanding and critical perception.

Objectives

- Develop critical thinking.
- Participants will learn that selections are made with criteria that have many biases. They will have to criticize the given list and research to find other possible footballers that can be inspiring.
- Participants will produce a text about a player of their choosing or invention.

Methodology and Methods

Have you wondered why this game has these football players and no others?

- football players who can be considered "changemakers" and whose impact is relevant
- football players who built beautiful games and inspiring life stories
- that different countries, genders and history periods were represented

However, there were other facts that influenced the selection:

- The popularity: we wanted to include a mix of very famous players with others that, because of time distance or because of gender discrimination, were less known. Nevertheless, all the selected players are quite popular and we could find stories about them in books, journals available online and on Wikipedia.

- Drama and iconic status: some players represent better than others the suffering or the social or political events of their time. That explains why we selected Julius Hirsch, a Jewish player who was forbidden to play for the club to which he devoted his successful career and then died in Auschwitz, instead of his mate Gottfried Fuchs, who also was Jewish, played in the same team, was decorated like Hirsch in the First World War with the Iron Cross, and was also banned from playing football but who emigrated to Canada. Iconic status doesn't exclude happy endings as in the case of the Starostin brothers, survivors of the Soviet gulags. We selected Nikolai Starostin because he amazingly

recovered and was able to coach his Spartak Moscow again, being an example of resilience.

- Taking all these reasons we want to encourage you to: hack this deck! Create new cards, find new footballers and new stories of footballers who drove change.

- There are 17 male football players in this list and only 7 female players: we obviously need more women cards. We also need more diverse backgrounds and less known players but maybe you have a favourite player that could fit into this template if we had enough information. Can you investigate and create your own cards

Age group

From 11 to 15 years old

Group size

15-20 people

Equipment needed

- a printer (colour print is recommended)
- regular paper
- card stock (optional)
- scissors
- a template

4.6. Hack this card

Topic: **Activism**

Author: **Dolores Galindo Fontán**

Outcomes

Participants will improve critical thinking, researching skills and writing skills.

Possible variations

Take your template home and ask your elders in your family or neighbourhood about who is their most admired footballer. Maybe you can discover more things about the player on the internet to complete your research.

Evaluation

The participant should understand that making a list is a construction and that templates structure results.

4.7. Activist Footballers Timeline

Topic: **Activism**

Author: **Dolores Galindo Fontán**

Background

A timeline offers structure and data visualization. Through this activity students can link life stories and historical events in a dynamic training

Aim

► Making connections between footballers and relevant events and also compare how different lives of people who were born in the same decade were.

Objectives

► Participants will be able to order chronologically historical events and relate them to the lives of characters (football players).
► Participants will cooperate to build the timeline.

Methodology and Methods

► In a big room or in a gym put the 12 rings in a row on the floor. Each ring will have in the middle a card (Annexe 1 – Activism cards: Guess who timeline) with a decade name in chronological order and a colour code.

► Divide the group: three pairs representing a decade (the timeline will be completed in turns) and students who hold cards of events.

► The pair representing the decade divides into a ring keeper and a chaser.

► The participant with the cards of events have to run and be chased by their decade. When a card is captured, the chaser has to stop and roll the paper, securing it with a rubber band and introducing the event in a bottle. He/She has to throw the bottle to the ring keeper till he/she catches the bottle. The ring keeper can't go out of the ring and will open the bottle and read aloud the name of the event.

► Once every card is in its decade ring (the exercise will take 15 minutes, in case there are a lower number of kids, we can start with half the cards in the rings or with runners with many cards) we will take the football players deck.

► The group will be divided into two halves with 12 cards each. From a distant point, participants will have to run with a card and deposit it in the decade ring corresponding to the date their player was. They will return as fast as they can to let their relief start

Once they have finished, we will have this distribution:

► 1888 Walter Tull ► Tags: First World War

► 1892 Julius Hirsch ► Tags: First World War
Second World War ► Jew Persecution by Nazis

► 1902 Nikolai Starostin ► Tags: Stalinism

Siberian Gulag

► 1903 Matthias Sindelar ► Tags: Second World War ► Anschluss

► 1905 Lily Parr ► Tags: 1921 English Football Association ban on women's football

► Tags: Second World War ► Polish Resistance against Nazis

► 1910 Bruno Neri ► Tags: Second World War
Italian Resistance against fascism

► 1931 Raymond Kopa ► Tags: May of 1968

► 1940 Pelé ► Tags: FIFA World Cup 1958 ► FIFA World Cup 1962 ► FIFA World Cup 1970

► 1907 Antoni Łyko ► Tags: Second World War ► Polish Resistance against nazis

► 1910 Bruno Neri ► Tags: Second World War ► Italian Resistance against fascism

► 1931 Raymond Kopa ► Tags: May of 1968

► 1940 Pelé ► Tags: FIFA World Cup 1958 ► FIFA World Cup 1962 ► FIFA World Cup 1970

► 1907 Antoni Łyko ► Tags: Second World War ► Polish Resistance against nazis

► 1910 Bruno Neri ► Tags: Second World War ►

4.7. Activist Footballers Timeline

Topic: **Activism**

Author: **Dolores Galindo Fontán**

Italian Resistance against fascism

- 1931 Raymond Kopa ► Tags: May of 1968
- 1940 Pelé ► Tags: FIFA World Cup 1958 ► FIFA World Cup 1962 ► FIFA World Cup 1970
- 1947 Johan Cruyff ► Tags: Franco dictatorship
- 1948 Paolo Sollier ► Tags: May of 1968 Football Rebel
- 1954 Sócrates ► Tags: Corinthian Democracy Brazilian Military Dictatorship Football Rebel
- 1961 Justin Fashanu ► Tags: gay rights
- 1963 Volker Ippig ► Tags: Football Rebel Counterculture
- 1966 Erik Cantona ► Tags: Football Rebel Global financial crisis
- 1970 Karembéu ► Tags: anti colonialism
- 1978 Didier Drogba ► Tags: Ivorian ceasefire after ► 2006 World Cup national team qualification
- 1984 Honey Thaljieh ► Palestine occupation Gender Equality
- 1985 Megan Rapinoe ► Tags: 2019 Women's

World Cup Gender Equality

- 1986 Marta ► Tags: 2019 Women's World Cup Gender equality
- 1987 Khalida Popal ► Taliban take power in Afghanistan
- 1987 Vero Boquete ► Tags: Video Games FIFA 16
- 1988 Juan Mata ► Tags: Global Goals
- 1995 Ada Hegerberg ► Tags: Feminist movement First Women's Ballon d'Or.

Age group

From 11 to 15 years old

Group size

15–20 people

Equipment needed

- a printed copy of the "guesswhofoot2.pdf" deck card
- a printed copy of the "timeline.pdf"
- gym rings
- 5–10 empty plastic bottles
- 5–10 rubber bands

Outcomes

Improve researching skills, creating categories and representations of time. Understanding of the meaning of historical context. Development of visualization skills

Possible variations

Instead of all the cards pick just some of them.

Evaluation

Participants are able to represent events in space, and link data from biographies to them. Participants are able to cooperate.

4.8. Top activist footballers

Topic: **Activism**

Author: **Dolores Galindo Fontán**

Background

Scoring is simple: on the field you get points as a result of teamwork or the work of an individual action and sometimes it is not fair (luck also plays a role). But scoring is also evaluating. In this exercise, you have to evaluate the players according to their social impact and debate your evaluation with your partners.

Aim

- To learn how to order and prioritize contributions to society.

Objectives

- develop critical thinking
- the participants will learn to evaluate abstract concepts with coherence and according to a selection of criteria
- the participants will learn to defend their ideas, to compare them with the ideas of others and to reach an agreement

Methodology and Methods

- Now that you created your own cards, you need to score. Take one card from the big deck. Following the template of each card and after reading the glossary you will evaluate:

o The football career (championships, number of goals, national team appearances...). You can evaluate the player with 0-5 stars.

o Strengths on field (how good is your footballer at dribbling, running, shooting, scoring or stopping?). You can evaluate the player with 0-3 stars.

o Civic courage (how courageous was your player for helping or defending others). You can evaluate the player with 0-3 stars.

o Boycott power or Activism power (how important was the rebellion that your player started or joined). You can evaluate the player with 0-4 stars.

- Then you will count all the stars and write a number (15 maximum) inside the big star at the top of the card (where "Total score" is written).

- Work in pairs and share your results, do you think that you should change something? Should Pele score higher than Marta?

- Then change your mate and start comparing results again. Can you agree about the scoring? Try to negotiate with at least 5 other students and create a group with them.

- Reveal your results and share them with the rest of the students. Which were the more difficult issues?

- Once all the scores are created, you can play with the deck as in "Top Trumps"

Age group

From 11 to 15 years old

Group size

15-20 people

Equipment needed

- a printer (colour print is recommended)
- regular paper
- card stock (optional)
- scissors

Outcomes

Develop judging, speech and agreement building

Understand concepts as civic courage, civil disobedience, activism, civil rights, slacktivism.

Possible variations

Judge every player in a court: a lawyer, a prosecutor and a judge or a jury will be needed.

Evaluation

The participant should understand that reducing complexity into a score involves many values and that to play you need to negotiate a value that may not coincide with yours.

4.9. Be a conscious player!

Topic: **Discrimination**

Authors: **Ansley Hofmann (Fotbal pro Rozvoj)**

Background

Football as in society can be a place where discriminations occurs. How do we recognize discrimination? How is it constructed? How can we tackle it through football?

Aim

► Introduce the concept of discrimination and understand the difference between stereotypes, prejudices, and discrimination.

Objectives

- to understand the construction of discrimination
- to distinguish the difference between discrimination and stereotypes
- to understand how stereotypes are constructed
- to identify discrimination in football
- to reflect through football about the different types of discrimination
- to address and find solutions against discrimination through football
- to develop critical thinking and social sensitivity

Methodology and Methods

- o reflection activities and storytelling about discriminations
- o look at differences between discrimination and stereotypes
- o football training activities that address the topic
- o debriefing about the learning outcomes

Age group

From 12+ years old

Group size

Ideally between 12 and 20 participants.

Equipment needed

- flipcharts
- markers
- post-its
- discrimination pairing cards/images
- min. 5 balls
- min. 20 bibs of 2 different colours
- min. 20 cones
- 2 goals (ideally mobile)

Outcomes

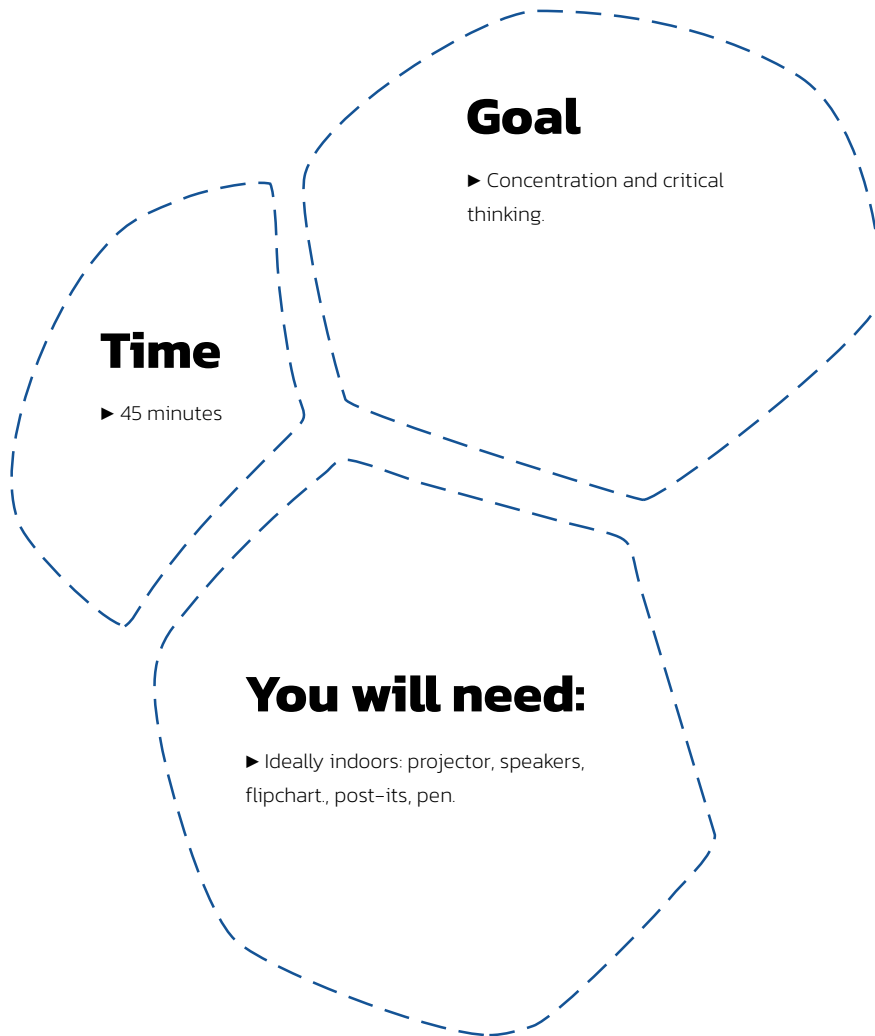
Participants are informed about the construction of discrimination.

Participants develop social sensitivity skills.

Participants learn how to be more inclusive on and off the pitch.

4.9.1. Activity plan

Story Telling



The game preparation

No specific set-up is required. Ask the participants to gather around the screen.

Rules

The goal of the game is to reflect on the type of discrimination a certain player was victim of (take an illustrative example from the football context of your country – see below for more examples). In Czech Republic, the case of a banana that was thrown at Kennedy Chihuri, a Zimbabwean player during a match of the first league between Viktoria Zizkov and FC Brno in 2001.

Show (use a video or audio material if available) or tell the story and ask the participants to write down on a post-it the types of discrimination this story is reminding them of.

Finally review the answers with all the participants and engage in a discussion.

Variations

Ask the participants to write down also what the player could be feeling at that moment.

Reflection

- Is this a single story or have you heard more examples in the world of football?
- Is this only present in football or also in society? Do you have any examples?
- Is racism the only form of discrimination? What are other types of discriminations you know?
- Why do you think this happens?

Key messages

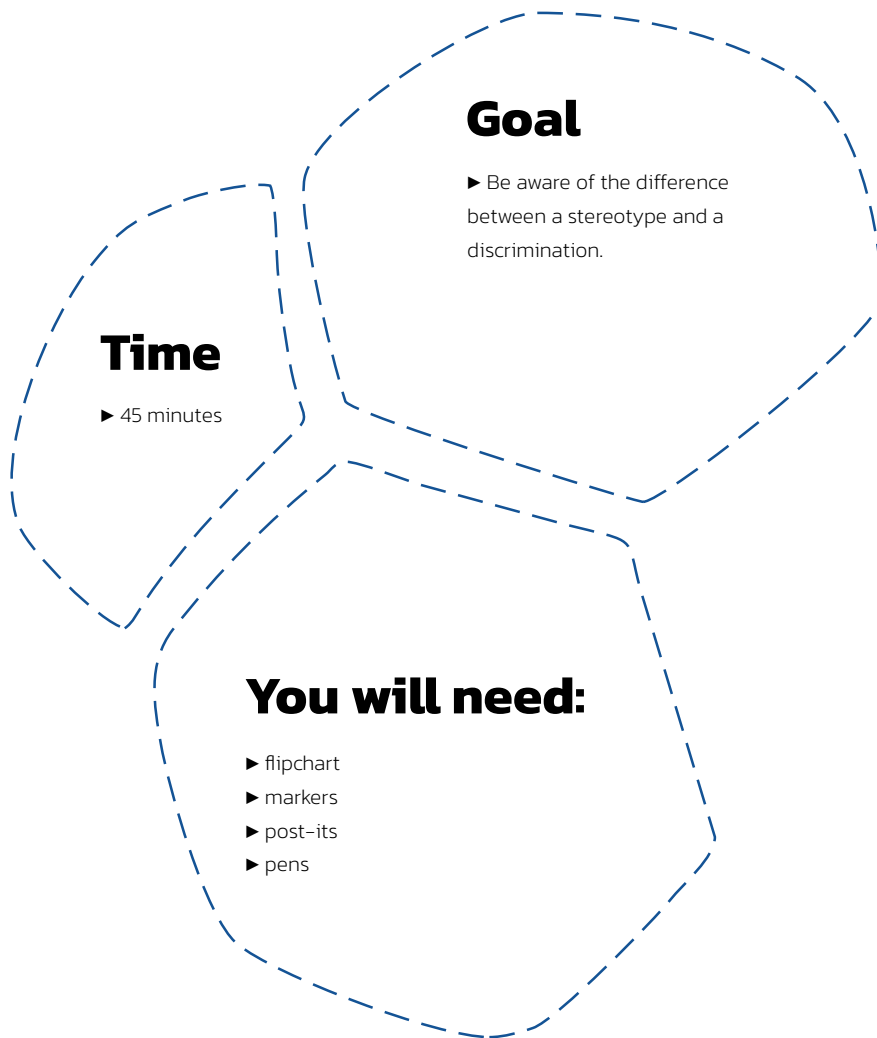
Make sure they understand the concept of discrimination and don't mix it with other terms such as stereotype or prejudice.

✓ Tips for the facilitator

Use more examples from the football that illustrates the same theme.

4.9.2. Activity plan

Discrimination and stereotypes



The game preparation

Prepare a flipchart and write on top of it different countries (ex. Germany, Czech Republic, Russia, Colombia and Nigeria).

Rules

Ask the participants to think of typical stereotypes, which come to their mind when they think of those countries. They should write it on a post-it and place it under the country to which it belongs to. Then go through it with the participants.

Variations

Instead of countries write down different ethnic groups or minorities (ex. from the Czech context: Roma, Vietnamese, Ukrainians).

Apply the same rules but to a football context (ex. What are the stereotypes about Italian, English and German football?)

Reflection

- Where do you think this stereotype comes from?
- How are stereotypes constructed?
- What is the difference between a stereotype and discrimination?

Key messages

Make sure the participants understand the term stereotype and discrimination.

✓ Tips for the facilitator

Be aware yourself of the differences between stereotype, prejudice and discrimination.

4.9.3. Activity plan

Identifying different types of discrimination

Goal

- ▶ concentration
- ▶ critical thinking
- ▶ social sensitivity

Time

- ▶ 30 minutes

You will need:

- ▶ minimum of 1 ball;
- ▶ minimum of 10 cones.

The game preparation

Place 4 cones (each one with a different colour) in a row or at 4 different corners of a pitch. Label each of those cones with types of discrimination (ex. homophobia, gender inequality, disability based, ethnic based). Place a dribbling zone made of 5 cones somewhere else on the playing field.

Rules

- o Ask the players to make a row behind the dribbling zone.
- o The coach gives an example of discrimination.
- o The first player then starts and dribbles through the zone
- o Then runs as fast as possible to the corresponding cone and stays there.
- o Then the second person goes.
- o Once everyone is at his or her cone, review the examples and engage in a discussion about them.

Variations

Create more zones.

Write the examples on a paper and make them run to pick the paper.

Reflection

- ▶ What was described in your example?
- ▶ Why can we define it as discrimination?
- ▶ Can you give other examples?
- ▶ Have you also experienced anything similar?

Key messages

The players have a clear understanding of the different types of discrimination.

✓ Tips for the facilitator

Create a large list of examples. Give also examples from the football field.

4.9.4. Activity plan

I score against stereotypes or prejudices?



The game preparation

Place 2 mobile goals next to each other. About 20 meters in front of them place a row of cones.

Rules

- o Players form a queue in front of the cones.
- o The first person needs to dribble around the cone.
- o When they arrive at the cone, the coach will say a statement (that represents either a stereotype or a discrimination).
- o Upon that the players need to shoot either on the goal that represents stereotypes (left one for ex.) or discrimination (right one for ex.).
- o Repeat the exercise so that at least players go 3 times.

Variations

Instead of just shooting after the cones, they need to pass to the coach and then shoot first touch as the coach passes the ball back.

Reflection

- ▶ Was it easy for you to distinguish the difference between the statements?
- ▶ Did you feel under pressure during this exercise?
- ▶ What was the most significant type of discrimination you heard of and why?

Key messages

The participants are able to make the difference between a stereotype and discriminations.

✓ Tips for the facilitator

Create a list of statements in advance and try to mark if the players respond correctly to each statement.

4.9.5. Activity plan

Identifying different types of discrimination



The game preparation

In a circle distribute the images randomly face down and on opposite sides of the circle place 5 cones in a row.

Rules

- o Divide the group in 2 teams.
- o Place both groups in front of the row of cones, facing each other and with the circle and the images between them
- o Give 1 ball to each group.
- o Now the first person from the first group needs to dribble with the ball around the cones and try to find the matching pair among the images. If he finds a pair he can try to find another one and then comes back with the pair to his group and passes the ball to the next person.
- o Now the first person from the other group can go and try the same.
- o The game ends when all the pairs have been uncovered.
- o At the end proceed with a debriefing and discussion about the images.

Variations

The images can be identical or can be also representing the same theme but not necessarily the exact same image.

Reflection

- ▶ Was it difficult to find the pairs?
- ▶ Did you help each other to find the pairs?
- ▶ What is represented in the images?
- ▶ What does it mean?
- ▶ Why do you think this is happening?

Key messages

Make sure the participants have identified correctly what is represented on the images and are able to identify to what type of discrimination it belongs to.

✓ Tips for the facilitator

Make sure you keep a bit of competition between the teams by limiting the exercise in time. For example: they only have 1 minute to dribble and also find a pair, as soon as the minute has passed they have to pass the ball back.

4.9.6. Activity plan

Limiting football match



The game preparation

In a circle distribute the images randomly face down and on opposite sides of the circle place 5 cones in a row.

Rules

- o Divide the group in 2 teams.
- o Tell the players that each zone has its own limitations. Zone 1: they can only play on 1 foot, Zone 2: they have to play with their hands on their head and Zone 3 they can only touch the ball twice.

Variations

Vary the types of limitations from each zone (ex. playing on 1 foot, can only score with a header, can only walk, can only score from a certain distance, etc.).

Or allocate players to specific zones which they can't leave.

Reflection

- ▶ What type of limitation was the most difficult?
- ▶ How did you feel when you were limited to a zone or when you couldn't play freely?
- ▶ Did you sometimes also face limitations in your real life? What kinds?

Key messages

Make the players realise about the feeling you can have when you are a victim of discrimination.

4.9.7. Activity plan

Scoring against discrimination



The game preparation

Set up a football pitch adapted to the size of the group.

Rules

- o Bring the players together and ask them to define rules, which would address a specific discrimination (ex. gender inequality, xenophobia, racial violence, etc.).
- o Once they have created the rules, let them play and observe how they play.
- o After the match, ask them if the rules were respected and if the discrimination we mentioned at the beginning was properly addressed.

Reflection

- ▶ Was the rule adapted to the discrimination you wanted to address?
- ▶ Was this game inclusive?
- ▶ What would you do differently next time?
- ▶ Do you think football can be a good tool for tackling discrimination?

Key messages

Tell the participants that even in football they can address certain types of discrimination by adapting the traditional rules of football.

✓ Tips for the facilitator

Prepare suggestions of rules, as participants often have difficulties to come up with less traditional football rules (for example. everyone has to pass the ball once before a goal is scored, a girl and a boy need to score alternatively, shake hands before and after the match, insults and bad words should result in push-ups, after every goal a person from the opposite team switches to the other team, etc.).

At the end of your session, proceed with a general debrief of the whole day. Go through the key learning outcomes of the session and ask the participants to give their opinion on the activities they have gone through.

Look up these other examples of cases of discrimination in football:

- o Mario Balotelli (Racial discrimination – Male Italian football player)
- o Hakan Sukur (Political persecution – Male Turkish football player)
- o Stenie (Homophobia – Female Cameroonian player)
- o Halil Dincdag (Homophobia – Male Turkish football referee)
- o Denis Naki (Ethnic and racial discrimination – Male Turkish football player)

4.10. Inclusive Football against Racism and Xenophobia

Topic: **Discrimination**
Author: **Thomas Babila Sama**

Background

Introduction of inclusive football against racism and xenophobia in a multicultural setting, such as an international school, or a community with people from different cultures or ethnicity.

To play the game of football in a multicultural setting so that it can become more inclusive without any exclusion due to racism and xenophobia.

The aim is to bring social change through football.

Aim

- ▶ To introduce the concept of racism and xenophobia in football for inclusivity in a multicultural setting.
- ▶ To play the game of football in a multicultural setting in order to combat racism and xenophobia, with the aim of bringing social change.

Objectives

- ▶ To discuss participants' experiences of racism and xenophobia.
- ▶ For participants to get to know each other in a multicultural setting (e.g. an international school), where the students come from different cultures or ethnic backgrounds.
- ▶ To create a secure learning and social environment in the case of an international

school or society setting.

- ▶ To discuss best practices against racism and xenophobia.
- ▶ To play the game of football in a multicultural setting.

Methodology and Methods

Participants would be asked to stand in a straight line across the centre of the field facing the facilitator.

The facilitator will call a series of statements and participants will move a certain number of steps forward or backward as instructed if they:

- ▶ are against racism and xenophobia
- ▶ think racism and xenophobia are bad
- ▶ have experienced racism and xenophobia
- ▶ belong to an ethnic minority group

- o Instructions on the football game
- o Warm-up exercises
- o Play! Play! Play!
- o End of game
- o Evaluation

Age group

From 12–18 years old

Group size

22 or more.

Equipment needed

- ▶ balls
- ▶ stop watches
- ▶ cones (round disks or cone-shaped objects used in sport practices to create goals, mark fields or guide participants in the activity).
- ▶ coloured jerseys or vests that distinguish one team from another during the football game. Or coloured t-shirts, ribbons or rags tied on the arm or wrist to differentiate the teams.
- ▶ sticky tape
- ▶ facilitator should wear proper coaching attire while on the field (example: tracksuit, t-shirt, cap, sneakers/runners).

Outcomes

Participants have improved awareness on racism and xenophobia.

Participants have more knowledge on ethnic minorities in football, such as: black players or players of colour, those from LGBT+ backgrounds, etc.

4.10.1. Activity plan

Enquiry question

The enquiry question of this activity is what do you know about racism and xenophobia in football and how can these issues be combatted?

Learning outcomes

By the end of the session, participants will have:

- Questioned commonly-held assumptions and stereotypes on racism and xenophobia.
- Learnt how to combat racism and xenophobia in football by exploring their own understanding of these concepts.

Session structure

This is the session structure and how much time each step takes.

- discussion on racism and xenophobia in football (40 minutes)
- facilitator outlines instructions of football game (e.g., the ball must be passed to every player without discrimination before scoring (10 minutes)
- warm-up activities: facilitator goes round circle with participants (10 minutes).
- play football: play – reflect – play again (50 minutes).
- end of the game
- regroup of participants in a circle for evaluation (10 minutes)

Practicalities:

- Participants will be organised into teams of 11 players or fewer.
- When creating the teams, the teacher/coach should mix the participants to ensure each team has participants with as many different ethnic backgrounds as possible. This is so that the participants will get to know each other better.

Assessment

- The facilitator will assess the participants at the end of the football game on what was positive or negative, and how they felt playing as a multicultural group. This will be an interactive process.
- A set of five indicators would be used by the facilitator to understand how and in what ways the participants have changed as a result of the football activity.

Definitions of the five types of changes/assessments are:

- Behaviour: The way in which one acts, especially towards others.
- Attitude: A certain way of thinking or feeling that shows a person's sense of self and values (attitudes inform behaviour).
- Condition: The state of a person against a specific situation, context or circumstance, which affects the way in which the person lives (for example conflict, vulnerability, safety).
- Knowledge: The facts, information and skills a person acquires through experience or

education.

- Status: A position in a community – the way others perceive you, or label you, based on personal and particular characteristics.

Prior knowledge

Based on participants' knowledge and experiences of racism and xenophobia in football and the society as a whole.

Blocks to active participation

- What needs to be addressed in this session is racism and xenophobia in football.
- These could be addressed through changing the mind-sets or stereotypes and misconceptions about ethnic minorities.

Description of the activity

This is a step-by-step process of what should be done by the facilitator:

- Starting with the discussion part.
- The facilitator should introduce the concept of racism and xenophobia in football.
- Then he/she should ask the participants what they understand about racism and xenophobia.
- The facilitator should divide the participants into pairs for them to share their stories on racism and xenophobia.

4.10.1. Activity plan

- ▶ The facilitator should ask all pairs to discuss the ways that ethnic minorities are discriminated through racism and xenophobia in their communities.
- ▶ The facilitator should ask each pair to choose one of the examples from their discussion to share with the others.
- ▶ After the discussion the game of football follows.
- ▶ End of game.
- ▶ Evaluation.



Tips for the facilitator

Inclusive Football against Racism and Xenophobia uses:

- ▶ Discussion methods against racism and xenophobia.
- ▶ Participants learn to combat racism and xenophobia in football through actively playing the game in a multi-ethnic team.

4.11. Education Through Football

Topic: **Discrimination**
Author: **Thomas Babila Sama**

Background

Education Through Football (ETF) enables participants:

- o To discuss discrimination in football and ways to combat it, in a multicultural setting like in an international school or a multi-ethnic community.
- o ETF also involves actively playing the game of football in a multicultural setting including ethnic minorities, such as black players or those from LGBTI+ backgrounds in order to combat discrimination.
- o ETF is based on collective learning and personal development to bring social change.

Aim

- To introduce and discuss the concept of discrimination in football, and ways in which it can be combatted.
- To actively play the game of football in a multicultural setting in order to combat discrimination.

Objectives

- For participants to get to know each other in a multicultural setting such as an international school, where the students come from different cultures or ethnicities.
- To create a secure learning and social environment without discrimination in the case of an international or multicultural setting.
- To identify and discuss participants'

experiences of discrimination.

- To discuss best practices against discrimination.
- To play the game of football including players from different cultural backgrounds as a way to combat discrimination.

Methodology and Methods

First Part: Discussion

- Participants will discuss discrimination and how to combat it in a room with a flip chart board, paper and markers.

Second Part: Football Game

- Participants are asked to stand in a straight line across the centre of the room or field facing the facilitator.
- The facilitator will call a series of statements and participants will move a certain number of steps forward or backward as instructed if they are: against discrimination, think discrimination is bad, have experienced discrimination and belong to a minority ethnic group.

- o Instructions on the football game
- o Warm-up exercises
- o Play! Play! Play!
- o End of game
- o Evaluation

Age group

From 12–40 years old

Group size

22 – 44 participants.

Equipment needed

Space: A room for discussion

- flip chart board
- paper and markers
- couple cards

Space: Football game – open level field

- balls
- stop watches
- cones (round disks or cone-shaped objects used in sport practices to create goals, mark fields or guide participants in the activity)
- coloured jerseys or vests that distinguish one team from another during the football game. Or coloured t-shirts, ribbons or rags tied on the arm or wrist to differentiate the teams;
- sticky tape
- facilitator should wear proper coaching attire while on the field (example: track suit, t-shirt, cap, sneakers/runners)

Outcomes

- Participants have improved awareness on discrimination.
- Participants have more knowledge on how to combat discrimination.

4.11. Education Through Football

Topic: **Discrimination**

Authors: **Thomas Babila Sama**

Possible variations

Facilitator will ask the participants to share a story in their groups of a time when they felt discriminated because of their identity or ethnicity.

Facilitator will also ask the groups to choose one story on discrimination and present it to the other groups.

4.11.1. Activity plan

Enquiry question

- From your personal experience, what do you know about discrimination in grassroots or professional football?
- Can you mention examples of discrimination in football from your personal experience or in the professional game?
- How do you know this is an act of discrimination?
- Have you been discriminated and how did you feel about it?

Learning outcomes

- What discrimination in football is.
- How discrimination in football can be combatted through good practices.

Session structure

- discussion on discrimination (40 minutes).
- facilitator outlines instructions of football game. Instructions for the game play (no dribbling and the ball must be passed to every player without discrimination, and not just the players you know, so that every player will touch the ball) (10 minutes)
- warm-up activities: facilitator goes round circle with participants (10 minutes)
- play football: play – reflect – play again (50 minutes)

- end of the game
- regroup of participants in a circle for evaluation (10 minutes)

Practicalities:

- Participants will be organised into teams of 11 players or fewer.
- When creating the teams, the teacher/coach should mix the participants to ensure each team has as many different ethnic backgrounds as possible. This is so that the participants will get to know each other better.

Assessment

The facilitator will assess the participants at the end of the football game on what was positive or negative about it, and how they felt about playing as a multicultural group. This will be an interactive process.

A set of five indicators would be used by the facilitator to understand how and in what ways the participants have changed as a result of the football activity.

Definitions of the five types of changes/assessments are:

- behaviour: the way in which one acts, especially towards others.
- attitude: a certain way of thinking or feeling that shows a person's sense of self and values (attitudes inform behaviour).

- condition: the state of a person against a specific situation, context or circumstance, which affects the way in which the person lives (for example conflict, vulnerability, safety).
- knowledge: the facts, information and skills a person acquires through experience or education.
- status: a position in a community – the way others perceive you, or label you, based on personal and particular characteristics.

Prior knowledge

Based on participants' knowledge and experiences of racism and xenophobia in football and the society as a whole.

Blocks to active participation

- Discrimination in football will be addressed in this session.
- This could be addressed through changing the mind-sets or stereotypes and misconceptions about ethnic minorities in football.

Description of the activity

This is a step-by-step process of what should be done by the facilitator:

- Starting with the discussion part.
- The facilitator should draw a large picture of an apple or fruit tree on a chart and write the word "discrimination" in the middle.

4.11.1. Activity plan

- ▶ Then he/she should ask the participants what they understand by discrimination.
- ▶ The facilitator should brainstorm all the things which cause discrimination with the participants.
- ▶ The facilitator should write all the causes of discrimination on the apples of the tree.
- ▶ Then the facilitator should divide the participants into pairs and introduce a character called 'John'.
- ▶ Each pair should choose one word from the apple on discrimination and think of a story to link the two.
- ▶ Then they should share their story with their partner.
- ▶ The facilitator should divide the participants into small groups of three and give each group one of the cards.
- ▶ The facilitator should ask all the groups to discuss the ways by which ethnic minorities in their communities are discriminated.
- ▶ In their groups, the facilitator should ask the participants to choose one of the examples from their discussion to present to the rest of the group in a frozen picture form, or they can draw a picture to represent the discrimination.
- ▶ Facilitator should give the groups time to prepare their pictures.
- ▶ Once the groups are ready, the facilitator should instruct each group to come forward and present their picture – frozen or drawn to the rest of the participants.
- ▶ Then the game of football follows.
- ▶ End of game.
- ▶ Evaluation.

4.12. Valuing diversity in football trainings

Topic: **Diversity**
Author: **Inemarie Dekker**

Background: Theory on social inclusion

Everyone has stereotypes in their minds. It takes several meetings to get to know each other and help to eradicate these commonly-held opinions.

Period needed to practise life skills.

Life skills can't be learned in a single activity, so it must be a regular practice, within a given period (e.g. every day for one week or weekly). A coach could integrate reflection on life skills also in a regular training session – after practising them in the below games.

Ways the coach can facilitate this are:

- Keep practising life skills in regular training sessions. By coaching and giving feedback on those and by reflecting on them as a group using the 'Head, Heart, Hand' approach.
- Observe your players: what are they good at and what do they still need to learn when looking at the list of skills needed for inclusive teamwork? You can give positive feedback on what is done well, and coach what they still need to practice.
- Focus on one life skill at a time.

Social inclusion through sports:

How can you promote players in your team to value diversity within their group? These are a few key actions you can take:

- Team building and foster each other's strengths and differences (that's what you need to be a good team, you don't need 11 strikers or attackers.)
- Group reflection on what happens during play at the field, by asking:
 - o What do you think? (head)
 - o What do you feel? (heart)
 - o What do you do / would you like to do next time? (hand)

Discussing different viewpoints will make players realise that there are multiple opinions and options.

In all activities, coaches facilitate that players are:

- Forming their own opinion (understanding).

The trainer doesn't oppose his or her opinion. She or he can ask questions to consider or intervenes when incorrect facts are given. Give room and time for every participant to gain more insight and form their opinion

- Making decisions (experimenting, practicing -> acting).

The trainer provides feedback to players when relevant.

- Reflecting on their own behaviour (reflecting).

Using the Head, Heart, Hands method.

- As a team come with solutions to solve problems. When the team becomes an actual team and gains skills to collaborate with each other, they will also be able to come up with solutions when there are disagreements. The trainer can lead discussions and make sure that everyone is heard and add to the solution.

The activities show 'this is how it can be as well' and 'this is what I can do myself'.

Desired outcome of activities and continuously coaching on life skills: Players respect each other and collaborate as a team.

4.12. Valuing diversity in football trainings

Topic: **Diversity**
Authors: **Inemarie Dekker**

Background: Role of the trainer

As a coach you are important for your group, and a trustworthy person they probably look up to. Below you find tips for good coaching:

- ▶ Being a role model in what you say and do: Coaches behave as they would like to see the players do themselves.
- ▶ Creating a safe space among the group for the players to learn and excel.

Checklist safe space

Emotional safety:

- ▶ Trainer is a trusted person.
- ▶ Trainer is available to talk to before and after the training.
- ▶ Trainer stimulates team building and an open atmosphere.
- ▶ Certain group rules, you may design together, like:
 - ▶ Respect: listen to the one who's talking
 - ▶ What is discussed during training stays in the training

Bodily Integrity:

- ▶ Coaches respect bodily integrity: don't touch players, unless it's for their safety (e.g. first aid or catch someone falling) or unless it's part of the game (e.g. almost no team sport is completely without touching).

- ▶ Football clubs should have a child protection policy (e.g. in the Netherlands it is compulsory to have two trainers in the group, the so called 4-eyes principle).

Specifically, for girls and women (depends per context):

- o Scheduling: discuss times and a place with the players, to make sure it's safe for them, as well as the journey to and from the field (e.g. in the evening).
- o An adult female is present in case of a male coach.
- o Separate changing room and toilets for boys and girls.
- o Supportive audience or no audience.

Emotional safety – media:

- ▶ No photos are shared on social media or otherwise, without the permission of the players (or their caregivers if under 16).

Source: open source material from www.womenwin.org

Positive coaching. Major principles of positive coaching are:

- o Listen to young people openly with an open mind, without judging.
- o Continually catch your players doing things RIGHT.
 - o When kids mess up, help them understand how to correct their mistakes.
 - o Make practices and games fun.
 - o Remember everyone progresses at their own pace and level.
 - o Remember you are an adult and you are working with kids.

Source: www.competetivedge.com

Engaging players in designing rules and activities to have them engaged.

4.12.1. Activity plan

Introduction Games

Goal

- ▶ getting to know each other
- ▶ team building
- ▶ Observe qualities and collaboration skills of the group and individual players.

Time

- ▶ 60 minutes (first session)

You will need:

- ▶ a football pitch
- ▶ small white papers, pens and pegs
- ▶ eight small ropes
- ▶ 16 cones
- ▶ eight footballs

The game preparation

Some games you can play are:

- ▶ Stand in a circle. Someone starts to perform a movement that represents him or her; this is something that the entire group repeats. Then the next one performs his or her movement, and the whole group repeats the first and the second movement, etc. .
- ▶ Draw a picture of a thing and put it with a peg on someone else's back. When everyone is ready, walk around, when you meet someone you can ask one question that can only be replied with 'yes' or 'no'. If you know 'what' you are, you go back to the coach, if you're right you will get another picture from the coach, and you can join the game again.
- ▶ Find someone of similar build as you are. Sit down with your back towards some else's back. Now try to stand up. Try again and see which pair is fastest. Make new pairs and try again.
- ▶ Make pairs and tie one leg to the partner's one. Stand in line and all try to walk quickly towards an opposite line (indicated by a cone). Try it another time, this time by running. Variations: switch pairs; see who arrives first; or make a relay.
- ▶ Warming-up while running and passing a ball in pairs.
- ▶ A two-a-side football game.

Variations

You may add any play football drills that can be done in pairs or small groups.

Reflection

Stand in a circle and reflect shortly on this first training session:

- ▶ Head: How did you like the training today? Have you met everyone?
- ▶ Heart: Does it feel good to work with different teammates? Why?
- ▶ Hand: As a team we should be able to play with every other player in our team. How can you show this in the next training? What will you do?

Key messages

It is important to know each other to be able to play as a team.

✓ Tips for the facilitator

- ▶ Make sure it's fun!
- ▶ If you are with an uneven number, make threes or join in.
- ▶ After a few trainings in which you showed different types of warm-ups, you may decide to ask pairs to organise the warm-ups next time, that may be also fun, like a tag game, a dance to a favourite song, or drills on music, etc.
- ▶ Observe the group and see the qualities and collaboration skills of the group and individual players. Keep on giving feedback on what is good and coaching and reflecting on what can be improved.

4.12.2. Activity plan

What's my Quality?

Life skill

- I know my qualities and those of others.
- I value all my identities or qualities (as one has multiple) and those of others.

Time

- 30 minutes
(within a football training)

You will need:

- a football pitch
- four prints of next page and cut into pieces
- four cones to mark the field
- goals (or four cones to mark the goals)

The game preparation

Make two teams and give everyone one of the paper pieces with a role on it (every role can only be given out once).

Explain that you are about to play a football game, but you can only perform 1 role: the one written on the piece of paper, nothing more.

Rules

- o Then play. If players face difficulties to do only the one role, stop the game and explain it one more time.
- o Play for as long it is fun. You may stop the game one more time to reflect on what happens. You may switch roles and try again.

Variations

Make groups of four. Every group receives a paper with all roles. They can also use the blank ones to write down other qualities. Every group will now divide the roles within their group. They jointly discuss and decide which qualities fits to whom best. Make sure that everyone gets at least three pieces of paper with qualities.

If you have time, play another football game, players now play according to their own qualities, but may also perform other roles when needed.

Reflection

Reflect on the game – during the game (if relevant) and after the game:

- Head: What happens when everyone performs just one role at the field? Why is that?
- Heart: How did it feel to stick to just one role? What quality-cards do you have? How does it feel when your teammates tell you what you are good at?
- Hands: How will you use your qualities and to know those of others next time? How does it show?

Key messages

If we perform according to stereotypes, we are just one thing. Not a person with multiple identities, qualities and preferences.

Foster each other's strengths and differences. What's more, we all need each other in a team. And we can help each other to perform better. Besides, we all need to perform different roles sometimes, to be able to successfully play together.

✓ Tips for the facilitator

When a player says: 'I am not a good player' What can you do?

What position is best for her? Can others give tips on where she could go to help the team, to get better?

4.12.2. Activity plan

What's my Quality?

Make sure that all players feel they are good at something, and if he/she is not the best player in the world, they can still motivate the team, be perseverant (which is great in life!) and work to improve themselves.

Keep on giving positive feedback to all players during following trainings.

As a coach you may link the game to a role model in football history.

Suggestion: the story of Johan Cruyff (see also Dolores' football activists' card game). Cruyff believed that all players should be able to take over the role of any other player in a team (i.e. 'total football'). Its 'success depends largely on the adaptability of each footballer within the team, in particular the ability to quickly switch positions [or roles]. [It] requires players to be comfortable in multiple positions' and multiple qualities.

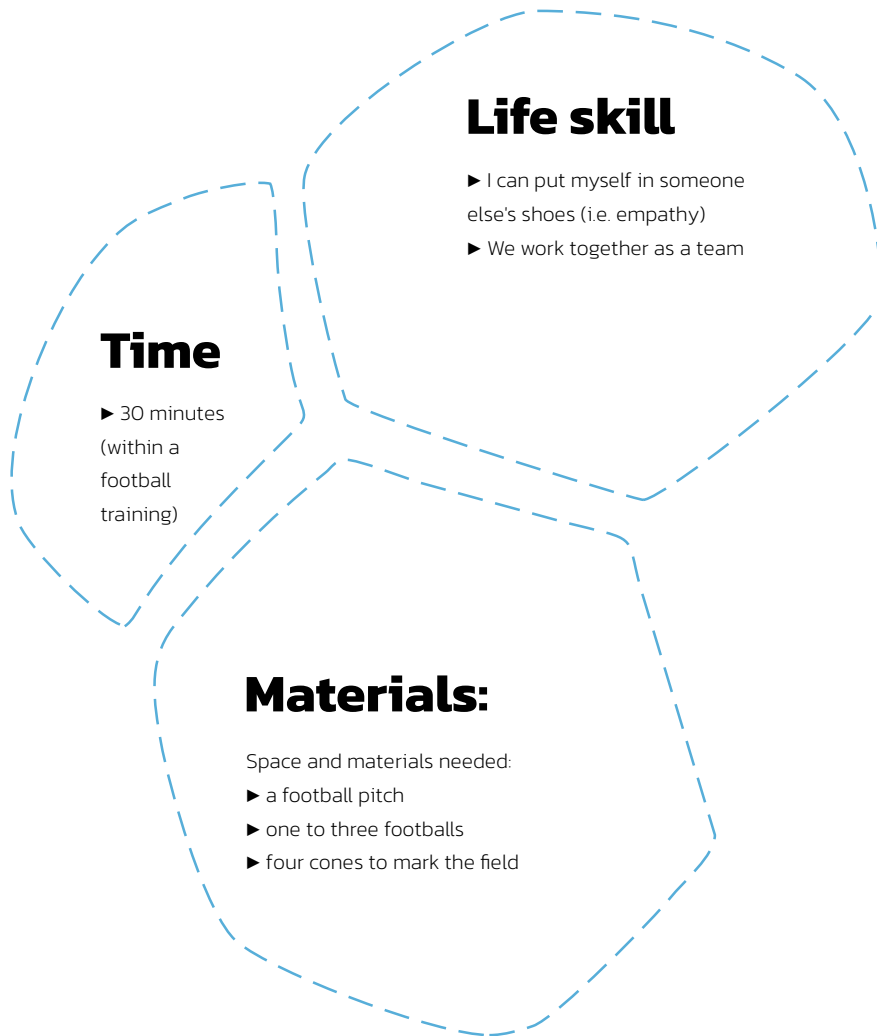
Source: www.wikipedia.org

HANDOUT

| | | |
|--|--|--|
| The trainer can add other qualities that he or she wants to see in the field. Players may pick one of below qualities or write their own. | | |
| I run fast | I am perseverant, I don't give up | I ask for tips to be able to improve my skills |
| I score goals | I serve as an option for the midfielder to play backwards | I sprint into open space, so teammates can pass me the ball |
| I can easily control the ball | I listen to the coach's tips on how to improve | I always do my best during the training |
| I always pass the ball to teammates, who are free to receive the ball | I beat opponents in one-on-one situations | I motivate my teammates, also when we're about to lose |
| I give tips to my team mates how to improve | I give assists and help others score | I cheer for the team |
| | I have fun when playing football | |

4.12.3. Activity plan

What makes a team



The game preparation

- ▶ Set the field and appoint one player as the tagger.

Rules

- o Goal of the game: For the tagger: tag as many players. For the players: try not to get tagged.
- o Rules: You cannot get tagged when you have the ball. You can only tag with your hands. If you get tagged, go outside the field. You can re-enter the game when a new tagger is chosen. If you run outside the field, you're also out.

Variations

- ▶ If tagged, you're out for 10 seconds only.
- ▶ To make it easier: Throw the ball; have more balls or have a bigger space.
- ▶ To make it more difficult: Pass the ball with your foot; have more taggers or have a smaller space.

Reflection

Between two games and after the game, reflect on:

- ▶ *Head*: How can you help each other not getting tagged?
- ▶ *Heart*: How does it feel when not asking for help? Or when asking for help, but not being helped?

- ▶ *Hands*: How can you help each other on the football pitch, during the game? How does it show?

Key messages

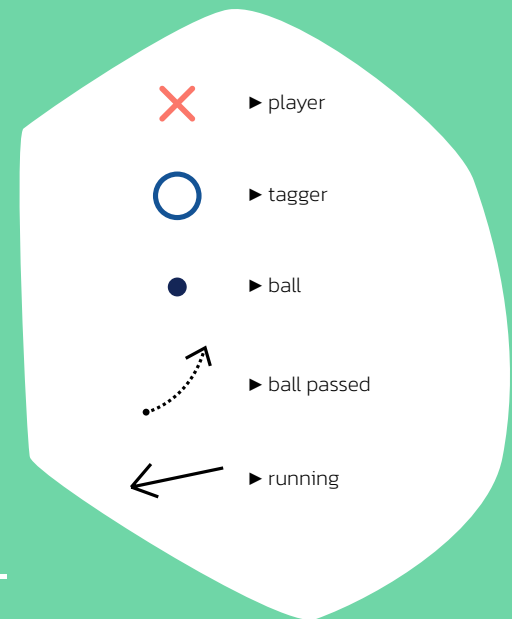
Players can help each other by playing the ball to each other. It means players need to pay attention to two things: the tagger (i.e. the danger) and the balls (i.e. the support).

✓ Tips for the facilitator

- ▶ When you see that some players hold the ball too long, add the rule that you have to pass the ball within 10 seconds.
- ▶ Keep on reflecting on your players in the following training sessions.
- ▶ As a coach you may link the game to a role model in football history.

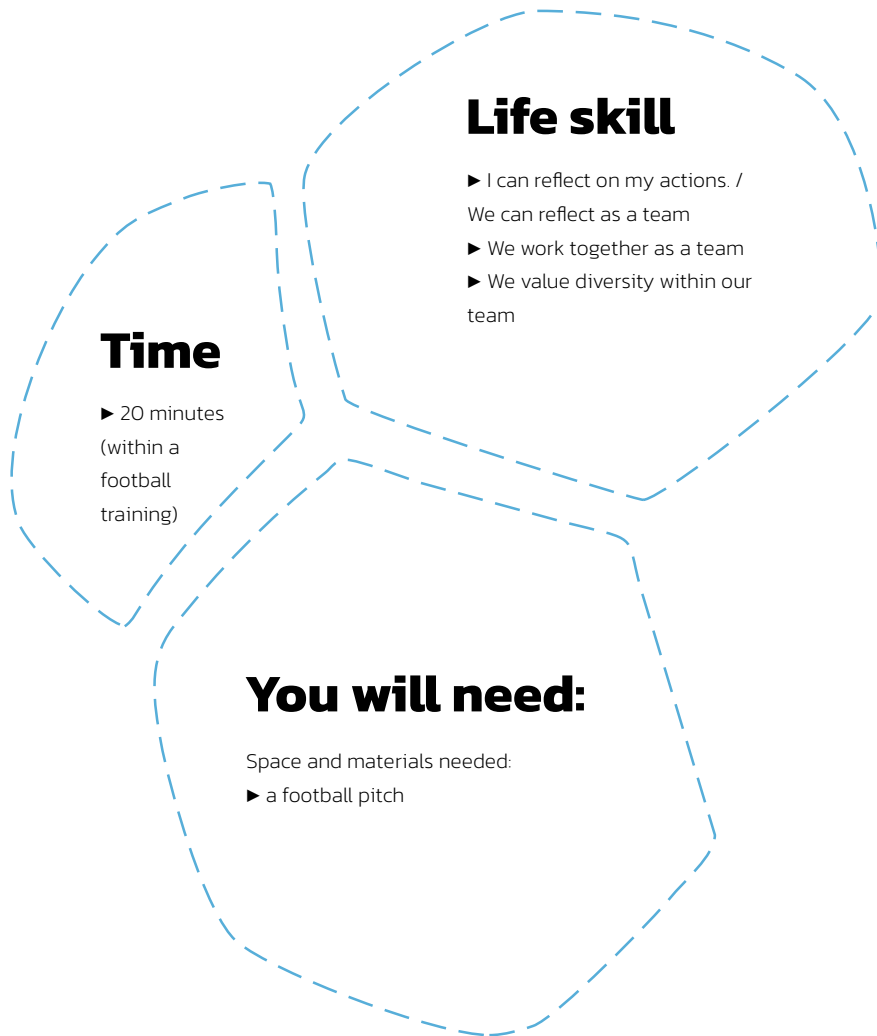
Suggestion: the story of Megan Rapinoe (see also Dolores' football activists' card game). Rapinoe showed her solidarity against racism and sexism in multiple ways – helping out others through that.

What makes a team



4.12.4. Activity plan

What skills can I improve?



The game preparation

▶ Just after a football game, make smaller groups of four, six or eight players (even numbers).

Rules

- o Within the smaller groups, discuss what you feel you can improve at the field, reflecting on past the past game.
- o After one is finished, the group can reflect on if they agree that this is something to improve (to mirror what you think about yourself). If not, can they mention another skill to be improved?)
- o Then set a goal on what to improve and how to do it. Everyone will get a turn.
- o Now spilt up in pairs, preferably with someone who is good in the skill that you want to learn. You will be each other's buddy to help you reach the goal just set.
- o Also, the trainer can help and make sure to coach the coming training sessions using these learning points.

Variations

▶ Depending on the group, you can focus the discussion on technical skills (which will be easier, more factual) or skills to collaborate as a team (which will be more personal and more intense).

Reflection

In the discussion reflect on:

- ▶ *Head*: What skills you like to improve?
- ▶ *Heart*: How would it feel to improve this skill? And to be helped by others to reach it?
- ▶ *Hands*: How could you reach the goal that you just set? How would it show?

Key messages

All of us have qualities, and all of us have skills we can still learn. And we can help each other learn.

✓ Tips for the facilitator

Tips for the facilitator to help the game run smoothly:

- ▶ If you are the only one who can lead the discussions, you will have the entire group at once, and probably need more time. You can also do it in several training sessions with a small group or at a moment apart from the training.
- ▶ As a coach you may link the game to a role model in football history.

Suggestion: the story of Afghan football player Khalida Popal (see also Dolores' football activists' card game). Popal and her teammates were encouraged by her mother to play, despite insults and threats.

4.12.5. Activity plan

What can I say?

Life skill

- ▶ I can listen
- ▶ We work together as a team

Time

- ▶ 30 minutes
(within a football training)

You will need:

Space and materials needed:

- ▶ a football pitch
- ▶ one football
- ▶ four cones to mark the field
- ▶ two goals
- ▶ bibs of two colours (to be able to make three teams)

The game preparation

- ▶ Set the field and make three teams. Two teams are at the field, playing a regular team. One team is standing along the field (e.g. three at each length), they can help the team who has ball possession.

Rules

- o The team at the field, scoring most wins.
- o Play the game with regular rules, except for the extra players that can be used by the offending team.
- o First play without talking. Make sure that all teams can play on the field at least once. Then reflect.
- o Now players can talk. Again, make sure everyone can play at the field.

Variations

- ▶ Make the six smaller teams (at least two per team) and play at two fields, to get more responsibility as a team member, because of smaller teams.

Reflection

Between two games and after the game, reflect on:

- ▶ *Head*: What happened now you cannot talk? Why? What happened when you could talk?
- ▶ *Heart*: How does it feel when you can't communicate? Or when teammates don't listen?

- ▶ *Hands*: How can you communicate effectively at the field? How does it show? What can you do next time?

Key messages

- ▶ You can communicate with language and without. For effective communication you also need to listen.
- ▶ You need communication in a team to be able to collaborate and to be able to hear all voices.

✓ Tips for the facilitator

First give an example of the game so that every team understands what to do and where to be.

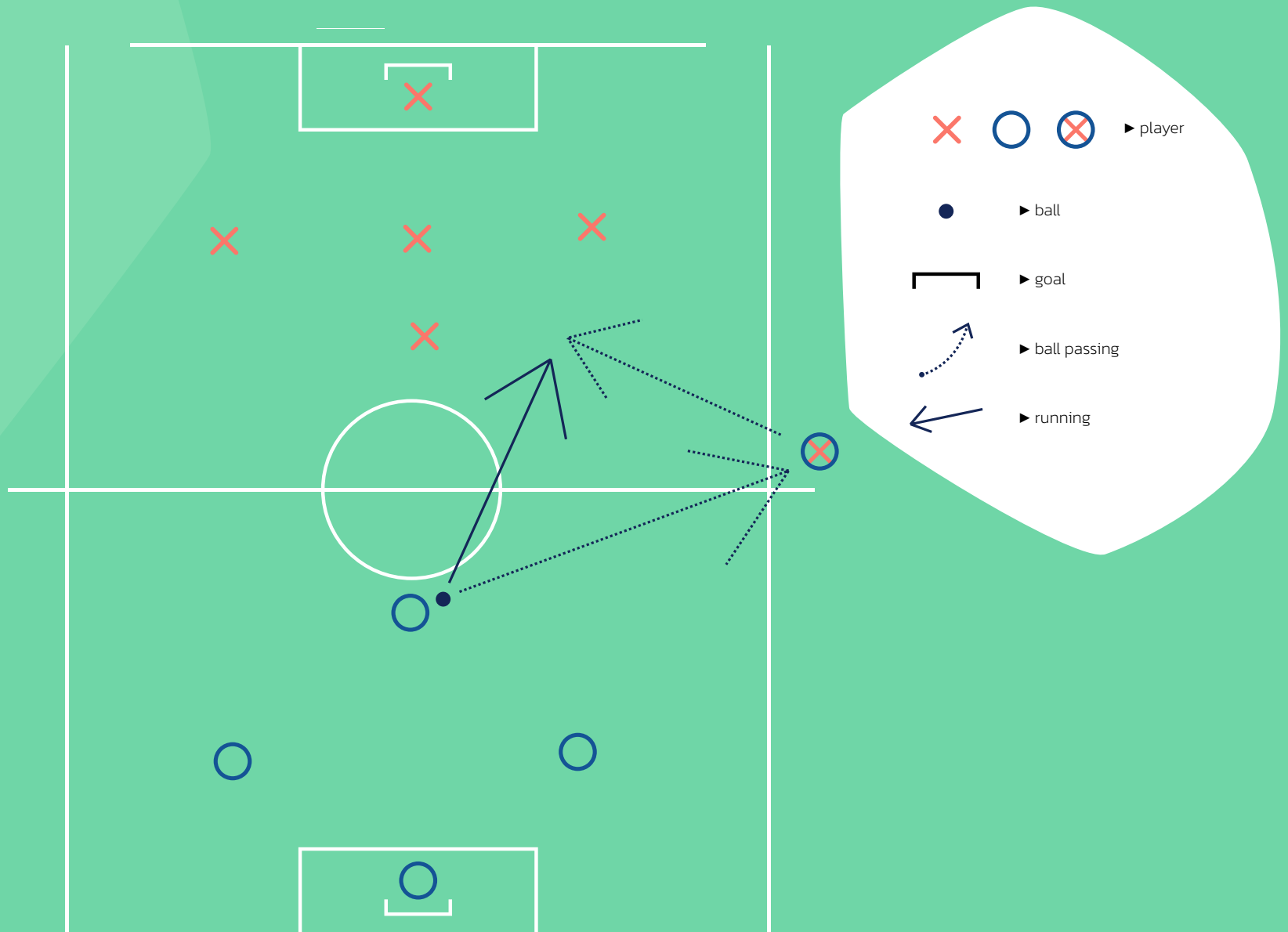
- ▶ As a coach you may link the game to a role model in football history.

Suggestion: the story of Georgino Wijnaldum, a Dutch national team player, who supported Ahmad Mendes Moreira who was racially abused during the Dutch second division game FC Den Bosch vs. Excelsior in autumn 2019. Wijnaldum together with the Dutch team's coach announced to walk off the pitch in case of racism.

Source: www.theguardian.com

Look for examples in your country about players / coaches who spoke out against discrimination/ racism. Or ask players to find examples.

What can I say?



4.13. European Male Football Championships history and the transformation of Europe ▶ Learning through illustrations

Topic: **History**
Author: **Zdravko Stojkoski**

Background

The activity is about the history of the European Football Championships in the context and interrelation with the wider political, economic and social events happening in Europe in the post World War II period.

As a non-formal learning activity it will be realised as a combination of exposition, lecture, participant's activity and discussion. The focus will be on the youths/participants learning through images.

Aim

Knowing the modern European history and society through the prism of football and European Football Championships.

Objectives

- ▶ Presenting the history of the European Football Championships in a wider socio-political context
- ▶ Promoting understanding, inclusion and social cohesion between the youngsters and football fans
- ▶ Raising an awareness that history could be learnt in many different ways including football and sports

Methodology and Methods

- ▶ Presentation
- ▶ Visualization
- ▶ Group work activity
- ▶ Discussion

Programme

- ▶ Guide through the exposed material – (approximately) 20 minutes
- ▶ Lecture regarding the topic – (approximately) 20 minutes
- ▶ Activity and discussion – 50 minutes

Target group

- ▶ Students;
- ▶ Youths;
- ▶ Football fans;
- ▶ Activists;
- ▶ Wider public

Group size

- ▶ Optimal for 30 – 40 participants
- ▶ Exhibition and lecture may include larger audience)

Equipment needed

- ▶ Space (may include: school, museum, stadium, open space, other cultural institution)
- ▶ Exhibition posters or cards
- ▶ Screens
- ▶ Laptop(s)

- ▶ Markers and flipcharts

Outcomes

- ▶ Learn and understand football as a game and wider social phenomenon;
- ▶ Increase critical thinking on football and football competitions and their impact on changing social processes.
- ▶ Deal with prejudices and ignorance in football and society

Possible variations

- ▶ The activity could be presented and moderated by a trained student(s) or activist(s)
- ▶ The activity could be realized using only one part or selected parts of the suggested material.
- ▶ Coaches/educators may adapt the activity according to their local, national or regional context, as well as include their own material (maps, images, stories, etc.) within the main concept.

4.13.1. Activity plan

Enquiry question

How football and European football championships were interrelated with other political and social processes that transformed modern Europe?

Learning outcomes

- Participants understand the place and importance of football and European football championships in the life of modern Europeans;
- Gain skills to learn history and society using images and illustrations;
- Recognize different forms of identities and know the ways to deal conflicts and rivalries.

Session structure

- Exposition
- Presentation
- Discussion

Prior knowledge

- Knowledge on European history in 20th century;
- Basic interest/understanding on football and sports.

Blocks to active participation

It is expected that some participants (youths, fans, etc.) approach football as an ordinary game, competition or pure passion. It's important that coaches/ educators point out and emphasize the wider social relevance of football, as a subject that could influence and be influenced by many aspects of social life.

During the activity, coach/educator may face elements of prejudice and ignorance from some participants, especially regarding race, religion or nation. He/she needs to be aware and well prepared to deal these possible outbursts, to find ways to manage them in appropriate form and explain that one of the main purposes of the learning activity is to overcome stereotypes and prejudice on any level, as well as to create a sense of inclusion and mutual understanding.

Resources

[Check out Annexe 2: European Championship.](#)

Description of the activity

- Step 1:
Based on the proposed material, coach/educator prepares posters, banners or cards containing images and illustrations. (See the additional material for coaches/educators)

- Step 2:

The learning material is displayed at the specified place. It could be: public space, museum, stadium, house of culture, school, etc.

- Step 3:

The coach/educator guides the group of participants (students, activists or other participants) through the displayed material explaining the content. Approximately 20 minutes.

Break – 5 minutes

- Step 4:

Lecture/PowerPoint presentation is presented to the participants. Approximately 20 minutes.

Break – 5 minutes

- Step 5:

Activity and discussion

Part 1:

Participants are divided in smaller groups (teams), 5–6 members per team. Every team elects a captain and discuss (particular part of) the exposed material and lecture. The coach/educator coordinates the work of the groups. Approximately 20 minutes.

4.13.1. Activity plan

Part 2:

Captains present the views of their teams. In a joint debate participants compare the findings of the teams and try to reach a common conclusion.

Coach/educator moderates a group discussion.

Approximately 20 minutes.

Part 3:

Coach/educator addresses the final outcome of the activity. The participants express their own experience from the activity. Approximately 10 minutes.

► The activity could be realized with focusing only on some parts, periods or topics from the proposed material. Some may consider the ideas like:

- European Football Championships in the 1960s; EUROS during the Cold War;
- Migration and racism in 21st century through the prism of European Football Championships; History of Women's European Championships etc.



Tips for the facilitator

- Instruct some activist(s) to guide through the exhibition or lead the discussion;
- Involve your (local) football club, fan group(s), youth organizations or other relevant civil organization in the realization of the activity;
- Engage a diverse group of participants, as much is possible. Including gender, ethnic, religious, racial or other inclusion;
- Be free to adapt the activity to suit the local or regional context, always having in mind its wider European relevance;

4.14. Exploring Identity

Topic: **Identity**
Author: **Denver Charles**

Background

Participants examine the importance of personal identity and personal strengths in fostering team identity, while investigating the positive and negative connotations of 'wearing the shirt.'

Aim

► By the end of the session students should investigate the ingredients that make up personal identity, identifying individual strengths and weaknesses through the importance of teamwork in game activities, while reflecting on the question, 'Should it matter which shirt we wear?'

Objectives

- Students should be given an opportunity to discuss the elements of personal identity.
- Students should play a number of small-sided games to identify the importance of 'individual contribution' to team in games.
- Students pick up a football skill through the small sided games – dribbling / passing / communication / movement
- Students should create a team name and a badge to reflect the team and discuss, 'should it matter which shirt we wear?'
- Students could interview someone from a local club to investigate how football can have a positive role to play within the local community.

Methodology and Methods

This is a very active lesson where discussion topics are interspersed throughout with a selection of skills, small-sided games and team activities.

At each stage of the process, there are discussion points and teams can be awarded points for winning each of the activities listed.

Programme

- Guide through the exposed material – (approximately) 20 minutes
- GLecture regarding the topic – (approximately) 20 minutes
- Activity and discussion – 50 minutes

Age group

13–14 years old.

Group size

20 – 30 participants

Equipment needed

- flipchart
- selection of Team Badges for Discussion
- Team Score Chart
- Corrymeela resource
- multiple coloured bibs – Selection of Football Shirts (if possible) – Distinctive Bib for Messi Game

Outcomes

- Participants are informed about the ingredients of personal identity and how an effective team builds on the strengths and weaknesses of all.
- Participants can discuss the positive and negative connotations of 'wearing the shirt.' Does personal identity really equate to wearing a football shirt?
- Participants should be using practical activities to increase their football skills and awareness of teamwork.
- Participants are also invited to discuss and take part in debates that surround identity.

Possible variations

A number of small-sided games can be used to emphasise the same coaching points – passing as a team/defending as a team/attacking as a team + the skill at the centre of the lesson can be changed from accuracy in shooting to another generic skill.

There are also a number of non-football variants discussed within the resource.

4.14. Exploring Identity

Topic: **Identity**
Author: **Denver Charles**

Evaluation

Closing plenary to discuss the topic and student evaluation of learning at the end of the session, by discussing what they found positive about the lesson, what they enjoyed and what they would like to do in the next session.

Evaluative feedback should look at both the discussion points and what was learned in the practical sessions.

Game structure

► 5-10 Minutes: Warm Up Activity – All against all + discussion of what makes up personal identity

► 5-10 Minutes – Exploring Personal Identity

► 10-15 Minutes – Walking Debate on Issues of Identity

► 10-15 Minutes – Team Identity Board

► 10-15 Minutes: Football Ludo/Team Badge Challenge – Small-sided competitive games + discussion on what we mean by team identity and why 'wearing the shirt' can sometimes have negative connotations.

Corrymeela Resource: www.youtube.com

► Interval – Fun Activity – 5 Minutes: Shooting as a team/Rock, Paper, Scissors

► 20-25 Minutes: Team Top Trumps – Each player in the group designs a personal top trump card that identifies individual strengths and weaknesses. These cards will form the basis of the team games that end the activity session.
/Non Football Alternative – Spaghetti Tower/Identity Debate

► 10-15 Minutes: End session with a selection of team games.

► Closing Plenary – It may be possible to bring someone in from a local club to speak to the students on the ways to create and foster, 'team' identity. In the NI context this may include a team such as the PSNI (Police Service of NI) or the Queen's University Team.

4.14.1. Activity plan

All Against All – Warm up

Goal

- Warm Up Activity – Playing for Yourself

Time

- 5 – 10 minutes

You will need:

- indoor or outdoor setting
- 4 small goals or different coloured cones denoting goals
- 1-2 balls
- Different coloured bib for everybody

What you need

- Can happen in an indoor or outdoor setting.
- Four small goals or different coloured cones denoting goals in each corner and a defined square to play the game within.
- This game can be played with one or two balls.
- For fun, it would be good if everybody had either a different coloured bib or shirt to demonstrate the diversity of humanity in the game – but this isn't essential.

The game preparation

All students are told to stand within the square. One or two balls can be added to the game as necessary.

Rules

- o Students can score in each of the four goals.
- o Every player is playing against each other and trying to score the most goals.
- o Players count their own score.
- o Players may choose to work with each other in temporary alliances to help them score.

Variations

The alternative is to have all students with a ball attempting to knock each other out by knocking another player's ball out of the area while keeping control of their own ball.

Reflection

- What are the attributes necessary for an individual player to score a goal?
- What other ways could an individual create the circumstances to make it easier to score a goal?

Key messages

Every individual has personal strengths and weaknesses and this is part of their personal identity.

Individuals can choose to cooperate with other people to the benefit of all involved.

Football should be fun.

✓ Tips for the facilitator

This is just a fun active game to allow the students to warm up.

4.14.2. Activity plan

Dodge ball Dance off – Warm up



The game preparation

Students are initially placed into two teams for the Dodge Ball Activity – this can become four to six teams for the later activities

Rules

- o Students compete against each other in a typical Dodge Ball Game – where each team tries to hit the other teams' members with a ball to knock them out of a game. When a ball is caught by the opposing team, a team member can re-enter the game for that team.
- o In the simple team challenge, two teams take each other on in simple challenges such as Dance Off. Points are awarded to each team for winning – for example – the 'silliest' dance.'

Variations

There are a number of fun ideas that can be added to the team challenge.

There are other team games that involve teams participating in challenges against each other, such as getting a ball from one side to the other in the quickest time.

Reflection

- Why is it important to participate as part of a team?

Key messages

Games are fun! Creating a Trust Zone where every participant should feel happy to be involved in all activities.

✓ Tips for the facilitator

This is just a short game to introduce the group to the discussions that follow. Keep it short, punchy and fun.

4.14.3. Activity plan

All Change – Personal Identity Chart – Icebreaker

Goal

- Know Yourself

Time

- 5 – 10 minutes

You will need:

- indoor or outdoor setting;
- flipchart, paper and pens for Personal Identity Chart.

The game preparation

Students sit in a circle and the leaders calls out the command 'Those with blue eyes change ...'

Rules

- o The goal of the game is to explore different elements of identity.
- o The rules are that students must change when a feature that applies to them is called out – of example – 'Those with blue eyes change/change if you have blue eyes'
- o The person who is last to find a space in the circle issues the next command – if somebody says 'All Change' then all must change.
- o Students can then individually draw six things on a piece of paper that represents them – Music/Sport/School – a small amount of time can then be used to get the students to explain their identity chart

Variations

It is a fairly simple game that looks at the basic elements that make up personal identity. There are many examples of this type of game.

As an alternative Icebreaker to get to know each other, students could play student bingo or two lies and a truth.

In student Bingo, students circulate and try and fill in a name for each of the characteristics in the square.

For two lies and a truth, students write down three things about themselves – they then read them out and students guess which is false.

Reflection

- What is the most important part of our identity?
- Why is it important that we value everyone's personal characteristics?

Key messages

Everyone has a right to frame and create their own identity through their personal choices and preferences.

✓ Tips for the facilitator

This is just a short game to introduce the group to Personal Identity. Keep it short, punchy and fun.

4.14.4. Activity plan

Walking debate

Goal

- ▶ participants give an opinion and reflect on the reasons for choosing a particular option
- ▶ listening to each other actively

Time

- ▶ 10 – 15 minutes

You will need:

- ▶ can happen in any space, you just need three signs to give three spaces to walk to: AGREE – NEITHER – DISAGREE

The game preparation

You only have to set up the three signs in three areas and then have the list of statements with you.

Rules

- o The goal of this game is to share opinions on a set of statements that are made to tease out issues within identity.
- o Students should be encouraged that there are no absolutely right or wrong answers + should be encouraged to share when asked.
- o Students listen actively to what each participant is sharing and then is allowed to change their position – students are encouraged to move if their opinion has been changed

Variations

The statements can be altered for any group and to discuss any topic – the statements can also be simplified.

Reflection

Students are asked at each part of the debate to discuss why they chose a particular option.

- ▶ Why did you choose to agree or disagree?
- ▶ What helps us change our opinion about these debates?
- ▶ Why is it important to keep an open mind?

Key messages

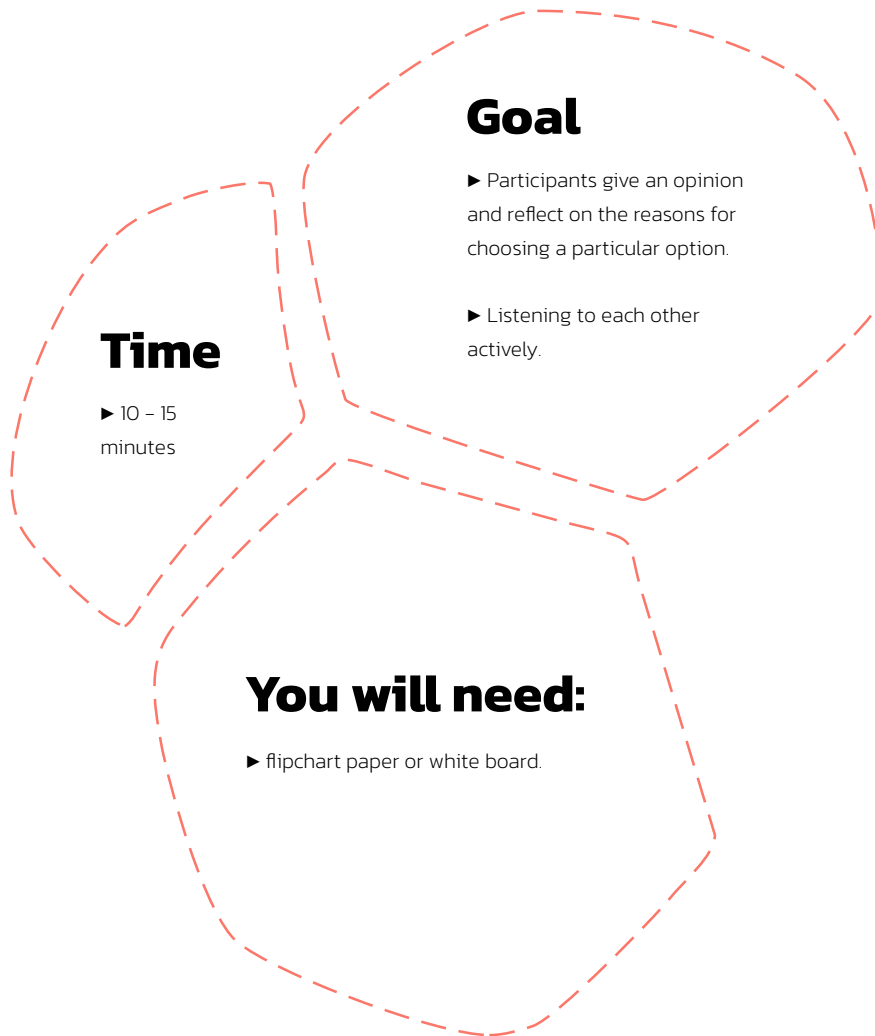
We have looked at some important debates that surround identity. Students have been encouraged to listen to each other attentively and were allowed to change their position based on what someone said. Life allows us to change our position many times on the basis of what we discuss with each other and what we discover.

✓ Tips for the facilitator

It is important to keep encouraging participants to share their opinions and for everyone to listen. Keep the activity going and make the interactions enjoyable. It might be fun to put in some statements that everyone disagrees with.

4.14.5. Activity plan

Identity Board



The game preparation

- ▶ Students are put into groups of 5.
- ▶ Each group is given a Flip Chart Sheet each and Post-It notes – the Flip Chart Sheet becomes the Group Identity Board.
- ▶ In an indoor setting this could involve access to a White Board.

Rules

- Round 1:** name the top 5 things that identify your group / team.
- o The groups brainstorm and place their top 5 on the Identity Board, one identity on one post-it (e.g. gender, race, age, ability, school, name, team colours, fashion, fun, lively, etc.).
 - o All together: all groups identify another group's their top three positives, which they then stick on the a top row on the Identity board.

Round 2: A SCENARIO (metaphorically paint the picture).

- o Imagine you are new manager of a team?
- o Identify the top two items you want in your team.

Round 3: All together – all groups discuss their choice and explain why.

- o We now have team Identity.
- o Every participant thinks for 5 minutes why his or her team is the best team to support.
- o While we are all standing in the room/pitch.

Example:

The first person says:

'I think my team is the best team to support because we are boys and girls.'

The second person says;

'My team is the best because we are the best players,' etc.

Participants can agree join this person. Which means they can leave their team to join another team. We will end up with some interesting choices on why we choose to identify with one team more than another.

Variations

The statements can be altered for any group and to discuss any topic – the statements can also be simplified.

Reflection

Students reflect on why they choose to identify with a particular team.

- ▶ What influences the identity that we choose?
- ▶ What are the positives and negatives of team identity?

Key messages

We all have to be positive about are strengths and weaknesses. Everyone's identity changes over time and we pick up new things that we identify with.

4.14.6. Activity plan

Football Ludo / Badging Identity

Goal

- ▶ Cooperating as a team.

Time

- ▶ 10 – 15 minutes

You will need:

- ▶ score sheet;
- ▶ facilitators may want to use the Corrymeela resource highlighted to look at the problems of 'wearing the shirt' and badging identity.

The game preparation

- ▶ Students are put into groups of 5.
- ▶ Each team is given bibs and will complete the challenges as these teams.
- ▶ Each team has a team zone denoted.

Rules

- o All team members must complete all activities in order to win points for the team.
- o After completing a challenge, all teams must return to their Home Zone in order to win the challenge.
- o One of the challenges is to create a Team Badge – a Team Badge must represent everyone in the Team in order to win points.

Variations

These challenges don't have to be football related. They could involve a Water Challenge – the team that moves a bucket of water using a cup the fastest from point A to point B etc.

In a non-football scenario – students can just create a badge that best displays the characteristics of their team. Students could create a song that represents their team or present a skit that presents all of the characters and characteristics that make up the team.

Reflection

- ▶ Why is it important for team members to work together?
- ▶ How do we foster cooperation and teamwork?
- ▶ What are the positives and negatives of Badging Identity?
- ▶ What messages do we give when we wear a football shirt?
- ▶ What makes up a Football Team Identity?

Students may mention:

SHIRT / COLOURS / BADGE / SONGS / SHARED CULTURAL ENVIRONMENT

- ▶ What does wearing a Football Team shirt have to do with personal identity?
- ▶ What messages do we give when we wear a football shirt?
- ▶ Should this be the case? Does personal identity really equate to wearing a football shirt?
- ▶ Which is more important – the game or the shirt/badge?

Key messages

The team must work together. The positives and negatives of badging identity and 'wearing the shirt.'

✓ Tips for the facilitator

Tips for the facilitator to help the game run smoothly.

4.14.7. Activity plan

Fun Activity Interval – Cone Shoot – Rock, Paper, Scissors

Goal

- ▶ Just for fun.

Time

- ▶ 5 – 10 minutes

You will need:

- ▶ a number of cones;
- ▶ footballs.

The game preparation

- ▶ Students go back into groups of 5.

Rules

- o Teams take each other on and try to shoot down as many cones as possible as illustrated in the photograph.
- o Most cones in a minute wins.

Variations

This could be any number of challenges.

In a non-football scenario – students could play team Rock, Paper, Scissors and play off until one team wins the final.

4.14.8. Activity plan

Creating the Team Top Trumps – Football Activity Two

Goal

- ▶ self-awareness
- ▶ identifying player strengths and weaknesses and creating the team
- ▶ negotiating position
- ▶ the importance of skills acquisition and enhancement

Time

- ▶ 10 – 20 minutes

You will need:

- ▶ a template of top trump cards
- ▶ bibs
- ▶ footballs
- ▶ cones

The game preparation

- ▶ Participants are put into groups of 5.
- ▶ Each player is given a personal Top Trump Card.

Rules

- o All team members must negotiate a team structure and roles for all members in the team based on individual strengths and weaknesses – Defenders – Attackers – Goalkeeper (Goalkeeper Rule).
- o Teams can change roles for each game.
- o Teams will alter the roles of the players for each game.
- o Teams play through a number of small-sided games and scenarios and these points are added to the score table.

Variations

There are a number of football games that can be inserted into this activity.

All football based days end on a number of football activities. A variation on this activity for a non-football setting is offered below.

There is no reason why a version of the Top Trump card couldn't be used in a non-football scenario.

Reflection

- ▶ Why is it important to be aware of personal strengths and weaknesses? Is this a key part of our identity?
- ▶ How can we change our identity profile through working on our individual strengths and weaknesses? Why is this important in life? Why is it good to build up as many skills as possible? (For example – why is it good for a striker to take a turn in nets?)

Key messages

It is important to have self-awareness.

It is important to build on our individual strengths and weaknesses and enhance our skills profile.

This is essential for the individual and great for the team.

✓ Tips for the facilitator

Let the students enjoy the small-sided games.

4.14.9. Activity plan

Ice Breaker

Goal

- ▶ self-awareness
- ▶ identifying player strengths and weaknesses and creating the team
- ▶ negotiating position
- ▶ the importance of skills acquisition and enhancement

Time

- ▶ 20 – 30 minutes

You will need:

- ▶ spaghetti / tape / Blu Tack
- ▶ paper and pens for debate

The game preparation

- ▶ Participants are put into groups of 5.
- ▶ Using only Blu Tack and 10 strands of spaghetti students attempt to build the tallest free standing tower in seven minutes.
- ▶ Students remain in these groups for the debate.

Rules

- o Students have seven minutes to complete the teambuilding task – Spaghetti Tower.
- o Students then go into groups to prepare an argument for or against an identity debate motion.
- o All students must have a role in the group.
- o All students should be encouraged to speak in the debate at some point.
- o This debate can either be scored or not. If it is scored, it would be on the basis that everyone contributed in a particular team and that all participants were fully involved.

Variations

There are a number of teambuilding games that can be inserted into this activity.

There are a number of identity-based motions that could be used as the basis of the debate. The proposition just has to be one that is contested.

“Racial inequality will be eliminated in my lifetime.”

Reflection

- ▶ Why is it important for everyone to be involved in the team?
- ▶ What are the identity issues within society today?
- ▶ Why is it important to speak out for that which we believe in? (advocacy) How do we improve our communication skills?

Key messages

It is important that all individuals and groups feel valued in society and that everyone contributes to the success of that society.

It is essential that everyone feels empowered to challenge what is considered to be an injustice.

✓ Tips for the facilitator

Try and encourage everyone to be involved in some way during the debate.

4.15. Can Football shape identity?

Topic: **Identity**

Author: **Ernie Brennan**

Background

Can football shape identity is a development of new trans-versal skills by way of experiential learning. Instructions are clear for future facilitators. The 'session plan' is underpinned by a pedagogy based on RousseauEmile, "to shield the child from too strong influences from the 'outside'" on the one hand, and on the other hand, "to shield the child from too strong influences from the 'inside' (opinions)".

To challenge thinking further, and only for the sake of the argument, the 'session plan' succeeds in re-claiming the space (football) for the learner (children) as a meeting point with the other and as a part of a self- expression/ self- appreciation (the enjoyable game as a collective experience v the competitive nature of the match, a nuance which must be preserved in all translations) however, the next step of sharing and performing, further activities would be best explored by encouraging children to design their own games – exploring identity through play.

► NOTE

In case some learners are exposed to views coming into contrast with their own ideas and prior conceptions, facilitators would map-out how to support further learning after the sessions end.

Facilitators need to Q&A participants in groups at scheduled workshops to discuss how best their

pupils are willing to 'experiment' with peers and communicate this new practice within their circles/groups.

Can Football Shape Identity bridges a Formal approach with and Non- Formal application. For the sake of impact and by way of overlaps in themes – recording progressions and sharing them with the group and other facilitators will reveal interesting cultural modes**. Appendix 1

► LEARNING TO LEARN.

The question of identity becomes an exploration for both participant and facilitator. Intergenerational relationships form an important base of learning identity together. Identity is transient. The journey of exploring identity through football is an open debate and all-inclusive.

Can football shape identity? (who do you think you are?) Exploring identity through football.

This section of the resource contains 5 activities altogether ranging from 45 minutes to 1 hour in length. At the start of the session an ice breaking game facilitates the exercise, which will help members of a group begin the process of identifying abilities leading to forming themselves into mixed ability mixed gender teams.

It is recognised that exploring identity is an important starting point in combating prejudice and discrimination. This resource advocates the employment of the method, 'FUN'.

► DEFINITION

A game

An activity that one (children) engages in for amusement or fun.

Depending on the environment, playing or supporting a game of football without prejudice can be a challenge?

A match

A contest in which adults or teams compete against each other in a sport.

Depending on the environment, playing or supporting football matches without prejudice can be a challenge?

► QUESTION

Is a Game any less competitive than a match – which one do you identify with, The Game or The Match?

Depending on the environment, playing or supporting football games / matches without prejudice can be a challenge!

4.15. Can Football shape identity?

Topic: **Identity**
Author: **Ernie Brennan**

Sometimes, people can feel that they have nothing in common with someone that is playing or supporting the other side. Participants may not like watching or playing football matches.

These activities give young people the opportunity to reflect upon their Games / Matches, explore the similarities and differences that they share with other players and supporters. For those participants that let it be known that they do not like watching or playing football matches – it is important that the facilitator highlight that not all the football activities in Can Football Shape Identity are football matches.

All the activities provide starting points for young participants to discuss who they think they are?

The issues that will be raised after the activities will be the starting point of the discussion.

Aim

To understand how playing football can shape our identity:

- ▶ To open-up discussions amongst participants.
- ▶ To illustrate that identity is complex, individual and in some case shared.
- ▶ To demonstrate how not all aspects of identity are visible.

- ▶ To highlight that identity is not fixed, but can change over time.

Objectives

- ▶ How to be aware of a visible identity.
- ▶ How to be aware of another sensory identity.
- ▶ How to identify team-mates.
- ▶ How to identify my team players.
- ▶ How to identify game play.

Methodology and Methods

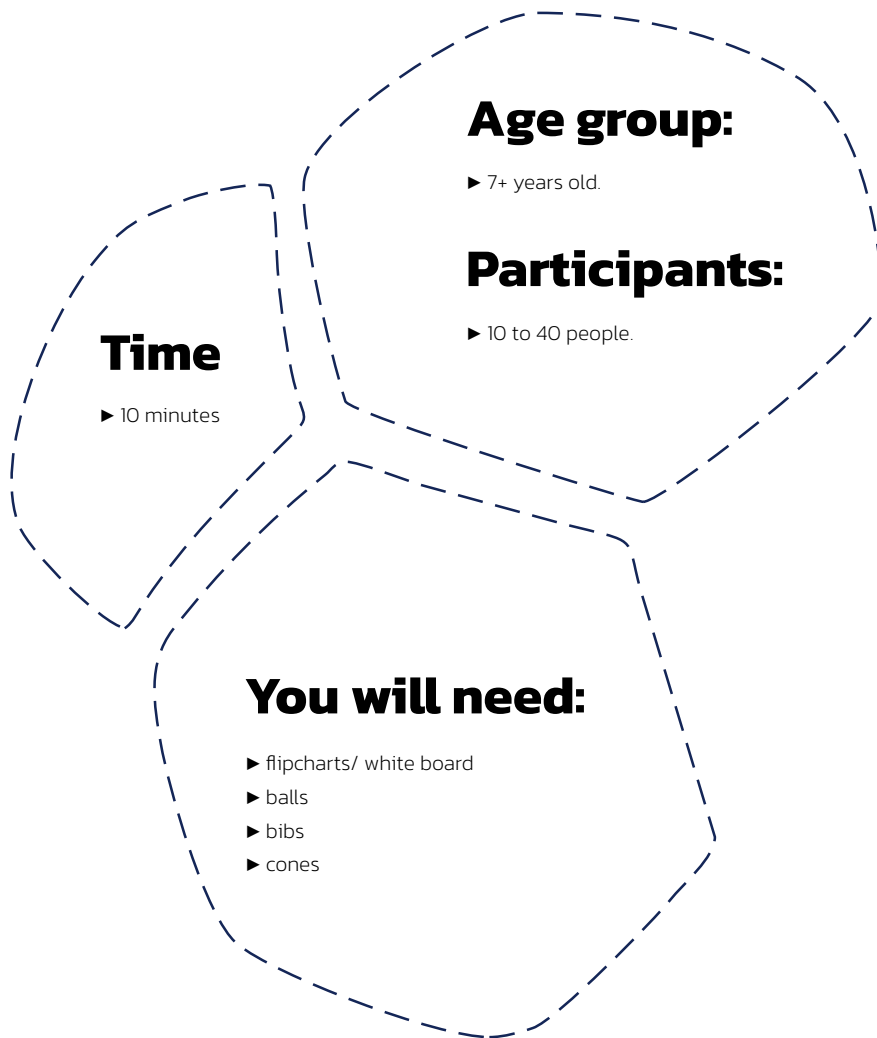
MAGIC RECTANGLE featuring four grids that will facilitate all games in a round – robin, format. All the games can be organised separately. The beauty of the Magic Rectangle means that the size of the playing area is bespoke to your environment and needs.

- o NO MAN'S LAND (Ice Breaker)
- o TRUST
- o CHAOS
- o CONNECTION
- o IS IT A GAME OR IS IT A MATCH

Note: It is important to convey to the participants that there are no right or wrong answers. In order to explore identity in the group their needs to be an understanding established at the beginning of the activities that all participants can talk freely without prejudice.

4.15.1. Activity plan

Ice Breaker



Context: No man's land

- ▶ **Pitch / Area:** Flexible
- ▶ **Prior Knowledge:** Mixed ability / mixed gender / mixed ages / mixed cultures
- ▶ **Assessment:** Q&A
- ▶ **Resources:** Research your environment, community, players.
- ▶ **Objective:** To be aware in a hostile environment. Can you be aware of your environment?
- ▶ **Outcome:** Demonstrate how you deal with an environment and how it adds to your identity.

Description Of Activity

Historic information:

Spontaneous games of football broke-out in No Man's Land, site of the First World War's Christmas Truces. German and Allied forces, played games of football during the unofficial truces along the Western Front. In some sectors, there were occasional ceasefires to allow soldiers to go between the lines and recover wounded or dead comrades. The Christmas truces were particularly significant due to the number of men involved and the level of their participation—even in very peaceful sectors, dozens of men openly congregating in daylight was remarkable—and are often seen as a symbolic moment of peace and humanity amidst one of the most violent events of human history. Further information:

www.childrensfootballalliance.com

Context:

- ▶ **Families:** Each player as a ball at their feet. Players form two or three of four queues at one end of no man's land.
- ▶ **Armies:** 10 players get into couples, share a ball and stand opposite one another – either side of no man's land. On the whistle the players opposite one another start to pass the ball backwards and forwards to each other. (Different techniques – push pass, low driver drive pass, lofted pass, chip pass).
- ▶ **Families:** On a different sounding whistle (or call) the players at the front of the queues proceed with their ball at their feet to the end of no man's land. (Different techniques – dribbling, sprint, walk) Families must avoid the crossfire from the Armies.
- ▶ Once the Families reach the end of no man's land – they about turn. They must return to the beginning again this time, the ball cannot touch the ground – the Families cannot carry the ball back (different techniques: skills, headers, etc.)

Variations

- o Families: one ball between two players.
- o Armies: add more players.
- o Armies: can aim their footballs at the Families footballs.
- o Armies: can aim their footballs no higher than the families knees

4.15.1. Activity plan

Ice Breaker

Aim

- Can the Families avoid the cross fire of the Armies?
- How can the Families return the ball when challenged with the rule that they cannot carry it back with their hands?

Evaluation

Ask the players which senses did they use in order to avoid the crossfire?

Ask the Families how they identified the easiest route through no man's land?

Ask the Armies how did they identify cope with the scenario?

Explain that some elements of our identity are visible but that a lot are invisible.

Using the flipchart / white board for inspiration, ask the players to write one word that describes their identity in no man's land.

Ask all participants; how does playing the football game No Man's Land link to the historic space, time and place, of the 1914 Christmas Truces.

With the aid of the players the facilitator can then add the words to the following chart:

SENSORY:

- o Sight: Hair colour / style
- o Eye colour
- o Skin colour
- o Height
- o Weight
- o Choice of clothing
- o Listen: accents, tone, inflexions.
- o Smell: sweet, harsh, pleasant.
- o Touch: strong, soft, rough.

STEREOTYPES:

- o Age
- o Religion
- o Gender
- o Abilities / disabilities
- o Job / school we attend
- o Name

INVISIBLE:

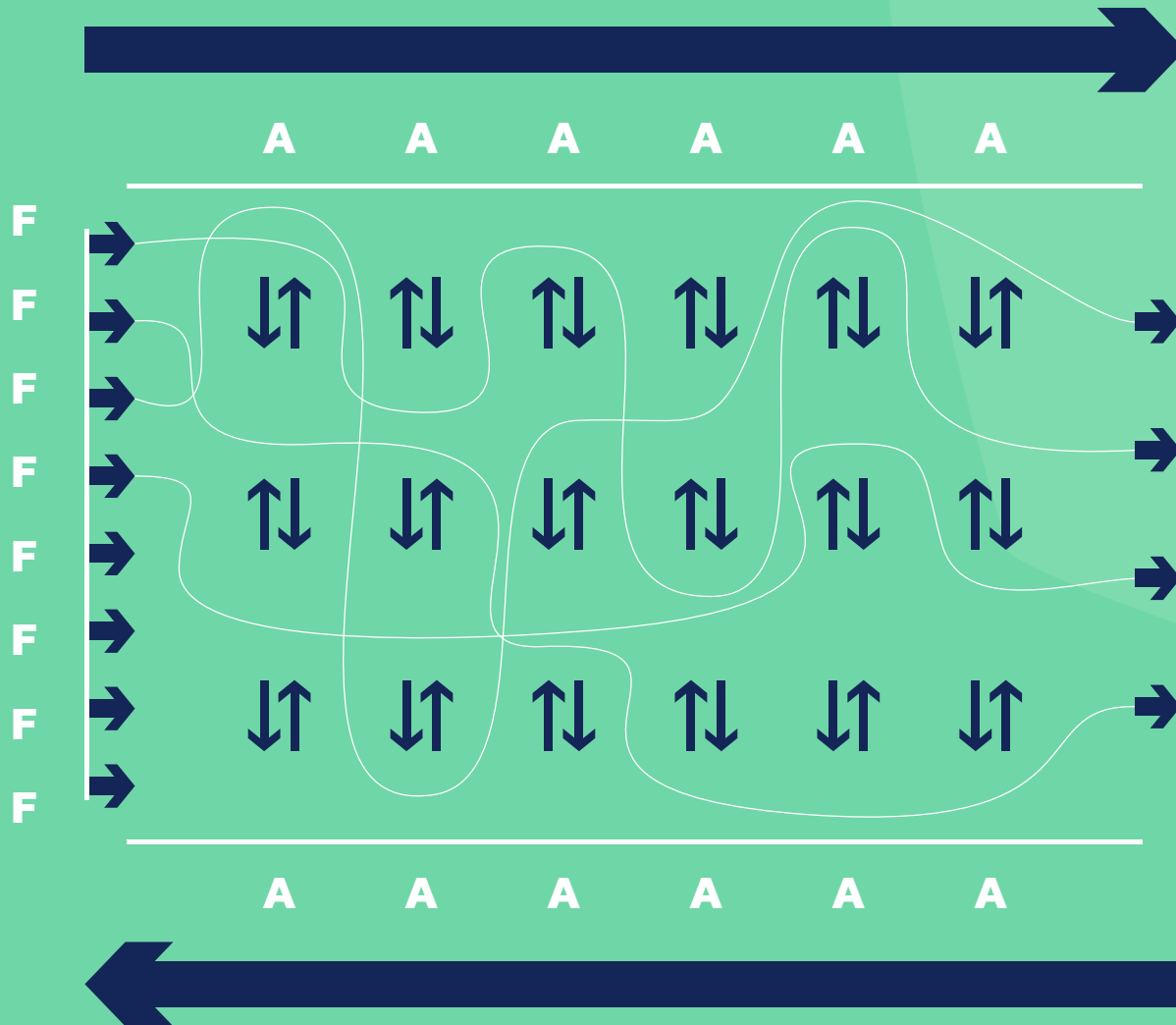
- o Personality
- o Likes and dislikes
- o Hopes and fears
- o Strengths and weaknesses
- o Family
- o Friendships
- o Where we live
- o Where our parents are from
- o Hobbies
- o Favourite school subject
- o Life experiences
- o Nationality
- o Ethnicity or family background

- o Morals
- o Interests
- o Languages
- o Habits
- o Communities / groups

✓ Tips to the facilitator

- Size of play area / grids; adaptable to number of participants / ability / indoor / outdoor
- Mindful of scenario. Age Appropriate. Adapt the ice breaker to – sharks and crocodiles, cops and robbers, etc.
- Keep it fun – brief introduction
- Every player actively involved
- Switch roles of participants after two constants

Ice Breaker: No Man's Land

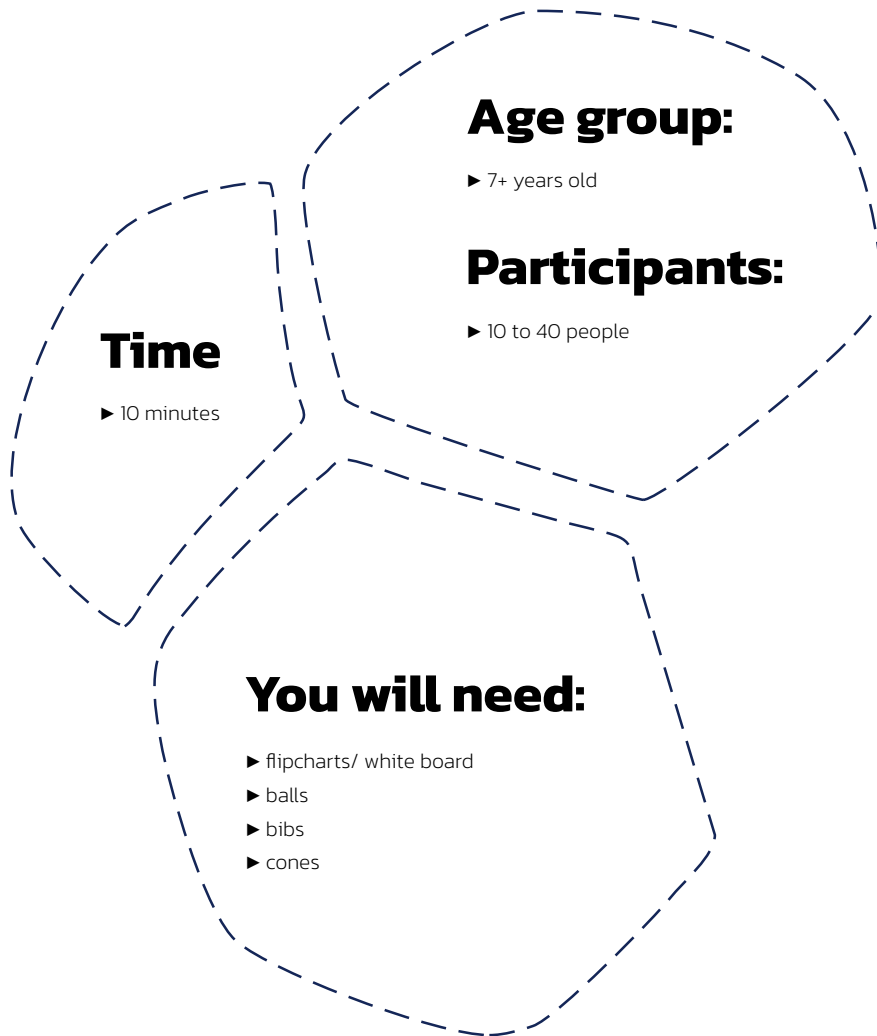


Aim

- Can the Families avoid the cross fire of the Armies?

4.15.2. Activity plan

Trust



Context:

Environment & Senses

- ▶ **Area:** Flexible
- ▶ **Prior Knowledge:** Mixed ability / mixed gender / mixed ages / mixed cultures
- ▶ **Assessment:** Q&A
- ▶ **Resources:** Research your environment, community, players.
- ▶ **Objective:** To trust other senses.
- ▶ **Outcome:** Demonstrate how you trust .

Description Of Activity

Trust:

- ▶ Each player finds a partner. A partner that is opposite to them in terms of physicality, gender, culture or a new friend. They must not be familiar with one another
- ▶ They have two minutes to introduce themselves. Shake hands – get to know each other – communicate
- ▶ Then one partner blindfolds the other. The blindfolded partner stands at one end of the grid with a ball at their feet while the other partner goes to the opposite side of the grid.
- ▶ On the sound of a whistle the partner will guide their blindfolded partner to them using their voice for guidance

Variations

- ▶ Use cones / flats as markers to guide your partner round for extra points.

- ▶ Stand all blindfolded participants in a designated area to add confusion and further heighten the senses.
- ▶ Blindfolded partner carries a ball and on instruction throw the ball in the air and catch it. They can do this 2 or 3 times before they get to the other side of the grid.
- ▶ Blindfolded partner heads the ball before they get to the other side of the grid.

Aim

- ▶ The first blindfolded participant that reaches their partner on the other side of the grid before anyone else is the winner.
- ▶ The first blindfolded partner to perform a skill and reach their partner on the other side of the grid before anyone else is the winner.

Evaluation

Ask the players did they trust their partner?

Ask the players how and why did they trust their partner or not trust their partner?

How does the game of trust challenge identity?

Reiterate that some elements of our identity are visible but that a lot are invisible?

Does our identity change when we are denied a sense?

4.15.2. Activity plan

Trust

Using the flipchart / white board for inspiration, ask the players to write one word that described their identity in the game of trust?

With the aid of the players the facilitator can then add the words to the following chart:

SENSES:

- o Listening: accents, tone, inflexions.
- o Smell: sweet, harsh, pleasant.
- o Touch: strong, soft, rough.

VISIBLE:

- o Hair colour / style
- o Eye colour
- o Skin colour
- o Height
- o Weight
- o Choice of clothing

STEREOTYPES:

- o Age
- o Religion
- o Gender
- o Abilities / disabilities
- o Job / school we attend
- o Name

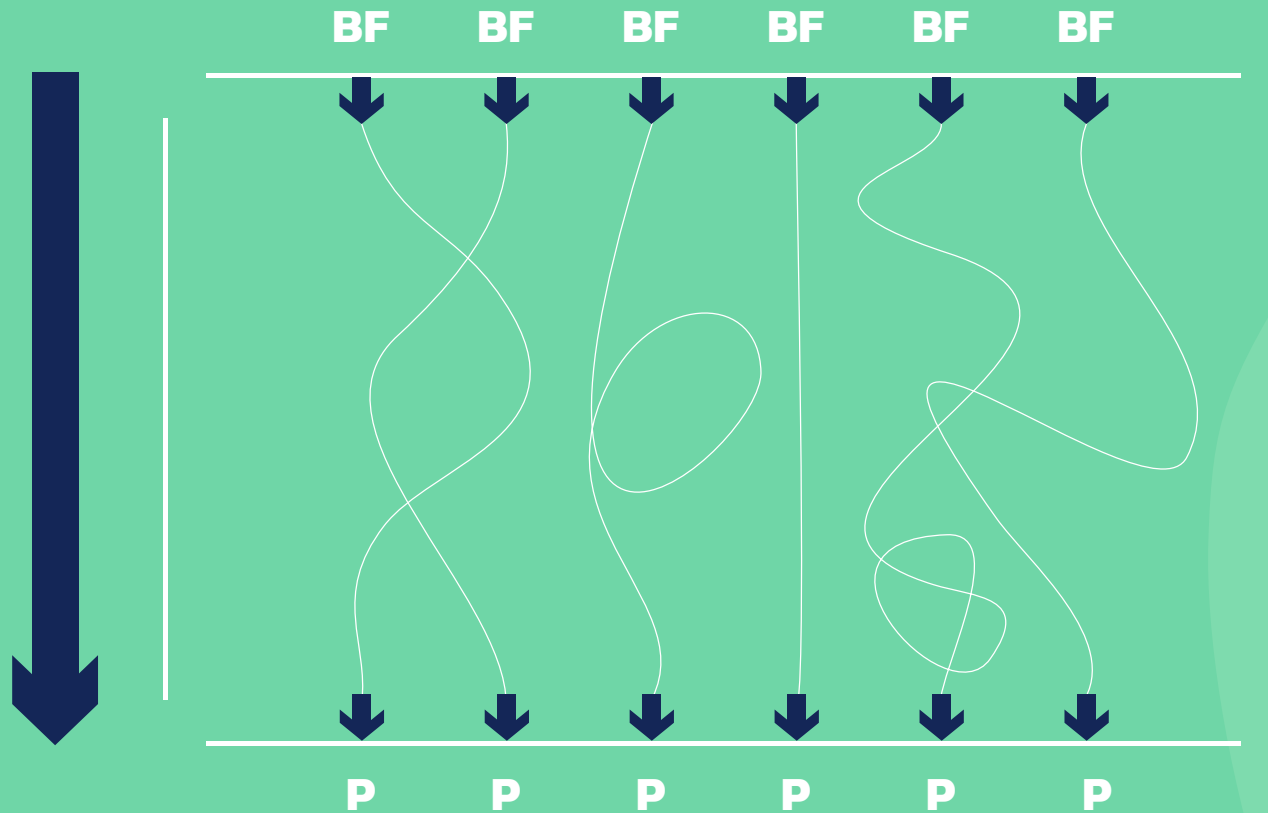
INVISIBLE:

- o Personality
- o Likes and dislikes
- o Hopes and fears
- o Strengths and weaknesses
- o Family
- o Friendships
- o Where we live
- o Where our parents are from
- o Hobbies
- o Favourite school subject
- o Life experiences
- o Nationality
- o Ethnicity or family background
- o Morals
- o Interests
- o Languages
- o Habits
- o Communities / groups

✓ **Tips for the facilitator**

- ▶ Size of play area / grids; adaptable to number of participants / ability / indoor / outdoor
- ▶ Keep it fun – brief introduction
- ▶ Every player actively involved
- ▶ Switch roles of participants after two constants

Trust

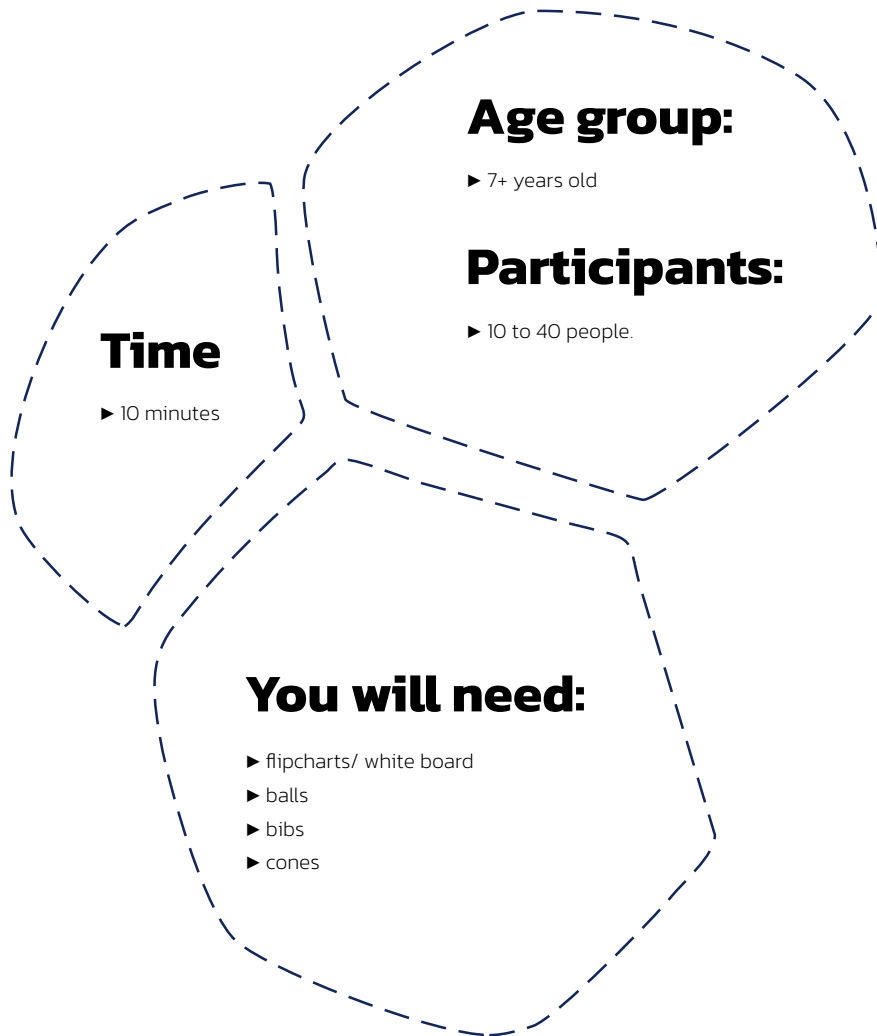


Aim

- The first blindfolded participant that reaches their partner on the other side of the grid before anyone else is the winner.

4.15.3. Activity plan

Chaos



Context:

Environment & Confusion

- ▶ **Area:** Flexible
- ▶ **Prior Knowledge:** Mixed ability / mixed gender / mixed ages / mixed cultures
- ▶ **Assessment:** Q&A
- ▶ **Resources:** Research your environment, community, players.
- ▶ **Objective:** How to identify my team-mates
- ▶ **Outcome:** Demonstrate awareness.

Description Of Activity

Chaos:

- ▶ 4 teams are formed amongst the participants. 1 game plays across the pitch and the other match play length ways.
- ▶ Add additional ball that is worth two goals.
- ▶ No bibs.
- ▶ No goal keepers / no referees.

Variations

- ▶ Multiple balls
- ▶ Add conditions: No verbal communication. Two touches only. One touch only
- ▶ Add goal keeps
- ▶ Add extra goals

Aim

- ▶ Score the most goals in a short period of time.
- ▶ Everyone gets a touch of the ball.

Evaluation

Ask the players did they identify their team-mates – how?

Ask the players did they accommodate their team-mates identity?

Ask the players to consider to what extent did fair play feature in the Chaos game

Reiterate that some elements of our identity are visible but that a lot are invisible?

Does our identity change when we are in chaos? Using the flipchart / white board for inspiration, ask the players to write one word that described their identity in the game of chaos.

With the aid of the players the facilitator can then add the words to the following chart:

SENSES:

- o Listening: accents, tone, inflexions.
- o Smell: sweet, harsh, pleasant.
- o Touch: strong, soft, rough.

VISIBLE:

- o Hair colour / style
- o Eye colour
- o Skin colour
- o Height
- o Weight
- o Choice of clothing

4.15.3. Activity plan

Chaos

STEREOTYPES:

- o Age
- o Religion
- o Gender
- o Abilities / disabilities
- o Job / school we attend
- o Name

INVISIBLE:

- o Personality
- o Likes and dislikes
- o Hopes and fears
- o Strengths and weaknesses
- o Family
- o Friendships
- o Where we live
- o Where our parents are from
- o Hobbies
- o Favourite school subject
- o Life experiences
- o Nationality
- o Ethnicity or family background
- o Morals
- o Interests
- o Languages
- o Habits
- o Communities / groups



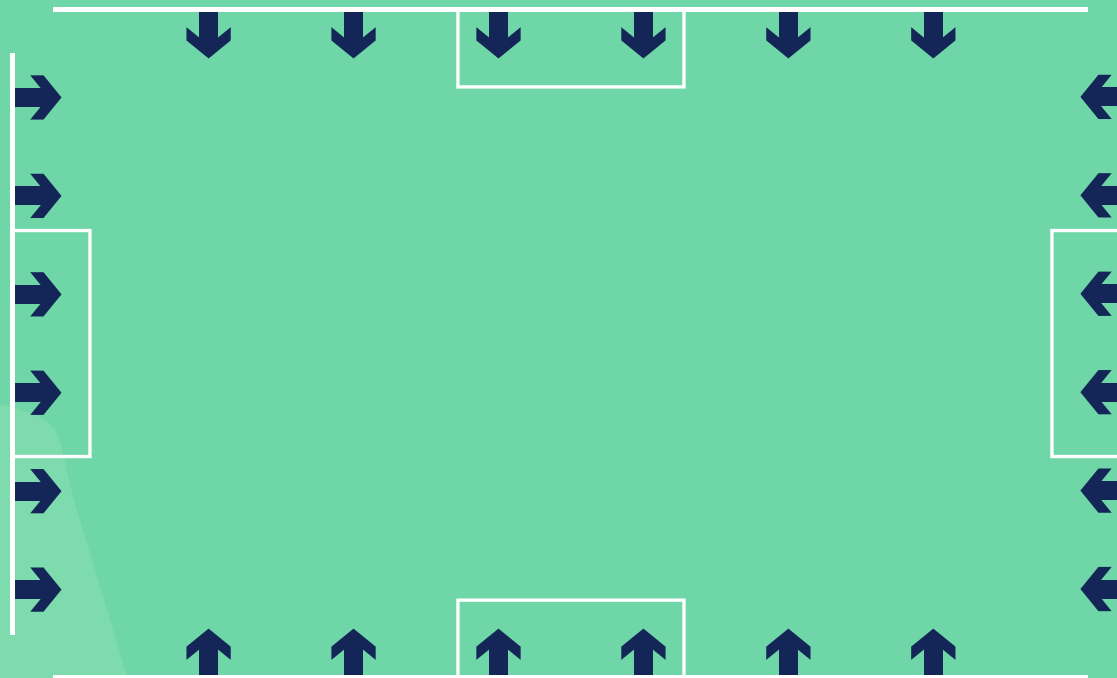
Tips for the facilitator

- ▶ Size of play area / grids; adaptable to number of participants / ability / indoor / outdoor.
- ▶ Keep it fun – brief introduction.
- ▶ Every player actively involved.
- ▶ In order to make sure everyone is actively involved you can add inclusion conditions.

Chaos

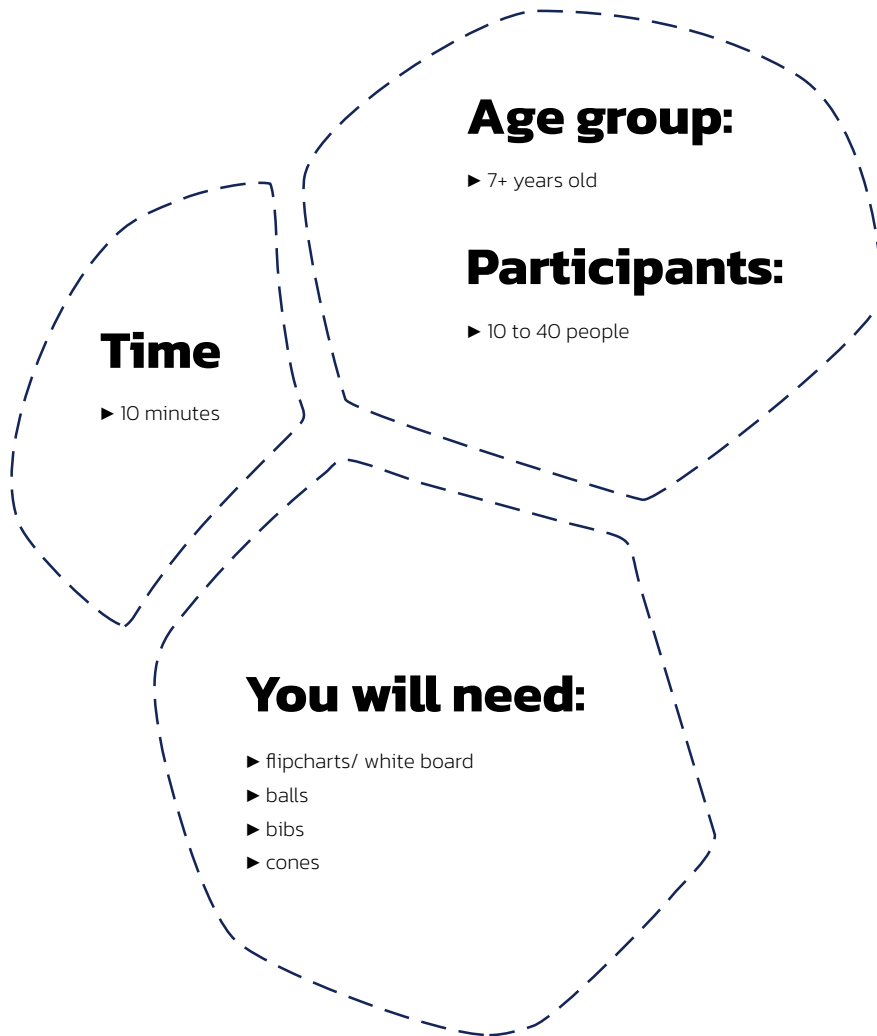
Aim

- Score the most goals in a short period of time.
- Everyone gets a touch of the ball.



4.15.4. Activity plan

Inclusion



Context:

Environment & Inclusive

- **Area:** Flexible
- **Prior Knowledge:** Mixed ability / mixed gender / mixed ages / mixed cultures
- **Assessment:** Q&A
- **Resources:** Research your environment, community, players.
- **Objective:** Include every player – How do we include everybody?
- **Outcome:** Demonstrate how we include everyone / connect with team-mates.

Description Of Activity

Inclusion:

- 4 grids feature four games. Each game is a different way to score a goal
- Sit on the ball
- One touch football – 5 passes = a goal
- Hit the cone in the centre of the grid
- Place your knee on the ball

Variations

- Multiple balls
- No bibs
- Two touches only
- One touch only

Aim

- To explore how best to deal with non-inclusive environments.

- To explore the impact of inclusion.
- To consider what can be done to challenge hostile attitudes / win at all cost.

Evaluation

Ask the players why does inclusivity decrease win at all cost mentality?

Ask the players did they provide support for other players?

Does our identity change when we are inclusive?

Using the flipchart / white board for inspiration, ask the players to write one word that described their identity in the game of trust?

With the aid of the players the facilitator can then add the words to the following chart:

SENSES:

- o Listening: accents, tone, inflexions.
- o Smell: sweet, harsh, pleasant.
- o Touch: strong, soft, rough.

VISIBLE:

- o Hair colour / style
- o Eye colour
- o Skin colour
- o Height
- o Weight
- o Choice of clothing

4.15.4. Activity plan

Inclusion

STEREOTYPES:

- o Age
- o Religion
- o Gender
- o Abilities / disabilities
- o Job / school we attend
- o Name

INVISIBLE:

- o Personality
- o Likes and dislikes
- o Hopes and fears
- o Strengths and weaknesses
- o Family
- o Friendships
- o Where we live
- o Where our parents are from
- o Hobbies
- o Favourite school subject
- o Life experiences
- o Nationality
- o Ethnicity or family background
- o Morals
- o Interests
- o Languages
- o Habits
- o Communities / groups



Tips for the facilitator

- ▶ Size of play area / grids; adaptable to number of participants / ability / indoor / outdoor.
- ▶ Keep it fun – brief introduction.
- ▶ Every player actively involved.
- ▶ Switch roles of participants after two constants.

Inclusion

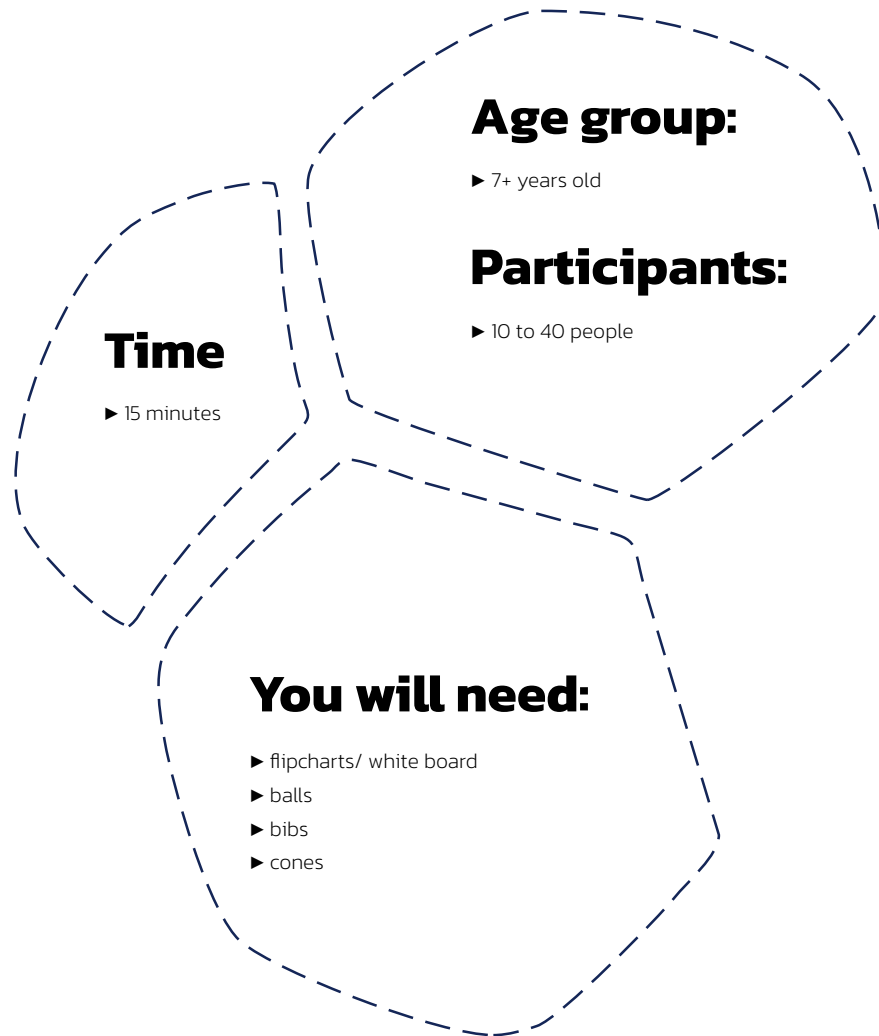


Aim

- ▶ To explore how best to deal with non-inclusive environments.
- ▶ To explore the impact of inclusion.
- ▶ To consider what can be done to challenge hostile attitudes / win at all cost.

4.15.5. Activity plan

The Game



Context:

Environment & Inclusive

- ▶ **Area:** Flexible
- ▶ **Prior Knowledge:** Mixed ability / mixed gender / mixed ages / mixed cultures
- ▶ **Assessment:** Q&A
- ▶ **Resources:** Research your environment, community, players.
- ▶ **Objective:** To create the perfect playing environment.
- ▶ **Outcome:** Demonstrate how we facilitate an all-inclusive environment.

Description Of Activity

Game:

- ▶ All 40 players
- ▶ One ball
- ▶ No referee

Variations

- ▶ Multiple balls
- ▶ No bibs

Aim

- ▶ To think about competition and its impact on individual's identity.
- ▶ To consider how prejudice through play escalates and forms a hostile identity.
- ▶ To consider your role in preventing the escalation of hate through play.

- ▶ To consider what can be done to present hostile attitudes / win at all cost.
- To consider at what point does the game turn into a match.

Evaluation

Ask the players why does inclusivity decrease win at all costs?

Ask the players did they provide support for other players?

Does our identity change when we are participating in game play or match play?

Using the flipchart / white board for inspiration, ask the players to write one word that described their identity in the game of trust?

With the aid of the players the facilitator can then add the words to the following chart:

SENSES:

- o Listening: accents, tone, inflexions.
- o Smell: sweet, harsh, pleasant.
- o Touch: strong, soft, rough.

4.15.5. Activity plan

The Game

VISIBLE:

- o Hair colour / style
- o Eye colour
- o Skin colour
- o Height
- o Weight
- o Choice of clothing

STEREOTYPES:

- o Age
- o Religion
- o Gender
- o Abilities / disabilities
- o Job / school we attend
- o Name

INVISIBLE:

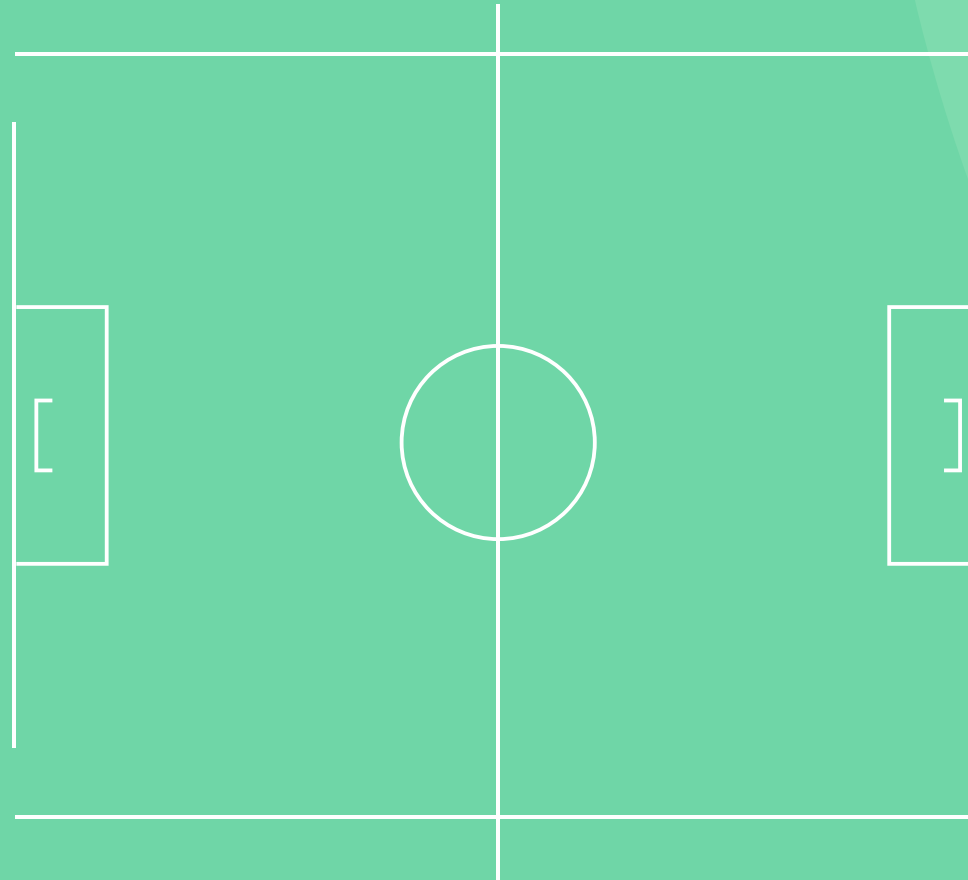
- o Personality
- o Likes and dislikes
- o Hopes and fears
- o Strengths and weaknesses
- o Family
- o Friendships
- o Where we live
- o Where our parents are from
- o Hobbies
- o Favourite school subject
- o Life experiences
- o Nationality
- o Ethnicity or family background
- o Morals
- o Interests
- o Languages

- o Habits
- o Communities / groups

Tips for the facilitator

- ▶ Consider size of play area.
- ▶ Keep it fun – brief introduction.
- ▶ Every player actively involved.

The Game or The Match



Aim

- To think about competition and its impact on individual's identity.
- To consider how prejudice through play escalates and forms a hostile identity.
- To consider your role in preventing the escalation of hate through play.

Aim

- To consider what can be done to present hostile attitudes / win at all cost.
- To consider at what point does the game turn into a match.

4.16. Football and migration

Topic: **Migration**
Author: **Gian Marco Duina**

Background

Migration is a phenomenon closely linked with other historical facts and with football. Our society is creating links from one side of the world to the opposite side: football can clearly demonstrate this.

Aim

► To gain a common understanding of the connection between history, politics and football; to promote the value of multiculturalism through football teams.

Objectives

- To raise awareness of historical factors
- To develop soft/life skills
- To consider migration as a part of our society
- To promote the values of multiculturalism

Methodology and Methods

- Game-based learning
- Interactive learning
- Peer-to-Peer education
- Silent way (the educator doesn't interfere with the student's process)
- Self-reflection and debriefing about the learning outcomes

Age group

From 15- to 25-years old

List of main materials

- [Annexe 3: List of migrant players](#)

Outcomes

- Participants are more aware about migration as a phenomenon
- Participants are more open to consider multiculturalism as a positive value
- Participants gain a deeper understanding of the causes of migration, tackling stereotypes and prejudices

Possible variations

The game can be applied to every sport and to both men and women.

The leader of the activity can ask the participants to find out more about migration in other sports or to research famous sport players who have a migrant background.

Another example could be asking the participants to look up women football players with a migrant background and provide a commentary on their findings, e.g. Is the percentage of women migrants the same as men? Why/why not? Discuss.

4.16.1. Activity plan

Football and Migration

Enquiry question

- Discovering that such a successful player has a migrant background.
- Asking about countries that no longer exist and learning how the dissolution of a country can produce migration.

Learning outcomes

- Participants should consider multiculturalism as a positive value.
- Participants should have tackled their own stereotypes about migration and migrants.
- Prejudices on migrants should be overcome; a migrant can be a famous and successful football player.

Session structure

- Participants read through the list of migrant players (20 minutes)
- Participants form their own team (40 minutes)
- Participants challenge themselves (45 minutes)
- Discussion (extra time)

Prior knowledge

Basic geographical knowledge and definition of "migrant". For this game, "migrant" will include every player who plays for a different nation to where they were born.

Resources

All the participants need to have a list of the migrant players.

Description of the activity

- Participants read through the list of migrant players (20 minutes)
- Give the list of migrant players to the participants and let them read through. Participants form their own team (40 minutes)
- Let the participants form their own team, picking up to eleven players from the whole list
- The team has to respect the role of the football players: One "GK- goal keeper", between three and five "DEF- defenders", between three and five "MID- midfielders", between one and three "FOR- forwards"
- Each player has a cost between one and five; every participant has twenty-two points to 'spend'
- Participants challenge themselves (45 minutes)
- Participants get a point for each nation represented within their team (e.g. Gonzalo Higuain born in France, played for Argentina = 2 points); repeated countries do not earn points (e.g. if another player in the same team plays for

France, they do not receive an additional point)

- Participants get 5 points for countries that no longer exist (e.g. Mbo Mpenza, born in Zaire)
 - If all the continents are represented (Oceania, Asia, Europe, Africa, Americas) participants earn 5 extra points.
 - For every nation involved that has not also been picked by an opponent, participants get 1 extra point.
 - Participants share their results (15 minutes)
 - As a group, all the participants share their feedback on the lesson, what they learnt, who scored the highest, and any other comments
- #### Discussion (extra time)
- The leader of the activity can encourage the participants to add comments about migration and identity. Why do they think players chose to represent one nation instead of the other?
 - If there are any dual-national participants, ask them if they want to share an opinion on which nation they would choose to play for.

4.16.1. Activity plan

Football and Migration



Tips for the facilitator

- Before starting the game, the educator has to make clear the glossary that is going to be used during the lesson. Depending on the level of the participants, the definition of words such as migrant, refugee, asylum seeker, resident permit, dual citizenship etc. should be explained.
- The game can be introduced by asking the participants to name a player they know has a migrant background.
- Once the participants have read through the list of migrant players, they can then be asked which player they did not previously know had a migrant background.
- At the end of the activity, as a sort of homework, participants can be asked to find examples of migrant players in any other sport. By doing so, everyone is encouraged to feel more included in the game and football fans are made to open up their view on other sports as well.

4.17. Her Story European Version

Topic: **Women in Football**

Author: **Marisa Schlenker**

Background

The Her Story Activity was developed by Discover Football, a football activist network organization based in Berlin. They developed the activity during the Women's World Cup and specifically for a workshop led in Lyon on women's football history.

Aim

- ▶ To introduce the learners to a collection of events in the history of women's football in Europe.
- ▶ To introduce the learners to key dates in women's football development.
- ▶ To challenge learners to assess the order of events and decide on the respective years for each event.
- ▶ To encourage group work, discussion and decision-making.
- ▶ To foster further discussion on why and how the events took place.
- ▶ To highlight key moments and encourage the learners to reflect on how they tie into other themes during the same time period.
- ▶ To encourage learners to consider their countries own history of the development of women's football, key actors, key moments, etc.
- ▶ To show learners that they too can create these cards to represent their countries own historical developments.

Methodology and Methods

The methodology stems from small group critical thinking, discussion and decision-making. There are aspects of competition against the other groups, which provides a fun atmosphere for learning.

Age group

From 14 years and older

Group size

- ▶ The activity can work with up to 20 participants. The groups should be no larger than 5 participants. If 20 participants, then the 4 groups of 4 will each need their own set of cards. Each group should get the same set of cards.

Equipment needed

- ▶ [Annexe 4: Her Story cards](#)
- ▶ Enough space for each group to discuss and put an order to their cards
- ▶ Erasable markers to write on the laminated cards
- ▶ Blank cards which can be used for the next phase of the project

Outcomes

- ▶ Participants should leave with a stronger knowledge base on women's football history
- ▶ Participants will be able to apply women's football history into the historical context

- ▶ Participants will strengthen their critical thinking skills
- ▶ Participants will strengthen their interpersonal skills through working with smaller groups

Possible variations

One variation can be that groups are not competing against each other but rather different groups get different sets of cards. If the groups want to do this way, they can then switch with another group once they have completed their card set.

Evaluation

- ▶ After the activity has ended, bring the group together to ask for feedback.
- ▶ What did you enjoy?
- ▶ What did you learn?
- ▶ What didn't you enjoy?
- ▶ What could be better?

4.17.1. Activity plan

Enquiry question

- What do you know about the history of women's football in Europe? How well do you know the chronological order of these moments / events? How do the moments or events tie into what women's football looks like in Europe or in your country today?
- What additional events / moments can you add that we have missed? Why are these events important to the development of women's football?

Learning outcomes

- The learners should have a better understanding of key moments / events in the history and development of women's football in Europe.
- The learners should be prompted to think about their own respective countries and reflect on its historical context.
- The learners should reflect on time / years and how the events fit into what they know / knew about history in general.

Session structure

- The introduction of the session should begin with the educator pointing out 2 more recent / historical events which some of the learners will most likely have heard about. These shouldn't be part of the events on the cards. The educator will ask a volunteer what happened in these events

and why they are important to today's situation. Get the learners to start thinking about history of the game.

- Then the educator will split the group into smaller groups by having everyone go around and say a number starting from 1 to 5. There should then be five groups. Each group will be given a set of cards and asked to find a space for their group. Each group will get an erasable marker.

- The educator will explain to the groups (before they find their spaces) the instructions as follows:

- Each group will have a set of cards. When I say 'begin', each group will be tasked with going through the events on the cards, deciding as a group in which order they go in and also writing in the year of the event.

- When a group believes they have the correct order of the cards as well as year, get the attention of the educator. The educator will check and have small discussions with the group. The educator will only indicate if there is an error in the order or year but not tell the correct answer. Groups will have to continue working until it is confirmed that everything is correct.

- Allow each group to get to that confirmed point. If a group does reach that point and gets them in the correct order and years, have blank

cards available for groups to start brainstorming and researching (if computers, resources or mobile phones are accessible) other important events to include for a new version of the game.

- When all groups have finished the tasks, bring everyone together for a discussion. Ask the learners the following questions:

- o What is one new thing you learned from the activity?

- o What was a challenge you all faced in this activity? How was it addressed?

- o Are there other key events that could be included? If so, please give examples.

- o How do these events relate to your football today?

- o Why is it important to look back at these historical events?

Assessment

Learning will be assessed from observations, the feedback round and possible written feedback.

Prior knowledge

For many, it will be difficult to pinpoint the exact years of events. If the learners are 14 years of age and older, it can be assumed that they have had

4.17.1. Activity plan

history lessons. It is helpful if the learners have had some experience working with the others in the group but it is not necessary.

Blocks to active

participation:

If learners are completely unaware of history and are uninterested, it could be challenging to maintain their attention. It is important that the learners are not using their mobile phones to retrieve the answers as that will take away from the critical reflections.

Resources:

- The educator should have two more recent historical examples ready to get the learners into the space to speaking about the history of women's football. Or instead of events, the educator can use past players to get the players thinking about the history of the game.
- The sets of cards – depending on the size of the group, but most likely up to 5 sets of cards.
- Markers to write the year of the event

Description of the activity:

- 10 minutes introduction: either ask the learners about more recent (last 5 years) events or players who had played in the last 5– 10 years. Ask the learners to share what they know about the events / players.

- Ask the learners why when speaking about the growth of the game (using UEFA and FIFA's women's football strategy documents as examples) should we also consider the history of women's football development?

- Ask the learners what they know about the history of women's football in their country? Club? Town?

- 2 minutes getting into groups: divide the learners into even groups of participants. Each group needs to get a set of cards, a couple markers and a space to discuss.

- 20 minutes: each group will work on the activity for at least 20 minutes. Each group will most likely work at a different pace. For those groups who get it done quicker, have blank cards as the next activity. The educator should be walking around the room to check in with the groups.

- 10 minutes reflection: the educator will go once through the cards with the entire group. Ask the learners the different questions aforementioned. Use this time to allow learners to ask any clarifying questions on the content and images.

- The educator will ask the learners how to connect what was learned / discussed to the current situation of women's football in Europe? In their own countries?

✓ Tips for the facilitator

- Have a couple examples of former players / more recent (5 years) events in women's football in the country or Europe to share.
- Have a look at the UEFA women's football strategy.
- Be ready for groups that finish earlier– provide them with blank cards to create their own sets.
- If the group is competitive and into competition, the game can be played as a competition. That is the first group that puts the cards in order with the correct years is the winner. When one winner is announced, the activity can either stop or move to the next round.

4.18. International Icons

Topic: **Women in Football**

Author: **Marisa Schlenker**

Background:

The Quartet Cards are a common card game for children as well as being considered a collection item. The simple quartet game inspired the game Top Trumps.

Although a popular card game, it is evident when doing a simple search online (it is a commercial product) that there are not many cards with female footballers. In fact, I have only been able to find some from the 2019 World Cup.

Quartets is played with three or more players, with the aim to win all the quartets (sets of four).

The cards are shuffled and dealt evenly between all the players and the cards get held face up in a player's hand. The player to the dealer's left starts by asking another player if they had a certain card (example, a player from Germany), which would help the player, create a quartet. If the player does have the card, they hand it over. If the player doesn't, it becomes her or his turn to ask.

When a quartet is created, or a complete quartet was dealt, then the cards creating the quartet are placed in front of the player.

The game ends when all the quartets have been created. The winner is the person with the most quartets.

For a football quartet card set, each card will

display a player, her photo and then a flag representing her nationality. The top trump version would have each card including information about their football achievements. For example, games played, years on the national team, etc.

This video demonstrates how the top trump quartet card is played: www.toptrumps.us

The facts on each card were collected by volunteer researchers. They have done their best to ensure the facts represent the players and their accomplishments. It can be the case that due to a lack of information, a statistic or number is incorrect. We hope that is not the case but we do accept that this can be possible. Thank you for your understanding.

Aim

- To introduce youth to the many different female footballers across Europe both present day stars and former, more historical, players who are relatively unknown.
- To create a fun and interactive card game to be played on its own or to be used by coaches and trainers in a sport for education-based approach in a sport environment.
- To create a tool or activity to be used by educators in both formal and non-formal learning environments.

Objectives

- To ensure that learners can name female football players (present day and historical) from 8 different European countries
- To foster learning about individual female footballers including key stats on each player
- To encourage learners to exchange information about female footballers
- To help learners be able to visualize female footballers in different countries
- When used as a tool, allow educators to seamlessly integrate the cards into their lessons at different points

Methodology and Methods

When the cards will be used in a non-formal setting, the methodology will be a combination of integrated methods whereby the learners will have to present information, analyse and react / move.

In the formal education setting, the cards will require more discussion based as well as small group interactions

Age group

From 14 years and older.

4.18. International Icons

Topic: **Women in Football**

Author: **Marisa Schlenker**

Group size

► When used in non-formal, there can be a max of 8 youth using one card deck. This would mean that for a training with 11 or more youth, it would be best to have two decks of cards.

► Using the cards in formal education settings to create groups or as an icebreaker would only require one set of cards.

Equipment needed

- [Annexe 5: International Icons – Quartet cards](#)
- if using in non-formal settings, sport equipment will also be required
- if using in formal settings, only the educational materials will be required
- blank cards can also be used to encourage youth to create their own cards

Outcomes

- Participants should leave with a stronger knowledge base on female footballers
- Participants should be able to identify different players from images and stats
- Participants will be able to name historical female players
- Participants will strengthen their interpersonal skills through working with smaller groups

Possible variations

Quartet cards can be used in the simple format, where the goal is to collect groups of 4 (which will be based on the team category) or can be used as trump card game where the comparisons will be made on other types of stats, like years on national team, games played, goals scored.

Youth participants can be tasked with creating their own quartet cards of their own countries or cities players. They will have to collect data, photos and put sample cards together.

Evaluation

- After the activity has ended, bring the group together to ask for feedback.
- Can you name one player from x country? Can you name one historical player?
- What did you enjoy?
How else can the cards be used in learning activities?
- Why is it important to be able to see female players?
- How often do you see female players play in live?
- Had you known any of the historical players?

4.18.1. Activity plan

International Icons

Goal

- The participants will be able to identify female football players in 8 different European countries.
- The participants will recognize different facts about these players, from their football stats to a unique aspect about them.
- The participants will be able to compare players across time and countries.

Description

The cards can be used in many different ways. As a normal quartet, collect four kind of card game, the participants will aim to collect all four cards from a country to get a set. The participants with the most sets will win. The cards can also be used individually, meaning two participants split the deck into two even amounts. The first participant chooses the category to compare the icons with (goals scored, debut, etc.) and then tries to collect as many cards as possible.

The cards can also be used in football-based activities, either as a tool to form teams or incorporated into activities. For example, the cards can be face down in the middle of two teams. One player dribbles to the cards, turns one over and then the next tries to find a match, meaning another icon from the same country. Or each player can turn over a card and then one

decides what category and it is then decided based on that category, who wins and gets to take the cards with them to their respective team.

You will need

If used as a card game, a smaller space is required. If used in football training, the normal football space is required.

The game preparation

Use the cards depending on the group size and objective. If there are lots of participants, it will be important to make copies of the cards so there are enough for groups of 2 – 3 to play the card games. If they are used in a football practice, it would be smart to have two sets of the cards ready.

Rules

The goal of using the cards is to collect the most and to be able to share with others the facts about the players.

Variations

The cards can be used in many ways depending on the situation. If used in the football context, ask the players if they know the icon and then for them to come up with a move for that specific player and then the others. When the coach says the icons name, all players have to do a move.

Key messages

During reflection, you make sure the players understand the key messages of the game. Understanding the current landscape of women's football in each country requires looking back at history and also the stories of past icons. We should celebrate the current icons and their achievements on and off the field. If the participants are not familiar with the Icons, they can each get one player to research and prepare a little presentation on the Icon. Or, for other countries not covered in the 8, ask the participants to think of their own cards for their countries.



Tips for the facilitator

Use the cards in new ways depending on the situation. If participants don't know the players, ask them why they don't and how they can learn more about them.

Safeguarding policies

Safeguarding policies are recommended to be developed in all organisations or entities working with children. Their implementation aims to “keep all children safe from harm, abuse, exploitation, violence and neglect”, and consists of a set of actions to prevent potential risks and suffering and to promote children’s well-being. Children have the fundamental right to be protected “regardless of their age, gender, disability, cultural, language, racial origin, religious beliefs or sexual orientation”

Organisations such as FIFA or national football Federations have created toolkits to set up guidelines within their organisations. They all place as a prime principle to always act in the best interest of children. UEFA have also developed an online safeguarding course in cooperation with Terre des Hommes. The online course is free to access and available in several languages.

The Football Makes History toolkit includes numerous activities that are developed and designed for children to take part in. We strongly advice everyone using these activities and are working with children to familiarize themselves with the national law and the legal requirements of working with children in their respective country. We also advice to have a look at existing safeguarding policies developed by other organizations.

For further information on what consist and how to implement safeguarding policies, these are useful toolkits:

- ▶ FIFA: “Safeguarding Toolkit for Members”, available [here](#).
- ▶ UEFA: “Child Safeguarding Policy Keeping children safe in European football”, available [here](#)
- ▶ Keep Children Safe “Keeping Children Safe: Child safeguarding standards and how to implement them” (2014), available [here](#).
- ▶ “Football’s safeguarding children policy”: Football Authorities governing the affiliated English game (2020), available [here](#).
- ▶ Guide to Safeguarding Children in Sport” , Katia Martinelli, HUB (2017) available [here](#).
- ▶ Girls in the Lead : Safeguarding Children and Youth in Sport for development organizations”, available [here](#).

Additional Reading

► Accessible Play

To unify or not to unify?

www.uefa.com

► The UEFA and CAFE good practice guide – 'Access for All' (Available in multiple languages)
www.cafefootball.eu

► Sport England Accessible Evaluation Guidance
www.sportengland.org

► Activity Alliance – “Talk to me: 10 Principles”
www.youtube.com

► Gender equality
Compasito, Manual working with youth in Europe by youth department of the Council of Europe
www.eycb.coe.int

► Council of Europe's Sport Department, Gender Equality and gender mainstreaming
www.coe.int

► Engso Youth, Youth sport in Europe
www.youth-sport.net

► Women Win
www.womenwin.org

► UNESCO Initiative Gender equality in sports media
www.unesco.org

► LGBTIQ

Football v Homophobia

www.footballvhomophobia.com

► IGLYO: Health and Wellbeing of LGBTIQ Youth
www.iglyo.com

► Tackling Homophobia in Sports, Council of Europe's Sport Department
www.coe.int

► Topic: Identity
QUB (Queen's University Belfast)
www.qubafc.com
www.nifootballleague.com

PSNI (Police Service of Northern Ireland)
www.nifootballleague.com

► All the following games No Man's Land, Trust, Chaos, Inclusion and The Game, are played at the Global Peace Games:
www.childrensfootballalliance.com

► The Global Peace Games are organised by 'The National Childrens Football Alliance and facilitated at The Peace Village (www.peacevillage.be), Mesen, Belgium, site of the First World War, 1914 Christmas Truces No Man's Land. The GPGs is celebrates the United Nations annual International Day of Peace www.un.org. Through the power of play the week-long peace education programme is

participated by children from around the world.

► No Man's Land: According to Alasdair Pinkerton, an expert in human geography at the Royal Holloway University of London, the term is first mentioned in Domesday Book in the 11th century, to describe parcels of land that were just beyond the London city walls. Trust is a variation on the game Blind Man's Bluff. The game has been known to be played since during the Tudor period, as there are references to its recreation by Henry VIII's courtiers. It was also a popular parlor game in the Victorian era. Chaos is based on the age-old tradition of street football and playing football on the school playground. The game was highlighted in the 2008 campaign Give Us Back Our Game www.giveusbackoutgame.co.uk.

► Inclusion are small sided games that are adapted from Paul Cooper's Learning to play on www.amazon.com. The Game is a modern take on archaic forms of football, typically classified as mob football, which would be played in towns and villages, involving an unlimited number of players on opposing teams, who would clash in a heaving mass of people struggling to drag an inflated pig's bladder by any means possible to markers at each end of a town. Unlike the derivative mob football The Game is friendly, fun and all-inclusive.
www.wikipedia.org



Annexes

Implemented with the financial support of the Erasmus+ Programme of the European Union as part of the initiative "Football History for Inclusion – Innovative collaborations of school education and youth through the prism of local football history for social inclusion and diversity"

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of the European Union

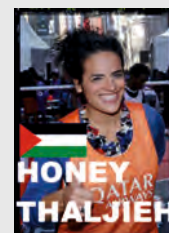
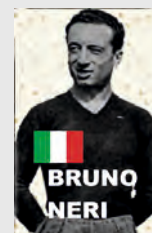
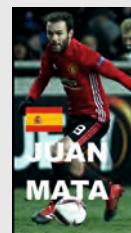
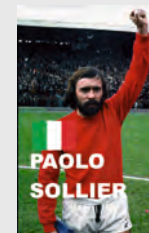
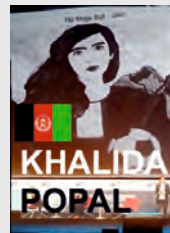


Annexe 1

Activism cards

Topic: **Activism**

Author: **Dolores Galindo Fontán**



Annexe 1

Activism cards

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TOTAL SCORE 

**ADA
HEGERBERG**

Nationality ► **Norwegian**
Born in ► **1995**
Clubs:
► **Kolbotn Fotball** ► 2010
► **Stabæk FK** ► 2011
► **FFC Turbine Potsdam** ► 2013
► **Olympique de Lyon** ► 2014
Total appearances ► **178**
Goals ► **180**
National Team:
► **Norway** ► 2011 - today
Appearances ► **66**
Goals ► **38**
Playing position ► **striker**
UEFA Women's Champions League ► 2016, 2017, 2018, 2019 ★
First woman winner of the The Ballon d'Or ► 2018 ★

Strengths on field ► ★★★★★

She is a great goal-scorer, able to change every opportunity into a goal. She and her sister Andrine grew up playing with the boys before becoming two of the best players in the world.

Civic courage ► ★★★★★

"No" said a visibly annoyed Ada when the presenter of Ballon d'Or gala asked her disrespectfully if she knew how to "twerk".

Boycott power ► ★★★★★

Though Norway pays its women's and men's National team players equally, Ada refused to play for the team in protest against the wider lack of respect towards and investment in women's football.

FOOTBALL ACTIVISM






TOTAL SCORE 

**ERIC
CANTONA
KING ERIC**

Nationality ► **French**
Born in ► **1966 (Marseille)**
Clubs:
► **AJ Auxerre** ► 1983 - 1988
► **FC Martigues** ► 1985 - 1986
► **Olympique de Marseille** ► 1988-1991
► **Nîmes Olympique** ► 1991
► **Leeds United** ► 1992
► **Manchester United** ► 1992 - 1997
Total appearances ► **440**
Goals ► **165**
National Team:
► **France** ► 1987 - 1995
Appearances ► **45**
Goals ► **20**
Champion of England ► 1992, 1993, 1994, 1996, 1997
French Cup ► **1990**
FA Cup ► **1994, 1996**

Strengths on field ► ★★★★★

Characterful and famous for his combination of technical skill and creativity, Cantona always wore the number 7 shirt at Manchester United with his upturned collar.

Civic courage ► ★★★★★

Painter, film maker, actor, photographer, Cantona has always been an engaged citizen and made a documentary series about football rebels.

Boycott power ► ★★★★★

On December 2010, he called for a social revolution against the banks and encouraged customers to withdraw their money in protest at the global financial crisis. In the National Team, she has refused to play as a protest for the lack of respect for female players.

FOOTBALL ACTIVISM

Annexe 1

Activism cards

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TOTAL SCORE ★

JOHAN CRUYFF

THE SAVIOUR
THE FLYING
DUTCHMAN

Nationality ► **Dutch**
Born in ► **1947 (Amsterdam)**
Clubs:
► **Ajax** ► 1964 – 1973
► **Barcelona** ► 1973 – 1978
► **Los Angeles Aztecs** ► 1979 – 1980
► **Washington Diplomats** ► 1980 – 1981
► **Levante** ► 1981
► **Ajax** ► 1981 – 1983
► **Feyenoord** ► 1983 – 1984
Total appearances ► **514**
Goals ► **290**
National Team:
► **Netherlands** ► **1966 – 1977**
Appearances ► **48**
Goals ► **32**
Golden Ball ► 1971, 1973, 1974
Playing position ► **attacking midfielder, forward**

Strengths on field ► ★★★★★

A street footballer when young, Johan Cruyff competed at the 1974 World Cup where he executed a dribbling trick that subsequently was named the "Cruyff Turn". As a player and trainer, Johan Cruyff is a philosopher of total football: valuing intelligent and collective use of the ball and space over individualism.

Civic courage ► ★★★★★

When Johan Cruyff joined FC Barcelona in 1973, he said he preferred to sign for Barça rather than heir rival Real Madrid, because they were supported by Franco, the Spanish dictator (died in 1975).

Boycott power ► ★★★★★

The player taunted the dictatorship: He named his son the then-forbidden Catalan name Jordi and dedicated a photo to the members of the Catalonia Assembly. His play and his impertinence towards the dictatorship brought a sense freedom to Spain.

FOOTBALL ACTIVISM





TOTAL SCORE ★

DIDIER DROGBA

Nationality ► **Ivory Coast**
Born in ► **1978**
Clubs:
► **Le Mans** ► 1998 – 2002
► **Guingamp** ► 2002 – 2003
► **Marseille** ► 2003 – 2004
► **Chelsea** ► 2004 – 2012
► **Shanghai Shenhua** ► 2012 – 2013
► **Chelsea** ► 2014 – 2015
► **Montreal Impact** ► 2015 – 2016
► **Phoenix Rising** ► 2017 – 2018
National Team ► **2002 – 2014**
Appearances ► **105**
Goals ► **65**
Total appearances ► **497**
Goals ► **210**

Strengths on field ► ★★★★★

He can cope with pressure and performs very well at finals, scoring 10 goals in 10 finals. He is fast, powerful, highly skillful and an amazing striker.

Civic courage ► ★★★★★

Drogba has campaigned to fight Malaria, AIDS and Tuberculosis in Africa and poverty across the globe. He created his own foundation, built a hospital and is vice president of Peace and Sport.

Boycott power ► ★★★★★

Drogba appealed on TV for combatants to stop the war in Ivory Coast after the team qualified for the 2006 World Cup. Thanks in large part to his speech, a cease fire was agreed. Drogba further helped to build peace playing a match in the rebel stronghold of Bouake.

UEFA European Championship 2012 ★

FOOTBALL ACTIVISM

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JUSTIN FASHANU

Nationality ► **British**
 Born in ► **1961 (London)**
 Died in ► **1998**
 Clubs:
 ► **Norwich City** ► 1978 - 1981
 ► **Nottingham Forest** ► 1981 - 1982
 ► **Notts County** ► 1982 - 1985
 ► **Brighton & Hove Albion** ► 1985 - 1987
 ► **Westham United** ► 1989 - 1990
 ► **Leyton Orient** ► 1990
 ► **Hamilton Steelers** ► 1990
 ► **Torquay United** ► 1991 - 1993
 ► **Heart of Midlothian** ► 1993 - 1994
 ► **Atlanta Ruckus** ► 1995 - 1997
 Total appearances ► **365**
 Goals ► **133**
 Playing position ► **Forward**

Strengths on field ► ★★★★★

Justin Fashanu won the BBC Goal of the Season award in 1980 and was the first black footballer to command a 1 million transfer fee.

Civic courage ► ★★★★★

Known by his early clubs to be homosexual, Fashanu came out to the press in 1990, becoming the first professional footballer to be openly gay. After a massive homophobic rejection by players, trainers, and supporters, he killed himself in May 1988. Between 2009 - 2013, the Justin Campaign fought against homophobia in football and promoted inclusion of gay players.

FOOTBALL ACTIVISM











VOLKER IPPIG

Nationality ► **German**
 Born in ► **1963**
 Clubs:
 ► **FC St. Pauli** ► 1981 - 1983
 ► **Did not play** ► 1983 - 1986
 ► **FC St. Pauli** ► 1986 - 1992
 ► **Chelsea** ► 2004 - 2012
 Appearances ► **75**
 Playing position ► **Goalkeeper**

Strengths on field ► ★★★★★

"Remaining flexible" with the body but also with the mind is the ideal that Volker developed. Tall, thin, and very agile, he was an incredible goalkeeper that helped his team maintain their place in the Bundesliga for a decade.

Civic courage ► ★★★★★

Volker explored with passion and imagination different paths: after the accident that ended his career, he created new methods to train goalkeepers, created a school and learnt about alternative medicine.

Boycott power ► ★★★★★

As a freethinker, he challenged many conventions around on professional footballers: he cycled to the stadium, for some time he lived as a squatter, and he left his professional career twice: first to work in a kindergarten caring for disabled children and afterwards to join a workers brigade in Nicaragua. He finished his goalkeeper career because of an accident and he works as a trainer but also worked unloading containers in Hamburg's docks.

FOOTBALL ACTIVISM

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Activism cards

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Author: **Dolores Galindo Fontán**



TOTAL SCORE



JUAN MATA 

JOHNNY KILLS



Nationality ► **Spanish**
 Born in ► **1988**
 Clubs:
 ► **Real Madrid Castilla** ► 2006
 ► **Valencia** ► 2007
 ► **Chelsea** ► 2011
 ► **Manchester United** ► 2014
 National Team ► **2009 - today**
 Appearances ► **41**
 Goals ► **10**

Civic courage ► ★★★★★
 Juan has convinced some other great footballers such as Mats Hummels, Giorgio Chiellini, Alex Morgan or Megan Rapinoe to try to achieve UN Global Goals joining him a big organization: Common Goal.

Boycott power ► ★★★★★
 Juan Mata not just founded a footballer's charity where participants give 1% of their salary for social projects, he also does something small but powerful: he helps the kit man of his club to unload dirty kits and boots after matches.

Strengths on field ► ★★★★★
 Though he is not very tall, he is very fast and agile, he has vision of the game, is very precise with the ball and a free kick specialist.

FIFA World Cup 2010 ★
 UEFA European Championship 2021 ★

FOOTBALL ACTIVISM



TOTAL SCORE





CHRISTIAN KARAMBEU



Nationality ► **French**
 Born in ► **1970 (New Caledonia)**
 Clubs:
 ► **Nantes** ► 1990
 ► **Sampdoria** ► 1995
 ► **Real Madrid** ► 1997
 ► **Middlesbrough** ► 2000
 ► **Olympiques** ► 2001
 ► **Servette** ► 2004
 ► **Bastia** ► 2005
 Total appearances ► **414**
 Goals ► **23**
 National Team ► **1992 - 2002**
 Appearances ► **53**
 Goals ► **1**

Strengths on field ► ★★★★★
 Karambeu offered support to Haiti in 2010 along with Sport and Peace organization, as part of "Champions for Peace" program.

Civic courage ► ★★★★★
 Karambeu won't sing La Marseillaise, France's national anthem before a match as a protest colonialism in his homeland. His grandfather was one of the hundred Kanaks exhibited as "cannibals" at the 1931 Paris Colonial Exposition.

FIFA World Cup 1998 ★★
 UEFA EURO 2000 ★★

FOOTBALL ACTIVISM

Annexe 1

Activism cards

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Author: **Dolores Galindo Fontán**







KHALIDA POPAL

Nationality ▶ Afghani
Born in ▶ 1987
National Team ▶ Afghanistan National Team ▶ 2007 - 2011

Strengths on field ▶ ★★★★★

Leadership

Civic courage ▶ ★★★★★

Born in Afghanistan, Khalida started playing football when the Taliban were in power as a refugee in Pakistan. Once back in Kabul, Khalida's mother, a teacher, encouraged girls to play though they faced insults and threats. When a new government came into power, the people asked for a football field but were given a military base... targeted by terrorists! They played anyway. And Khalida was the captain of the new Female Football National Team.

Boycott power ▶ ★★★★★

Facing death threats, Khalida was forced to leave Afghanistan, spending a year in a refugee camp in Denmark. Due to a knee injury, she was feeling depressed but found strength to create an organization that helps girls in refugee camps all over the world: Girl Power.

TOTAL SCORE ★

FOOTBALL ACTIVISM







RAYMOND KOPA

THE NAPOLEON OF FOOTBALL

Nationality ▶ French
Born in ▶ 1931
Died in ▶ 2017
Clubs:
 ▶ Angers ▶ 1949
 ▶ Reims ▶ 1951
 ▶ Real Madrid ▶ 1956
 ▶ Reims ▶ 1956 - 1967
Total appearances ▶ 541
Goals ▶ 123
National Team ▶ 1952 - 1962
Appearances ▶ 45
Goals ▶ 18
Playing position ▶ free role, attacking midfielder

European Cup 1957, 1958 1959 ★★ ★

Strengths on field ▶ ★★★★★

Agile, terrific dribbler, playmaker, and prolific scorer.

Civic courage ▶ ★★★★★

Raymond was born to a family of Polish immigrants (Kopaczewski) who had worked in Nouex-les-Mines coal mines for generations. At 14 he started working in the mine and suffered an accident. At 17 he joined a professional football club and at 25 he was the first French player to make a move abroad, with Real Madrid.

Boycott power ▶ ★★★★★

He wrote an article under the title "Players are slaves" denouncing that players could be sold without telling their input or involvement. Raymond was a co-founder of the National Union of Professionals Footballers which, in May 1968, occupied the French Football Federation, displaying a banner with the order: "Football for the footballers".

TOTAL SCORE ★

FOOTBALL ACTIVISM

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Activism cards

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TOTAL SCORE ★

MARTA



Nationality ► **Brazilian**
 Born in ► **1986**
 Clubs:
 ► **Vasco da Gama** ► 2000
 ► **Santa Cruz** ► 2002
 ► **Umea IK** ► 2004
 ► **Los Angeles Sol** ► 2009
 ► **Santos** ► 2010
 ► **FC Gold Pride** ► 2010
 ► **Santos** ► 2011
 ► **Western New York** ► 2011
 ► **Tyresö FF** ► 2012
 ► **Rosengård** ► 2014
 ► **Orlando Pride** ► 2017
 National Team ► **2002 – today**
 Appearances ► **133**
 Goals ► **110**
 Campeona Copa Libertadores ★★
 Champions de la UEFA ★★

Strengths on field ► ★★★★★
 She is exceptionally skilled on the ball, she is a good dribbler and a great playmaker and goal scorer.

Civic courage ► ★★★★★
 Growing up in a poor family from the scrublands of Brazil's northeast in Dois Riachos, Alagoas, Marta played street soccer without shoes and was often shunned by the boys she could outplay. She is one of the best female players of all times.

Boycott power ► ★★★★★
 Ms. Vieira de Silva, popularly known by her fans as Marta, will dedicate her efforts to support UN Women's work for gender equality and women's empowerment across the world, inspiring women and girls to challenge stereotypes, overcome barriers and follow their dreams and ambitions, including in the area of sport.

FOOTBALL ACTIVISM





TOTAL SCORE ★

MEGAN RAPINOE



Nationality ► **American**
 Born in ► **1985 (California)**
 Clubs:
 ► **Chicago Red Stars** ► 2009
 ► **Philadelphia Independence, Magic Jack** ► 2011
 ► **Seattle Sounders Women** ► 2012
 ► **Olympique Lyonnais** ► 2013
 ► **Reign FC** ► 2013
 Total appearances ► **159**
 Goals ► **53**
 National Team ► **USA 2006 –**
 Appearances ► **158**
 Goals ► **50**
 Playing position ► **Midfielder, left winger**

FIFA World Cup: 2015, 2019 ★
Olympic Gold Medal: 2012 ★
FIFA Women's World Cup Golden Ball: 2019 ★

Strengths on field ► ★★★★★
 She can touch the ball with both feet, make accurate passes and score from impossible angles.

Civic courage ► ★★★★★
 Strong advocate for LGBT+ and women's rights, Megan Rapinoe is fighting for equality in sport. On March 8, 2019, for the International's Women Day, she launched with other players of the US team a lawsuit against the American federation for "gender discrimination".

Boycott power ► ★★★★★
 In September 2016, Megan Rapinoe became the first white person to kneel during the US anthem in solidarity with Colin Kaepernick, an American football star who protested police violence against African Americans. During the 2019 World Cup, she refused to sing the American anthem to symbolise her rejection of Donald's Trump policies on minorities. After winning the World Cup, Megan refused the President's invite to visit the White House due to his racism and sexism.

FOOTBALL ACTIVISM

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Activism cards

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TOTAL SCORE

LILY PARR



Nationality ► **British**
 Born in ► **1905**
 Born in ► **1978**
 Clubs:
 ► **St Helen Ladies** ► 1919
 ► **Dick, Kerr's Ladies** ► 1920
 ► **Preston Ladies** ► 1951
 Total appearances ► 824, 758 wins, 46 draws, 24 lost
 Goals ► **approx. 1000**
 Playing position ► **Outside left**

Strengths on field ► ★★★★★
 Tall, very strong and fast, her powerful kicks often became a goal. Both technical and aggressive, she would score from impossible angles, breaking the net.

Civic courage ► ★★★★★
 Lily, openly gay, defied contemporary social barriers living with her partner Mary.

Boycott power ► ★★★★★
 When in 1921 the English Football Association decided to ban women's football because they found it "unsuitable for females", Lily's team was on the crest of the wave: they had filled a stadium with more than 50.000 spectators and raised funds for charities helped war victims (according to FA "an inadequate percentage devoted to charitable objects"). But Dick, Kerr's Ladies didn't stop. They decided to go on touring the US, playing nine games, some against top divisions men's teams. Nevertheless the ban was a heavy weight for English women's football for 50 years.

FOOTBALL ACTIVISM





TOTAL SCORE

PELÉ
EDSON ARANTES DO NASCIMENTO



Nationality ► **Brazilian**
 Born in ► **1940**
 Clubs:
 ► **Santos** ► 1956 - 1974
 ► **New York Cosmos** ► 1975 - 1977
 Total appearances ► **1363**
 Goals ► **1281**
 National Team ► **1957 - 1971**
 Appearances ► **92**
 Goals ► **77**
 Playing position ► **Striker**

FIFA World Cup: 1958, 1962, 1970 ★★★★★

Strengths on field ► ★★★★★
 For many people, Pelé is the best player ever be born. He was good at speed, accuracy, dribbling with both legs and his head. He was also a good teammate!

Civic courage ► ★★★★★
 In 1978, Pelé was awarded the International Peace Award for his work with UNICEF. He was also served as Brazil's Extraordinary Minister for Sport and a United Nations ambassador for ecology and the environment.

Boycott power ► ★★★★★
 War in Nigeria stopped for 48 hours just so both sides could watch Pelé in an exhibition game in Lagos.

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MATTHIAS SINDELAR

THE MOZZART OF FOOTBALL

THE PAPIERENE (THE PAPER MAN)



Nationality ▶ Austrian

Born in ▶ 1903 (Czech Lands, Austro-Hungarian Empire)

Dead in ▶ 1939 (Vienna, Germany)

Clubs:

▶ ASV Hertha Vienna / FK Austria Vienna ▶ 1924 – 1939

Total appearances ▶ 657

Goals ▶ 574

National Team ▶ 1926 – 1937 – Austria

"Wunderteam"

Appearances ▶ 43

Goals ▶ 26

Playing position ▶ Centre-forward

Civic courage ▶ ★★★★★

In 1938, the Nazis wanted to celebrate the annexation of Austria by Germany, (the Anschluss), with a football match before merging both national teams. Matthias asked his team to wear red-white-red kits and he not only scored but dared to celebrate his goal in front of the vengeful all-powerful Nazi dignitaries.

Boycott power ▶ ★★★★★

After defeating Germany in this match (2-0) he refused to play with the new German national team. Months later, he and his girlfriend were found dead.

Strengths on field ▶ ★★★★★

Ball control, passing, dribbling and creativity.

FOOTBALL ACTIVISM






SÓCRATES

THE DOCTOR



Nationality ▶ Brazilian

Born in ▶ 1954

Dead in ▶ 2011

Clubs:

▶ Botafogo-SP ▶ 1974

▶ Corinthians ▶ 1978

▶ Fiorentina ▶ 1984

▶ Flamengo ▶ 1986

▶ Santos ▶ 1988

▶ Botafogo-SP ▶ 1989

National Team ▶ Brazil, 1979 – 1986

Appearances ▶ 60

Goals ▶ 22

Playing position ▶ Attacking Midfielder

Civic courage ▶ ★★★★★

Sócrates loved to read and earned a degree in Medicine while concurrently playing professional football. He practiced after retiring.

Boycott power ▶ ★★★★★

Sócrates co-founded the Corinthians Democracy movement in Corinthians Club, fighting against the Brazilian dictatorship while the players managed the club through voting. After winning two "Campeonatos Paulistas" Sócrates said that if the Congress wouldn't restore direct elections, he would play in Italy... and he had to.

Strengths on field ▶ ★★★★★

Technical playmaker, prolific goal scorer and accurate penalty taker, intelligent, excellent header and also with a secret weapon: the "no look" back-heel pass.

FOOTBALL ACTIVISM

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TOTAL SCORE


NIKOLAI STAROSTIN

Nationality ▶ Russian
 Born in ▶ 1902
 Dead in ▶ 1996
 Clubs:
 ▶ **Krasnaia Presnia** ▶ 1921
 ▶ **Spartak Moscow** ▶ 1934 - 1942
 Playing position ▶ **Nikolai played as an offensive winger, unstoppable with his head and with powerful strikes.**

Strengths on field ▶ ★★★★★
 His three brothers played with him, and also many friends from the neighborhood. Spartak was known as the "people's club".

Civic courage ▶ ★★★★★
 Nikolai and his brothers helped to create "Spartak", and he picked the name of the slave gladiator. Their biggest rival was Dynamo Moscow (run by Beria, also the head of the secret police). Beria hated them so much that without any evidence accused them of trying to kill Stalin and sent them to Siberia for then years.

Boycott power ▶ ★★★★★
 Nikolai was so popular that even guards would listen to his football stories. At the "gulag" he received good food and was required to coach some teams. He left the prison camp in 1953 in good health and was able to manage Spartak.

FOOTBALL ACTIVISM





TOTAL SCORE


HONEY THALJIEH

Nationality ▶ Palestinian
 Born in ▶ 1984, Bethlehem
 Clubs:
 ▶ **Diyah Bethlehem** ▶ 2003
 National Team ▶ **Palestine, 2005 - 2009**
 Appearances ▶ **17**
 Goals ▶ **22**
 Playing position ▶ **Attacking midfielder**

Strengths on field ▶ ★★★★★
 Resilient, courageous. Never gives up.

Civic courage ▶ ★★★★★
 At the age of 17, she enrolled at Bethlehem University and created in 2003 a football team that would later become Diyar, the first women's football club in Palestine. In 2005, Honey Thaljieh became co-founder and captain of the Palestinian national women's football team. Thanks to its fight, Palestine has 500 licensed players, two leagues, four national teams and a stadium that can host international matches.

Boycott power ▶ ★★★★★
 When she was 7 years old, Honey Thaljieh went down to the streets of her neighbourhood to play football every night after school. Her father disagreed and punished her. But she kept going and her father gave up. "Playing football was our only space of freedom in a world made of barbed wire, walls and prohibitions" says Honey Thaljieh.

FOOTBALL ACTIVISM

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Activism cards

Topic: **Activism**

Author: **Dolores Galindo Fontán**







VERO BOQUETE

Nationality ► **Spanish**
 Born in ► **1987**
 Clubs:
 ► **Aguilão de Ribeira** ► 2001
 ► **Prainsa Zaragoza** ► 2005
 ► **RCD Espanyol** ► 2008
 ► **Buffalo Flash** ► 2010
 ► **Chicago Red Stars** ► 2011
 ► **Philadelphia Independence** ► 2011
 ► **Tyreso FF** ► 2012
 ► **Portland Thorns** ► 2014
 ► **FFC Frankfurt** ► 2014
 ► **Bayern Munich** ► 2015
 ► **Paris Saint-Germain** ► 2018
 ► **Beijing BG Phoenix** ► 2019
 ► **Utah Royals FC** ► 2019
 National Team ► **2008 – 2017**
 Appearances ► **56**
 Goals ► **38**
 Playing position: **False 9, striker, attacking midfielder**

FIFA Women's World Cup 2015
Winner of 2004 FIFA U19 Women's World Cup

Strengths on field ► ★★★★★
 She is the best Spanish footballer of all times, she knows how to keep the ball, go ahead dribbling and score!

Civic courage ► ★★★★★
 She led a revolt against the national team coach.

Boycott power ► ★★★★★
 Vero started a change.org petition for women to be included in the FIFA video game, receiving more than 20000 supporting signatures in 24 hours. 11 international women's teams were represented in FIFA 2016.

FOOTBALL ACTIVISM







WALTER TULL

Nationality ► **British**
 Born in ► **1888**
 Dead in ► **1918**
 Clubs:
 ► **Clapton** ► 1908
 ► **Tottenham Hotspur** ► 1909
 ► **Northampton Town** ► 1911 – 1914
 Total appearances ► **121**
 Goals ► **11**
 Playing position: **Forward**

Civic courage ► ★★★★★
 When First World War broke up journalists (including Conan Doyle) appealed for footballers to volunteer for service and The Football Battalion was created. Walter Tull served there, being the first black infantry officer in the British Army. He showed "gallantry and coolness" in battles in Italy and France. Around 1000 soldiers found death in the Football Battalion and Walter was on of them.

Boycott power ► ★★★★★
 As a professional footballer Walter also showed "gallantry" when he suffered verbal abuse from fans for his mixed heritage. "Football and Colour Prejudice" was the title of a sport chronic in the "Football Star" in 1909, perhaps the first time that execrable racism in football occupied a headline.

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ANTONI LYCO

THE MAN WITHOUT NERVES

Nationality ▶ Polish
 Born in ▶ 1907, Cracovia
 Dead in ▶ 1941, Auschwitz
 Clubs:
 ▶ Wisla Krakow ▶ 1930 – 1939
 Total appearances ▶ 109
 Goals ▶ 30
 National Team ▶ Poland
 Appearances ▶ 2
 Playing position: **Attacking Midfielder**

Civic courage ▶ ★★★★★

When Germany invaded Poland in 1939, Lyco joined the Związek Walki Zbrojnej, the resistance. He was arrested by the Gestapo accused of sabotage in the hydraulic works and deported to Auschwitz.

Boycott power ▶ ★★★★★

The matches between SS guards and prisoners were called "death matches" because if someone dared to score against the nazis risked his life. Antony Lyco scored twice the day before he was executed.

Strengths on field ▶ ★★★★★

He was small but very fast and extraordinary agile, with a strong, precise shot.

FOOTBALL ACTIVISM









JULLIUS HIRSCH

JULLER

Nationality ▶ German
 Born in ▶ 1902, German Empire
 Dead in ▶ 1945, Auschwitz, German occupied Poland
 Clubs:
 ▶ Karlsruher FV ▶ 1902
 ▶ SpVgg Fürth ▶ 1913
 ▶ Karlsruher FV ▶ 1919 – 1925
 National Team ▶ Germany
 Appearances ▶ 7
 Goals ▶ 4
 Playing position: **Left Winger**

Civic courage ▶ ★★★★★

In 1933, after reading in the newspaper that football clubs would ban jew members he resigned as coach of the Karlsruher FV, the club where he played since he was ten (and for which he won two German championships). He wrote a letter full of dignity pointing that "among the currently hated scapegoats of the German nation there are also German Jews, who are decent people and maybe even more patriotic in body and soul."

Boycott power ▶ ★★★★★

Forced labor, a divorce to try to protect his family and finally deportation and in death in Auschwitz was followed by years of public silence until the 1990s, when the German Football Association created the Julius Hirsch Prize against anti-semitism, racism and discrimination.

Strengths on field ▶ ★★★★★

He was able to score with both legs and was part of an unstoppable trio (along with Förderer and Fuchs, also jew).

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TOTAL SCORE ★



PAOLO SOLLIER

Nationality ► Italian
Born in ► 1948
Clubs:
► Cinzano ► 1967
► Cossatese ► 1969
► Pro Vercelli ► 1973
► Perugia ► 1974
► Rimini ► 1976
► Pro Vercelli ► 1979
► Biellese ► 1981
► Cossatese ► 1984 – 1985
Appearances ► 21 (serie A) + 124 (B)
Goals ► 51
National Team ► Italy
Appearances ► 2
Playing position: Midfielder

Strengths on field ► ★★★★★

He was a tenacious hard working player who would become a coach.

Civic courage ► ★★★★★

He volunteered in his Turin neighbourhood, in organizations that he defines as "Catholic groups of dissent". He started studying political science but left to work at the FIAT Mirafiori plant in a period of social revolts.

Boycott power ► ★★★★★

Sollier showed his commitment with his origins and leftist ideas raising his closed fist at the beginning of each match. This, along with his critic writings and his aesthetic made him a countercultural icon.

FOOTBALL ACTIVISM





TOTAL SCORE ★



BRUNO NERI

Nationality ► Italian
Born in ► 1910
Dead in ► 1944, Auschwitz, German occupied Poland
Clubs:
► Faenza ► 1926
► Livorno ► 1928
► Fiorentina ► 1929
► Lucchese ► 1936
► Torino ► 1937
► Faenza ► 1940 – 1944
Appearances ► 277
Goals ► 4
National Team ► Italy, 1936 – 1937
Appearances ► 3
Playing position: Midfielder

Strengths on field ► ★★★★★

Described by a journalist as serious, conscientious and tenacious player, he was also one of the most expensive signatures of his time in Italy.

Civic courage ► ★★★★★

In 1931 when the Fiorentina inaugurated its new stadium, he was the only player who didn't pay homage to the authorities with the Roman salute, showing his antifascism. He soon started a clandestine fight while being a footballer.

Boycott power ► ★★★★★

Some years later, he gifted his cleats and joined the resistance. He was co-leader of the Ravenna battalion, saving allied paratroopers fallen in enemy zone. In one of these missions he was surprise by a group of German soldiers and killed by a shot.

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KEVIN PRINCE BOATENG

Nationality ▶ German / Ghanaian
Born in ▶ 1987, West Berlin
Clubs:
 ▶ **Horther BSC** ▶ 2004
 ▶ **Tottenham Hotspur** ▶ 2007
 ▶ **Borussia Dortmund** ▶ 2009
 ▶ **Portsmouth** ▶ 2009
 ▶ **ACM Milan** ▶ 2010
 ▶ **Schalke** ▶ 2013
 ▶ **Milan** ▶ 2016
 ▶ **Las Palmas** ▶ 2016
 ▶ **Eintracht Frankfurt** ▶ 2017
 ▶ **Sassuolo** ▶ 2018
 ▶ **Barcelona** ▶ 2019
 ▶ **Fiorentina** ▶ 2019
 ▶ **Basiktas** ▶ 2020
Appearances ▶ 416
Goals ▶ 63
National Team ▶ **Ghana 2010, 2014**
EFL Cup 2008, Seria A and Italian Supercopa 2011, DFB Pokal 2018, La Liga 2019 ★★

Playing position ▶ **Midfielder**

Strengths on field ▶ ★★★★★
 He's a strong player, fast and with an instinct for goal. His dribbling skills, his ball-juggling tricks and his back flip goal celebration are his rubrics.

Civic courage ▶ ★★★★★
 All the Milan players walked off the field after Boateng when he decided to do so to protest for being racially abused in a match.

Boycott power ▶ ★★★★★
 Boateng became a pioneer and in 2013 he was appointed as the first ambassador for a FIFA anti-discrimination programme. He was invited to give a speech in the United Nations headquarters where he said racism is like a virus. He confessed afterwards that he was a quite nervous.

FOOTBALL ACTIVISM







SULLEY MUNTARI

Nationality ▶ Ghanaian / German
Born in ▶ 1984, Ghana
Clubs:
 ▶ **Liberty Professionals** ▶ 2001
 ▶ **Udinese** ▶ 2001-2007
 ▶ **Portsmouth** ▶ 2008
 ▶ **Inter de Milan** ▶ 2008-2010
 ▶ **Sunderland** ▶ 2010-2011
 ▶ **Inter de Milan** ▶ 2011
 ▶ **AC Milan** ▶ 2012-2015
 ▶ **Ittihad FC** ▶ 2015-2016
 ▶ **Pescara Calcio** ▶ 2017
 ▶ **Deportivo de la Coruña** ▶ 2018-2019
 ▶ **Albacete Balompié** ▶ 2019
Appearances ▶ 326
Goals ▶ 34
National Team ▶ **Ghana 2002, 2006, 2010, 2014**
World Cup
UEFA Champions League 2010, Seria A, Copa Italia 2010
Playing position ▶ **Midfielder**

Strengths on field ▶ ★★★★★
 He's good at aerial duels and blocking the ball. He likes to play long balls and to tackle, though he may commit some fouls.

Civic courage ▶ ★★★★★
 When playing in Italy for the Pescara, he walked off the pitch in protest for being racially abused by the fans (some of them kids). He was showed a red card.

Boycott power ▶ ★★★★★
 Muntari defended joining a football strike to end racism in matches. United Nations Commissioner for Human Rights said Muntari was an "inspiration" and international organizations against racism in football, like Kick it Out and FARE Network and media also supported Muntari. Finally the red card was annulled.

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Annexe 1

Activism cards – Guess who timeline

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1900s

Boxer Rebellion

**First Flight of the
Wright Brothers**

**Melie's film "A trip to
the Moon"**

Henry Ford's Model-T

**Albert Einstein's
Theory of Relativity**

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1910s

**League of Nations
founded in Paris**

**World War I
(1914–1919)**

**Treaty of Versailles
1919**

**Russian Revolution
1917–1923**

Titanic sinking

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1920s

**Jazz, charleston and
short skirts**

**Fleming discovers
penicillin**

**Hyperinflation in the
Weimar Republic**

**Discovery of
Tutankhamun's tomb**

**First Mickey Mouse
cartoon**

**Mussolini becomes
dictator in Italy and
coups in Greece,
Poland and Portugal
install new
dictatorships**

**Women's suffrage
in US**

**Gandhi calls off non-
cooperation
movement**

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1930s

**Al Capone is
imprisoned for tax
evasion**

**Anschluss unifies
Germany and Austria
1938**

**Spanish Civil War
(1933-1939)**

Great Depression

**Hitler becomes the
führer in Germany**

**Great Purge begins
under Stalin**

**Amelia Earhart flies
over the Pacific**

**Germany invades
Poland 1939**

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1940s

**Apartheid begins in
South Africa**

Second World War

Holocaust

**UN establishes the
state of Israel 1948**

Cold War

**Gandhi's
assassination**

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1950s

**East German
uprising leads to the
execution of Beria**

Elvis Presley

**European Defence
Community 1952**

Cuban Revolution

**Treaty of Rome,
establishing the
European Economic
Community (EEC)**

Color TV

Death of Stalin

**Space Race
between Soviet
Union and USA
begins**

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1960s

Cuban missile crisis

**Hippies and
counterculture**

**European Free
Trade Association**

The Beatles

**Martin Luther King's
"I have a Dream"
speech**

Paris, May of 1968

**Gay Rights
movement**

**Independence of 17
African nations**

**Civil Rights
movement**

**Martin Luther King
and president
Kennedy
assassination**

Vietnam War

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1970s

**Carnation Revolution
in Portugal**

**War of Afghanistan
begins**

**Treaty of the Non-
Proliferation of
Nuclear Weapons**

**Munich Olympic
massacre**

**Bangladesh
Liberation War**

Apple computer

Star Wars

Yom Kippur War

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1980s

Exxon Valdez oil spill

**Perestroika, end of
Cold War starts**

AIDS

**Fall of Berlin Wall
1989**

**Pac-Man video
Game**

Ethiopian Famine

**First intifada begin
in Palestine**

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1990s

**Nelson Mandela
president**

**Kosovo War
(1998–1999)**

**Maastricht Treaty:
more European
integration and the
euro currency 1992**

Rwanda's Genocide

Srebrenica Massacre

**World Wide Web
is invented**

**Bosnia War
(1992–1995)**

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2000s

Global Recession

**September 11 Al
Qaeda attacks
against World Trade
Center and The
Pentagon**

**Wikipedia,
Facebook, YouTube
and Twitter are
launched**

**USA invades
Afghanistan to finish
Taliban regime**

Iraq War

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2010s

**Fukushima Nuclear
Power Point accident**

**#Metoo and the
feminist movement**

**Occupy movement
inspires global
protests**

**Second Ivorian Civil
War**

**UK votes to leave
the European Union**

Arab Spring protests

**Boko Haram kills
2000 people in Baga,
Nigeria**

Syrian war

Annexe 2

European Football Championship

Topic: **History**
Author: **Zdravko Stojkoski**

Football and history in Europe

Introduction

Football is undoubtedly the most popular sport in the contemporary world. It is not an ordinary game; it is hardly just a sport anymore, at least in the traditional sense. Today, modern football (and sports in general) represents a way of life for hundreds of millions of people; it is part of their identity, profession, cultural practice, form of socialization and communication between people from different origins etc. etc. Last but not least, it is a big, influential, and profitable business counting billions in profits and interests.

Although the roots of football can be traced back to different popular games practiced in Ancient Rome, China, medieval England etc., its development and popularity are rather modern products, resulting from political and social changes that occurred in Europe from the end of 19th century onwards. Capital production, market based economy, mass consumption, growing needs of spare time, leisure and pleasure for the working people are some of multitude reasons that made football as we know it today.

Diffusion of the popular game across many corners of the world led to the formation of many football clubs and organizations. This increased the need for matches and competitions on local, national and international level. According to sources, the first football clubs

were formed in England in the second half of 19th century, including Sheffield FC (formed in 1857), Wanderers FC (1859), Halam FC (1860) etc. The first national association, The Football Association of England was created in 1863. Sixteen years later (1879) it started the first organized competition, known as the FA Cup. In 1904, the international federation of football associations (FIFA) was created in order to oversee the international competitions between its member associations. In 1930, FIFA organized its first Men's World Football Championship in Uruguay. Today, FIFA is the highest governing body of football, comprised of 211 national associations.

The rise and spread of football as a global phenomenon went hand in hand with the political and social circumstances at the time. Political tensions between nation-states, crises (like the global economic crises from 1929) and the great wars that occurred in the first half of 20th century disrupted normal expansion of „the game“. Many contacts, ideas and competitions were delayed, broken, or cancelled during the difficult times. Nevertheless, even in the hardest times of severe conflicts and wars the ball didn't stop rolling. It is possible to find many stories about games played in harsh circumstances. For example, the 1914 „Christmas Truce“ game, between the English and German soldiers on the World War I Western front; or the so-called „Death Match“ played in August 1942 in Nazi

occupied Kiev, between Ukrainian players and a German military team. Furthermore, national championships and even international games were played during the Second World War. Whether (some of) the above events have been elaborated with some mythical elements or were promoted for propaganda (as was the case for the competitions organized by Nazi officials and their allies), they are important examples of the power of football and people's devotion to it, even in a most difficult and dangerous circumstance.

Difficult beginnings

The European continent went through difficult times. In 1945, Europe came out devastated after the second Great War in 30 years, with huge and unprecedented consequences including approximately 55 million civilian and military deaths and another 20 million deaths from war-related diseases and famine. Furthermore, Europe emerged particularly devastated because of the ethnic cleansing that occurred during the war, including against Jewish people, Roma and others, and because of the innumerable material and cultural losses. These circumstances and many more defined post-war European societies, their mutual relations, and identities.

In the years after World War II, Europe was preoccupied with dealing with the consequences of the war, rebuilding destroyed infrastructure and economic growth. Optimism and belief in

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long term peace, prosperity and opportunities largely prevailed. It was a period of increased economic and social growth in Europe at almost every level.

On the other hand, these were still turbulent times. Despite victories over ideologies like fascism and Nazism, Europe was still unable to overcome historical divisions as it entered a new period of conflict and divisions defined on ideological bases. In March 1946, in a speech held in Fulton (USA), Winston Churchill described the political situation in Europe, saying: „an iron curtain has descended across the Continent.“ The division of the continent between the “communist” East and the “capitalist” West was the main characteristic that marked European history in the 40 years following the Second World War. Historians refer to this period – from 1946 to 1989 – as the Cold war era.

The early phases of the cold war were marked by: the division of Germany and creation of two German states – the western Federal Republic of Germany and the eastern Democratic Republic of Germany; the Berlin blockade from 1948; and the formation of two military pacts – NATO in 1949 and Warsaw Pact in 1955. During the 1950s, in Western Europe the first steps were taken for closer cooperation between states. The European Coal and Steel Community was established in 1950, while 1957 saw the signing of the Treaty of Rome and the creation of the

European Economic Community (EEC), which is known as „the common market“ and the predecessor to the modern European Union (EU).

At the same time, pivotal events were also taking part in the Eastern side of „the Iron curtain, that would define future relations of „the bloc“. These events include the conflict of the Cominform from 1948 and the exclusion of Tito's Yugoslavia from the Soviet bloc and the 1956 Soviet intervention in Hungary. These events and their consequences changed many people's perspectives on the communist bloc as a strong and unified bloc and later disappointed and distanced many people who believed in communist principles. Among others, many players of the mighty Hungarian national team from the 1950s like: Ferenc Puskas (the captain and one of the best footballers of the time), Sandor Kocsis, Zoltan Czibor, etc. decided to emigrate their country and live abroad.

Meanwhile, efforts to organize football competitions that will involve all European nation-states can be traced back to the 1920s. In 1927, the then General secretary of the French Football Federation, Henry Delaunay, and the Austrian official, Hugo Meisl, proposed the creation of a European Cup that will run every two years, concurrently with the World Cup. However, the idea of a separate European competition was not realized until more than thirty years later, while the World Cup was held

on a regular basis every 4 year, except during the Second World War. With the creation of the Union of European Football Associations (UEFA) in 1954, the idea of a European competition reemerged thanks to the French sports newspaper L'Equipe and Henry Delaunay, again, now in the position of first general secretary of UEFA. Already enthusiastic, Delaunay was further inspired by the first steps of closer European economic integration occurring at the time, envisioning similar European integration in football. The idea finally came true in the 1960, 6 years after the formation of UEFA and 5 years since its main proponent, Henry Delaunay passed away.

The political and social circumstances created in Europe with „the Cold war“ and other ideological divisions were reflected in the field of sports and particularly in football relations. During the Cold War, UEFA and its sporting competitions like the European Football Championships were some form of bridge builders between East and West and represented a rare opportunity for contacts and communication across „the Iron curtain“. At the same time, these events were also seen as an important field for ideological battle, in keeping with the popular phrase of football as „a continuation of war by other means“.

European Football Championships in the „Cold War“ era and ideological divisions

The Cold War and ideological divisions reached their culmination during the 1960s, the period

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that was also a turning point in the evolution of football in Europe with the inaugural European Nations' cup (later the European Football Championship) taking place as the highest competition between the football nations in „the old continent“.

The processes of decolonization and liberation of Africa, Asia and some other parts of the world from the European colonial rule also marked the period of 30–40 years since the end of the World War II. Many new states were created in what was then known as „the new world“. Despite their political liberation, these states retained most of the economic and social relations with their former colonizers. It was particularly visible in the migration processes that occurred, with people leaving their homes in Africa, Asia or Latin America to find „new homes“ and „better opportunities“ in the countries of their former colonizers (France, Great Britain, Portugal, Netherlands, Belgium etc.). These processes have continued to the present day and have impacted and been reflected in the identity and culture of European societies, including the changing identities of national football teams, their acceptance and understanding by the general public.

In June 1961, the construction of the Berlin Wall began. It further restricted the movement between East and West Berlin and formed a clear boundary between both East Germany and West

Germany and Eastern and Western Europe. In July 1962, the first transatlantic television pictures, telephone calls and telegraph images started to be broadcast, thus revolutionizing the television, approach to (football) broadcasting and popular culture as a whole.

The first men's European Nations' Cup officially started in July 1960 in France. 17 national teams participated in the qualifications and only four qualified for the final tournament. Political tensions and ideological divisions between the nations in Europe have been linked to the EUROs since the tournament's beginnings. During the qualifications for the 1960 Championship, the Spanish pro-fascist dictator General Francisco Franco barred his national team from playing against the Soviet Union due to the Soviet's support of the Spanish Republic during the Spanish Civil War 20 years earlier. The Soviet Union won the game by default and travelled to France where they eventually won the tournament. Spain's withdrawal from the competition left three communist countries (Soviet Union, Yugoslavia and Czechoslovakia) in the finals tournament, along with hosts France.

Sports and football played a very important part in the social life of the communist states at that time, so it is no surprise that teams like the Soviet Union, Hungary, Yugoslavia and Czechoslovakia dominated international competitions. The semi-final match between

France and Yugoslavia was one of the greatest in the history of the championships with the most goals scored in a single match. Yugoslavia won the game 5:4 after 90 minutes, despite losing 4:2 in the 75th minute. The final between Yugoslavia and the Soviet Union was also a match between two rivals, not only in a sporting sense. Despite being two socialist states, Yugoslavia and the Soviet Union had significant political and ideological tensions caused by „the Cominform conflict“ and the Yugoslav expulsion from the Eastern Bloc in 1948. Yugoslavia's choice to practice a different form of socialism since the 1950s put it in confrontation with the other countries from the Eastern bloc. The struggle to determine whose system was more ideologically correct/ Marxist played out in many political and cultural spheres, including football and sports.

On 26th July 1963, a catastrophic earthquake devastated Skopje, the capital of the then Socialist Republic of Macedonia (one of the federal units of the Socialist Federal Republic of Yugoslavia). Almost 80% of the city was destroyed in the ruins, around 1070 people died, and more than 200 000 people were left homeless. SFR Yugoslavia at the time was a member of the Non Aligned Movement. Skopje received huge relief in financial and material supplies, as well as support from medical and engineering teams from more than 70 states across the world, including nations from both sides of the „Iron Curtain“. In a time when the

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Cold War was at its peak, Skopje represented a rare example of cooperation between the people and their leaders. According to some sources, American and Soviet troops who were stationed in Skopje to deal with the consequences of the earthquake were free to shake hands with each other. This was the first time since their famous encounter on the river Elbe in April 1945. In the following years, thanks to significant international contribution, the city of Skopje underwent a complete rebuild, thus gaining the name „City of international Solidarity“.

The second European Nations' Cup was held in Spain between 17 and 21 June 1964. Despite the scandal four years earlier when Spain refused to play against the Soviet Union, UEFA awarded the Tournament to Franco's Spain. As it turned out, the Final was played between the two ideological „enemies“: the nationalist Spain against the communist Soviet Union. Despite all their differences, these were two authoritarian regimes where football served as an important tool to demonstrate the ideological superiority of the regime, both domestically and internationally.

The year 1968 represents a particularly landmark year, with a multitude of political and military conflicts, protests and revolutionary ideas spreading around the world. In January, Alexander Dubček was elected leader of the Communist Party of Czechoslovakia. He

immediately started a widely popular reform project in the country which saw gradual democratization, liberalization of the media and travel, and decentralization of the economy. This period was known as the „Prague Spring“. The Prague Spring ended in August that same year when the Soviet Red Army and its allies led a military intervention. Around 750 000 soldiers and 6 500 tanks and aircrafts from Warsaw Pact countries invaded Czechoslovakia, in what was the largest military operation in Europe since the end of World War II. Dubček called on his people to not resist, although there were several actions of passive resistance. During the first days after the invasion, protests took place in the center of Prague where people held banners with messages including: „entry forbidden to unauthorized personnel“. More than 70 people died during the invasion. Aleksander Dubček was then forced to leave the post of General Secretary and, contrary to the people's will, his liberal reforms were abandoned. Czechoslovakia entered a period of „normalization“. In January 1969, the young student, Jan Palach, set fire to himself in Prague's central square as a form of protest against the Soviet intervention. His expression of self-sacrifice was later recognized as a powerful symbol of the struggle against the Soviet's occupation and totalitarian rule.

The 1960s as a decade of large social and cultural contradictions culminated with major student protests. In May 1968, approximately one

million students marched the streets of Paris protesting against the traditional institutions, capitalism, consumerism and militarism of the society. Soon they were joined by the workers and citizens from other major French cities. The student's movement quickly spread to other western European countries (West Germany, Spain, Italy, United Kingdom etc.), as well as to Eastern Europe (Yugoslavia, Poland, Czechoslovakia), and abroad (United States, Mexico, Brazil) becoming the largest worldwide movement seen until then.

Despite many varied reasons for their outbreak, the protests saw students and citizens march around the world under some similar slogans, like: „It is forbidden to forbid“, „Be realistic, ask the impossible“, „Enjoy without hindrance“, etc. The legacy of '68 is mixed. For some, mostly representatives of the political right, these events only led to moral and societal decadence. However, for most contemporaries and progressives, the student protests represent „mass social revolution“. The protests were a revolt against the current political elites and militarization of the world, they demonstrated a sincere desire for change in society, for democratization, and liberation from traditional norms. Students and workers in the East wanted „socialism with a human face“. These events paved the way for future transformations in many areas of society, including arts, music, sports, popular culture etc.

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(1968, June 5–10) – The Football Championship, now officially under the name „European Football Championship“, was played in Italy. The Tournament confirmed the growing status of the competition, and it was clearly an already a highly rated competition. All European nations wanted to participate.

The Final was a meeting between two neighbors, Italy and Yugoslavia. The match was played on June 8 and ended in a 1–1 draw. At that time, extra time and penalties were not used, therefore a replay was held two days later. Italy won 2–0 thus becoming the first nation in history to win the Olympic Title, European Championship Cup and the World Cup.

Another interesting fact here is that the tournament was played during the massive student protests that shocked the establishment across Europe. At the same time as their national team played the final against Italy, the students in Yugoslavia occupied Belgrade University and other university campuses around the country. The night before the Final replay was played, the Yugoslav leader, Josip Broz Tito, appeared on TV, saying „some mistakes were made“ and that „students are right“. These words were enthusiastically accepted by the students, who immediately ended their protests. While the Yugoslav football team almost conquered Europe and made the nation proud, the 1968

student protests had a huge impact on the future relations in the Federation and on its very existence.

Women's rights movement and football

The 1970s were influenced in many ways by the previous decade, and particularly by the events of 1968. There was a rise of individuality in the West, expressed through fashion, music and arts. Rock and Roll and Punk music shaped the life of youngsters. The 1968 ideals, among others, encouraged the rise of the feminist movement and its so-called „Second wave“ (The „First wave“ of the feminist movement can be traced to the 1920s). While the first wave of the movement was focused mainly on gaining voting rights, „the second wave“ saw women address a wider range of issues, including: family, **sexuality**, reproductive rights, working conditions, domestic violence, rape, divorce and custody laws. To what extent equality was achieved in these areas is a matter of serious debate and conflicting opinions. Nevertheless, it is undeniable that the women's right movement changed the future position and perspectives of women in society.

In relation to football, the feminist movement led to the gradual removal of stereotypes (though they still prevail on certain levels) and changed the perception that football is predominantly a man's sport and „not suitable for females“. UEFA began to think about organizing an official European championship for women. The first

UEFA Women's Championship took place in April/May 1984 across several countries on the continent. The first Champions were Sweden, who defeated England in the final 4–3 on penalties. Initially, the Women's European Championship was played every 2 years, and since 1997 it has been played every 4 years.

„Easing of the tensions“. Decline and fall of „communism“

Unlike the previous decade, during the 1970s the Cold War entered into a phase of „easing tensions“. It created favorable conditions for improving the communications between the rival states. In 1973 in Helsinki (Finland) the first Conference for Security and Co-operation in Europe (CSCE) was opened with the participation of 35 states. It was the first multilateral forum for dialogue and negotiations between East and West. At the same time, the European Economic Community began the expansion process. On January 1 1973, after lengthy negotiations, United Kingdom, Denmark and Ireland joined the EEC.

The 1972 Summer Olympic Games in Munich (Germany) was the location of one of the worst terrorist attacks in sporting history. Members of the terrorist group Black September kidnapped eleven Israeli athletes in what was known as „the Munich massacre“. Later, they were all killed along with most of the kidnappers and one police officer in a failed rescue operation conducted by the German authorities.

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The 1972 European Football Championship was played in Belgium. The hosts Belgium, West Germany, Soviet Union and Hungary were all participants. West Germany's famous generation led by Franz Beckenbauer and Gerd Müller won its first European trophy defeating the Soviet Union 3-0 in the Final. Two years later, the West Germans also became world champions at the tournament they hosted.

(1975) – The Spanish dictator Francisco Franco died after 39 years in power thus opening the way for the reintroduction of democracy in the state. One year earlier in 1974, Portugal also overthrew its right-wing dictatorship of Salazar and backed democracy.

(1975) – The „Helsinki process“ introduced the Conference for Security and Co-operation in Europe (CSCE) as a permanent means for dialogue, reducing tensions, respecting human rights and fostering economic cooperation between East and West Europe.

In June 1976, Yugoslavia was the first socialist state to host the EURO. In the first half of 1970s, the country experienced a difficult period, in part due to the suppression of the liberal movement and the introduction of a new constitution in 1974 that further decentralized the state and weakened the central powers. However, being awarded host of the European Championship

was confirmation of the country's positive international image, thanks to being a self-managed communist society outside of the Soviet bloc, having a relatively open and liberal society with equally good relations with both East and West, and relying on the authority of Josip Broz Tito and influential members of the Non-alignment movement. The Yugoslav public had high expectations, believing that with the support of its fans the national team could win the Championship, thus crowning its good reputation with sports success too. This optimism was also based on the nation's talented generation of footballers. In the semi-final, Yugoslavia played against the reigning world champions, West Germany. After an excellent first half, where they went into half-time leading 2-0, the hosts eventually lost 4-2 after extra time. The disappointment was made even greater after another loss in the match for third place, this time 3-2 against the Netherlands, thus finishing last in its „own“ tournament.

In the final, it was not the Germans, but the Czechoslovaks who had reasons to celebrate. After beating the Dutch in the semifinal, the Czechoslovaks then managed to defeat the Germans 5-3 in a penalty shootout. To this day, Antonin Panenka's decisive penalty is celebrated as one of the greatest in history and the technique is widely known as the „Panenka style“. One interesting fact regarding the

Czechoslovak national team was that for the first time there were more Slovaks than Czechs in the team. As always, the final match had political dimensions too; the neighboring countries had historical tensions and it was another clash between the „communist“ East and „capitalist“ West. In the color images from this match, the Czechoslovak players are seen to receive their trophies wearing German shirts, due to the now-defunct tradition of exchanging shirts after the game.

(May 4 1980) – Josip Broz Tito, the long-standing Yugoslav leader and one of the founders of the Non-aligned movement, dies.

The 1980s were a decade of change in Europe. At the start of the decade, the Soviet Union and its eastern allies entered a period of acute economic and political decline. The first signal of the growing crises of the communist regime was the strike of the workers at the Gdansk shipyard in Poland which, in August 1980, led to the creation of the first independent trade union – Solidarity. In the following years, the Solidarity movement, led by Lech Walesa, shook the communist regime in Poland and beyond. The attempts of the Polish government to suppress the growing movement by imposing martial law eventually failed. Meanwhile, the period from 1974 to 1986 represented „the Golden era“ of Polish football. The Polish national team, led by football stars like Grzegorz Lato and Zbigniew

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Boniek, was considered one of the best in the world, playing twice in World Cup semi-finals (1974 and 1982) and defeating teams like Argentina, Brazil, Belgium etc. However, Poland failed to qualify for the European Championship finals throughout this period. From 1985, the new general secretary of the Soviet Communist Party, Mikhail Gorbachev, (unsuccessfully) tried to reform the Soviet Union by imposing projects widely known as „openness“ (glasnost) and „restructuring“ (perestroika). The projects had failed by the end of the decade, leading to mass discontent among the population, lack of food and other basic supplies, and ultimately to the collapse of the system across Eastern Europe. This collapse was officially marked in November 1989 by the fall of the Berlin wall, once a symbol of the political and ideological division of Europe. The fall of communism led to dissolution of some former communist states: Soviet Union, Yugoslavia and Czechoslovakia. These historical events reshaped the face of Europe forever. The nations from Eastern Europe entered a long period of transformation and democratization that paved the way for closer cooperation and integration in Europe.

The 1980s were also the decade during which neoliberal economic policies became widespread, primarily in the United States and United Kingdom. The decade also saw scientific and technological achievements. Computers and

automation improved communications and transportation and created favorable conditions for closer economic and cultural interdependence between different people and communities. These new realities alongside the „arms race“ and the growing professionalization and popularization of culture (sports, music, movies ...) were some of the fields where the East and West competed against one another in an ideological war.

The sixth European Football Championships were held from 11 to 22 June 1980 in Italy, for the second time in 12 years. This was the first final tournament with 8 participants divided in two groups of 4. The national teams played each other in the group stages, and the group winners proceeded directly to the final. The expansion of the tournament was confirmation of the growing popularity of the European Championship tournament and football across the continent. After 12 matches played, West Germany won its second title, defeating Belgium 2-1 in the final. In 1981, Greece joined the European Economic Community as its 10th member and first state from the Balkan Peninsula.

In June 1984, France hosted its second EURO football Championship, where the nation won its first major title, defeating Spain in the final. The tournament represented a turning point in French football and social history. Historically, the French national football team was always seen as

the most integrated French institution, with players of different origins wearing the blue shirt. However the late-1960s and 1970s saw less ethnic diversity in the team than previously. This once again changed in the early 1980s, when a new French generation emerged, led by Michel Platini and Jean Tigana. The success of the 1984 French team once again re-established football as the nation's most popular sport. The players were celebrated as national heroes including those with immigrant origins, such as Tigana, Luiz Fernandez etc.

In 1986, Spain and Portugal became the 11th and 12th members of the EEC, respectively. The 1988 Football Championship was held in West Germany and it was the last tournament in which the hosts and the Soviet Union participated, as the following year would see the fall of the Berlin wall and communism itself. West Germany would unify with its Eastern part into a single German Republic, while the Soviet Union would fall apart into its 15 constitutive units, with Russia being proclaimed as the main successor. At the 1988 tournament, the Soviets successfully reached their third final, where they eventually lost to the Netherlands.

The Dutch had one of the greatest football generations in history. In the semifinals they finally managed to defeat the Germans, their neighbor and great „enemy“. It was a great success for the delighted Dutch fans, a sweet sense of revenge for all past defeats on the pitch

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(especially the 1974 World Cup final) and for the World War II occupation and other historical troubles. In the final, Marco Van Basten, Ruud Gullit, Frank Rijkaard and others defeated the Soviet Union 2–0, with Van Basten scoring one of the most memorable goals of all time. It is important to note that some of the best Dutch footballers, including Gullit, Rijkaard, Aron Winter and others, were not „originally“ Dutch; most of them were of Surinamese or mixed origin. Winter was even born in Surinam, a constituent country of the Kingdom of Netherlands. Thus, the national team reflected the increased ethnic diversity of Dutch society created by the immigration of people from former colonies.

Era of unification and integration of Europe

After the historic events of the previous decade (the collapse of the communist regimes, the fall of the Berlin wall and „the iron curtain“ etc.), the 1990s were marked by the unification of Germany and the closer integration of Europe. However, the optimistic and Europhile atmosphere that prevailed across most of the continent was overshadowed by the situation in the Balkans. Contrary to the rest of the continent, the dissolution of Yugoslavia led to destabilization of the region and to war and conflict between the Yugoslav nations that since 1945 had lived in „brotherhood and unity“. So, while the rest of Europe was committed to closer integration, opening borders and single market policies, former Yugoslavia saw new boundaries

being created, by military conflicts and the biggest war crimes since the end of World War II.

The situation in Yugoslavia was also reflected in its sports teams, with the nation's previously successful football, basketball and handball teams ceasing to exist. At the beginning of the 1990s, the Yugoslav football team was one of the greatest that the Federation had in its history. It dominated in the qualifications for the 1992 Championship and was one of the favorites to win the final Tournament. Darko Pančev was one of the best strikers in Europe at the time and the best scorer of the qualifications, scoring 10 goals in 8 matches. However, SFR Yugoslavia did not appear at the Championship in Sweden. By June 1992, Slovenia, Croatia, Macedonia and Bosnia and Herzegovina had each declared their independence and war had already broken out in Croatia and Bosnia. Because of the war, the United Nations imposed sanctions on the Federation (which now consisted only of Serbia and Montenegro) that included a veto on participating in any international sports event.

A football match held on May 13 1990 in Maksimir Stadium in Zagreb (Croatia) has become a symbol of the bloody dissolution of Yugoslavia. Huge riots erupted before kick-off between the Croatian team Dinamo (Zagreb) and Serbian Red Star (Belgrade), representing the beginning of the end for the Yugoslav Football League. These riots are widely considered as a prelude to the

federation's dissolution and the conflicts that followed. One iconic photo from the game shows football star Zvonimir Boban kicking policemen. Many „football fans“ involved in the incidents from both sides – Dinamo's „Bad Blue Boys“ group and Red Star's „Delije“ – later took part in the military conflicts that followed in former Yugoslavia. One of them was the notorious leader of „Delije“, later commander of the Serbian paramilitary units „Tigers“ and convicted war criminal, Željko Ražnatović – Arkan.

In May 1990 the annual Eurovision song contest was held in Zagreb (Yugoslavia). Italian singer Toto Cutugno won the contest with the song titled „Insieme 1992“ (Together 1992), whose song was about bringing Europeans together in anticipation of closer European integration. The 1992 Treaty of 'Maastricht' transformed the European Economic Community into a more integrated community – the European Union (EU).

The 1992 UEFA European Football Championship was in many ways unique. It was played in the year proclaimed as the year of „united Europe“ and the creation of the European Union (EU), but it was also a year of crises and war in the countries of the former Soviet Union and Yugoslavia. Furthermore, it was a Championship that will be remembered because of the „Danish miracle“. The Yugoslav expulsion, ten days before the start of the Tournament, gave the

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opportunity for the Danish team to compete, having finished second in qualification behind Yugoslavia. The Danish footballers came to Sweden, literally „from the beaches“ and, above all expectations, won the Championship, defeating the current world champions Germany in the final.

On January 1 1993, the single market and free movement of goods, services, people and money were officially established between member states of the EU.

January 1, 1995, Austria, Finland and Sweden joined the EU, creating the Union of 15 member states.

In December 1995, the Dayton Peace Agreement put an end to the war in Bosnia and Herzegovina, the largest and most devastating war on European soil since the Second World War.

The creation of new independent states on European soil during the 1990s led to the admission of new members to UEFA as well. From 1988 to 1994, the number of UEFA members increased from 33 to 48 national football federations. The qualifications for the 1996 European Championship involved a record number of 47 participants, plus England which as host **nation** qualified automatically for the main tournament. For most of the new member states, it was their first opportunity to present

themselves on the international stage. Such was the case with Macedonia, the small Balkan state that emerged independent from the Yugoslav chaos. Despite its peaceful secession, the country experienced difficulties gaining international recognition, primarily because of the Greek objections to its official name. Other neighbors like Bulgaria and Serbia also had some objections to the identity and the right to self-identification of the Macedonian Republic that were rooted in historical disputes about the territory of Macedonia since the end of 19th and beginning of 20th century. With this in mind, the first official match of the Macedonian national team in the qualifications against the reigning European Champions, Denmark, was all but an ordinary football match for the country's fans. Despite Macedonia leading almost the entire game, the match ended in a draw (1-1), leaving fans with mixed impressions: on the one hand, there was disappointment at the missed opportunity for a sensational win against the European Champions, on the other hand, there was a sense of nationwide joy and pride that for all its difficulties, the young and impoverished nation could compete with the best teams in Europe.

The 1996 European Football Championship in England was the first final tournament with 16 participating nations. The expansion of the tournament was logical as the competition matured into a global media phenomenon,

bringing opportunities for marketing promotions, political prestige and profits. On the football field, Germany won its record third trophy, defeating Czech Republic 2-1 in a game that was decided in extra time, using the new „controversial“ “Golden goal” rule.

Violence and hooliganism have often been viewed as an integral part of the sport. International games are particularly sensitive because they involve participants with different ethnic or religious affiliations who may have historical hostilities. There are a number of reports of conflicts and incidents at the Euros. For example, images from the 1980 European Championship match in Turin (Italy) between England and Belgium show police using tear gas against rioting fans on the stands. The riots and tear gas caused multiple injuries, including for English goalkeeper, Ray Clemence.

The fear of fan violence was especially present during the 1996 Championship due to the infamous violence of English hooligans in the past. These fears were further strengthened by the terrorist attack which took place in Manchester on June 15, a day before the Germany and Russia match was set to take place in the city. According to sources, a van bomb detonated in the city center, injuring 212 people and causing an estimated £700 million worth of damage. The Irish Republican Army (IRA) claimed responsibility for the attack. The Manchester

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bombing was the first – and so far only – major terrorist attack in any host city during a UEFA European Championship. The match at Old Trafford Stadium went ahead as planned after the stadium had been carefully searched and heavily guarded overnight.

Large-scale riots had also been witnessed at London's Trafalgar Square and its surrounding area after England's defeat to Germany in the semi-final match. There were also outbreaks on the streets of several other towns, that targeted the police, German-made cars, and properties. Nevertheless, the tournament rating was largely successful, thus helping to rehabilitate England fans and the nation's general football reputation from the scandals that had occurred during the previous decades.

Football in the 21st century European society

Football in the 20th century took place against a backdrop of conflict and political and cultural upheavals that often paralyzed many international and global activities. Europe and the world entered into the 21st century with hopes and challenges. It was already a digital age, where internet and mass media shaped all aspects of social life, including football. It was a decade of the biggest EU enlargement, from 15 to 27 member states, with most countries from the former Eastern bloc completing their integration process that had started during the previous decade. However, the countries from the Western

Balkans, Turkey and most successor states of the former Soviet Union remained outside the big European family.

European football championships became one of the most anticipated and most popular spectacles in the continent and beyond. As neoliberal economics persist, organizing and participating in the main tournament has not only been a matter of prestige and national honor, but has also been an important opportunity for huge financial gains for the football Federation, sponsors, media and many others involved in the „football business“. Every four years sees new modern stadiums, improved infrastructure, opportunities for economic and cultural promotion, delighted fans, and (mostly) satisfied public, profits and interests. However, by the end of the first decade, most of these elements will face renewed challenges due to the 2008 economic crises and the austerity measures that followed.

The 2000 European Football Championship was the first EURO played in two countries – Netherlands and Belgium. Despite this, all the attention went to the French and Italian teams that reached the final after each playing 30 matches. As was the case four years earlier, the dramatic final was decided with a „golden goal“. France were ultimately crowned champions, complementing its World Championship title with a European one.

September 11, 2001, terrorist attacks in New York and Washington had huge consequences on future relations across the world and on people's sense of security and perceptions towards others. During this decade, there were other terrorist attacks on European soil as well, including the 2004 Madrid train bombings, 2005 London bombings etc.

On May 1, 2004, eight countries from central and Eastern Europe (the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia) joined the EU in the largest enlargement in the history of the Organization.

Portugal hosted the 2004 European Championship that, to the great disappointment of the home fans, was won by Greece. Arguably, Greece's victory was one of the greatest sensations in European football history, as Greece had previously never been considered a 'footballing nation'.

The Thirteenth European Football Championship took place in Austria and Switzerland, from 7 to 29 June 2008. England, one of the biggest financial and football markets in Europe, failed to qualify. The football public blamed the federation's failure to develop domestic talents while clubs spent vast amounts of money on international players. Financial experts estimated that not qualifying for the EURO cost the English economy approximately 2 billion pounds, mostly

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in television rights, marketing, sports manufacturing, retail, as well as in pubs, restaurants, and other tourist services.

On the football pitch, Spain dominated the Championship, defeating Germany 1-0 in the final for its second European title.

The 2008 global financial crisis was one of the worst since the Great depression in the 1930s. Its repercussions still shape political and social relations across the world.

Football has now transformed itself into a big globalized business, reaching every corner of the planet and more popular than ever before. The ongoing financial crises, as well as the crises of neo-liberalism and globalization, did not affect football much. The money surrounding „the game“ continued to increase, with football transfers skyrocketing and the gap between „big“ and „small“ (clubs, players, competitions) constantly growing. The increased income from major tournaments has increased the cost of hosting them too. Many European states find it difficult to organize such glamorous events as the European Football Championship alone, finding it too costly and unprofitable.

Political conflict, economic inequality, migration, terrorism, and the rise of euro-skepticism and far-right nationalism across Europe were among many phenomena that were reflected in football

over the last decade. Most of these issues led to a rise in chauvinism, racism and hooliganism in football stadiums, as they did in the media and in public life in general.

In 2012, the European Football Championship was held in Poland and Ukraine. It was the first Championship organized by two countries previously part of the Soviet bloc. On the pitch, teams from Western Europe dominated. In the final, Spain defeated Italy 4-0, becoming the first national team to win back-to-back titles.

In 2013, Croatia officially became the 28th member state of the EU. It was the last enlargement of the Union to date. After decades of an 'open door' policy towards further enlargements, the EU entered a period of crises regarding its identity. After prolonged economic issues, unfulfilled expectations from previous enlargements, and a growing fear of terrorism and „the other“ (migrants, refugees etc.), Europe witnessed the rise of euro-skepticism, narrow-minded nationalism, and even neo-fascist political forces across its eastern and western parts.

In 2014, less than two years after it was co-host of the EURO Championship, Ukraine found itself in turmoil. The success of the pro-European „Maidan revolution“ led to war in its eastern regions bordering Russia. The city of Donetsk had a brand-new stadium built for the 2012 championships which cost hundreds of millions

of Euros. During the tournament, the „Donetsk Arena“ was a battlefield for national teams fighting to win the match, yet soon after the stadium turned into the epicenter of a real war.

Despite UEFA's long-term proclamation that it would not involve itself in politics, due to political and safety reasons, UEFA was recently forced to create a list of so-called „forbidden clashes“: matches between nations that are in a state of conflict or high political tensions. These very sensitive matches include: Russia vs. Ukraine; Serbia & Kosovo; Armenia & Azerbaijan; Spain & Gibraltar etc. Even during the Cold war there was not this kind of selectivity and prohibition.

Racism, migration and far-right extremism

On November 13, 2015 – Bombs were heard outside the Saint Denis stadium, near Paris, France during the friendly match between France and Germany. The game continued uninterrupted, but during the night a series of bombs and shootings followed in other parts of the city, claiming around 130 lives and leaving more than 400 people injured. It was one of several deadly terrorist attacks that occurred in Europe in recent years, which have consequently created an atmosphere of increased insecurity, further radicalization of the masses, and strengthened measures of control on the stadiums.

On June 23 2016, the United Kingdom conducted

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a popular referendum regarding its future membership of the European Union. According to the results, 51.89% of voters opted to leave the EU. The so-called Brexit decision shocked the European public and plunged the EU into even deeper political and institutional crises. After prolonged negotiations about the rules of Brexit, the UK is expecting to leave the EU before the end of 2020.

The most recent European football championship was held from June 10 to July 10 2016; France were hosts for a record third time. For the first time, 24 nations participated, giving the opportunity to many „small“ nations to be part of the biggest European sporting event. This increase also meant that almost half of UEFA members had the chance to qualify, including nations such as Albania, Iceland or Wales, that could previously only dream of being in the EUROs. Iceland defeated England to reach the quarterfinals and Wales played in the semifinals. They therefore reduced the gap between „big“ and „small“ nations. In the final, „Great“ France was surprised by its „smaller“ rival Portugal, who beat France to win their first European championship title, disappointing home fans.

2020 European Football Championship

The idea of organizing a „special“ Pan-European Football Championship in 2020 was introduced by the former French football star and then President of UEFA, Michel Platini. In 2012, he

proposed organizing an „Euro for Europe“ with 12 co-host cities from 12 different countries to mark the 60th anniversary of the first men's UEFA European Football Championship. In addition, the purpose was to bring the Tournament closer to the fans across the continent. This format was also proposed due to economic considerations and the appeal of sharing the cost between national associations (particularly against the backdrop of economic crises, recession, austerity measures and rising organizing costs). There is growing dissatisfaction among the public in Europe and particularly in EU countries with spending public money on organizing expensive manifestations such as the Euros. People are instead asking for funds to be allocated to projects such as environmental protection, building infrastructure, schools, hospitals and other sustainable public goods. It seems that the national pride and glory of organizing such an event is gradually fading, giving way to more practical needs.

The Pan-European championship is happening in the same year as Brexit – the United Kingdom's withdrawal from the EU. London will be one of the 12 co-host cities and a playground for both semifinal matches and the „Grand finale“. That leaves many Europeans questioning: „how European is Britain?“ and „nowadays what does it mean to be European“?

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Ideas for students/participants activities and discussion

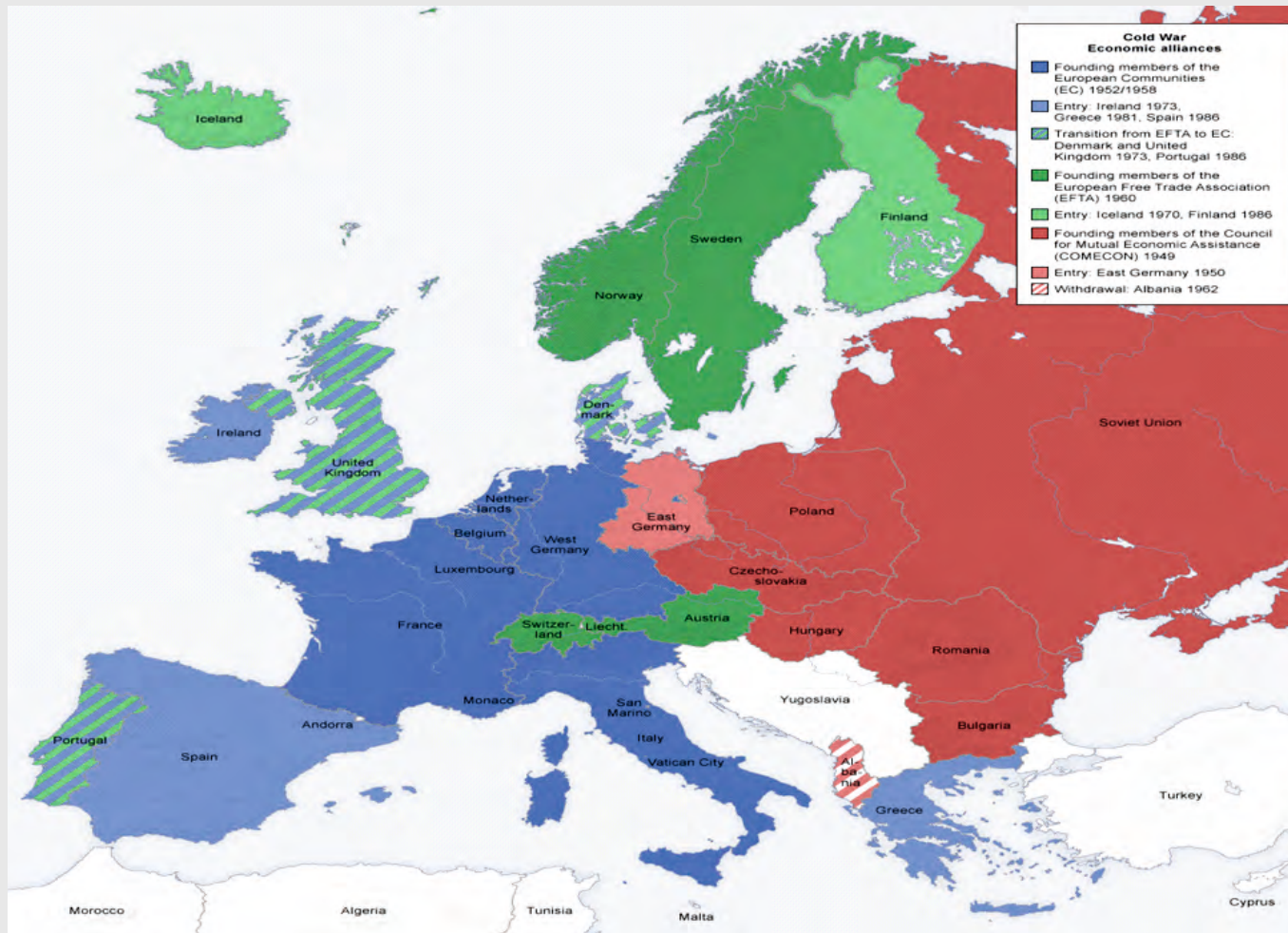
- What is your first association with football; what the football means to you?
- Reasons for the global diffusion and popularity of football;
- What is people's motivation to play football, even in a difficult times and circumstances?
- Use the post World War II maps of Europe to explain the changes and difficulties that occurred in the continent at the time?
- Debate the motives behind Henry Delaunay's insistence to establish an all-European national football competition.
- Debate the place/relevance of football in circumstances of ideological struggle. Were the European football championships during the Cold War an opportunity for better understanding and cooperation between European nations or just another battlefield for demonstrating ideological/national superiority?
- The ideological rivalry, the examples of USSR, Examples of cooperation and solidarity in Europe during the Cold war period;
- The symbolism of the 1968 European championship finals between Italy and Yugoslavia, played at the same time as mass student protests and political turbulence occurred in these countries and in wider Europe. Could great tournaments distract people and fans from protests and social activism or encourage them to be more engaged?
- The influence of the „Cultural Revolution“ from the end of the 1960s and the beginning of 1970s on the position of women in society and football; Is football, still, predominately a man's sport?
- The importance of being host of EURO; what was the significance for Yugoslavia hosting the 1976 European Football Championship?
- The reasons for the economic and political crises in Eastern Europe during the 1980s; their reflections on football; could football success inspire the nation in crises (example of Poland); Ethnic and religious background of members of French national team at EURO 1984 and the Netherlands squad at the 1988 European championship; what it tells us about their respective societies? To what extent has ethnic diversity helped these teams to win the Championship?
- Chart analyze, which states were more successful on the EUROs during the Cold War period, the Eastern „communists“ or the Western „capitalists“?
- The reasons behind the fan riots at the Dynamo Zagreb – Red Star Belgrade match and their impact on the events that followed – the dissolution and wars in Yugoslavia;
- Was the decision for the exclusion of Yugoslavia from the 1992 Championship right or not? Arguments;
- The example of Macedonia as a case study for the importance of football for small nations and their international promotion;
- Violence and hooliganism in football involving the European Championships; Address the social circumstances in which they occur, their impact on football competitions and how to deal with them?;
- Multiracial and multicultural national teams – nonsense or necessity. Dealing with prejudice and ignorance in football;
- Interrelations between football and politics. Are the old conflicts and rivalries still relevant?;
- Football (Championships) in the 21 century; globalization, big business and mass media;
- How the European Football Championship tournament is different since its beginnings. What were the reasons for the changes?;
- Europe in the past and today. How it changed? What it means being European and who could be European in these times?;
- European Football Championship – event for promoting internationalism and form of common European identity; place for the expression of nationalism and national glory or something third?;
- 2020 Pan-European Football Championship and its symbolic.

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Suggested photos and images

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**Map of Europe after the World War II,
divided by the „Iron Curtain“**

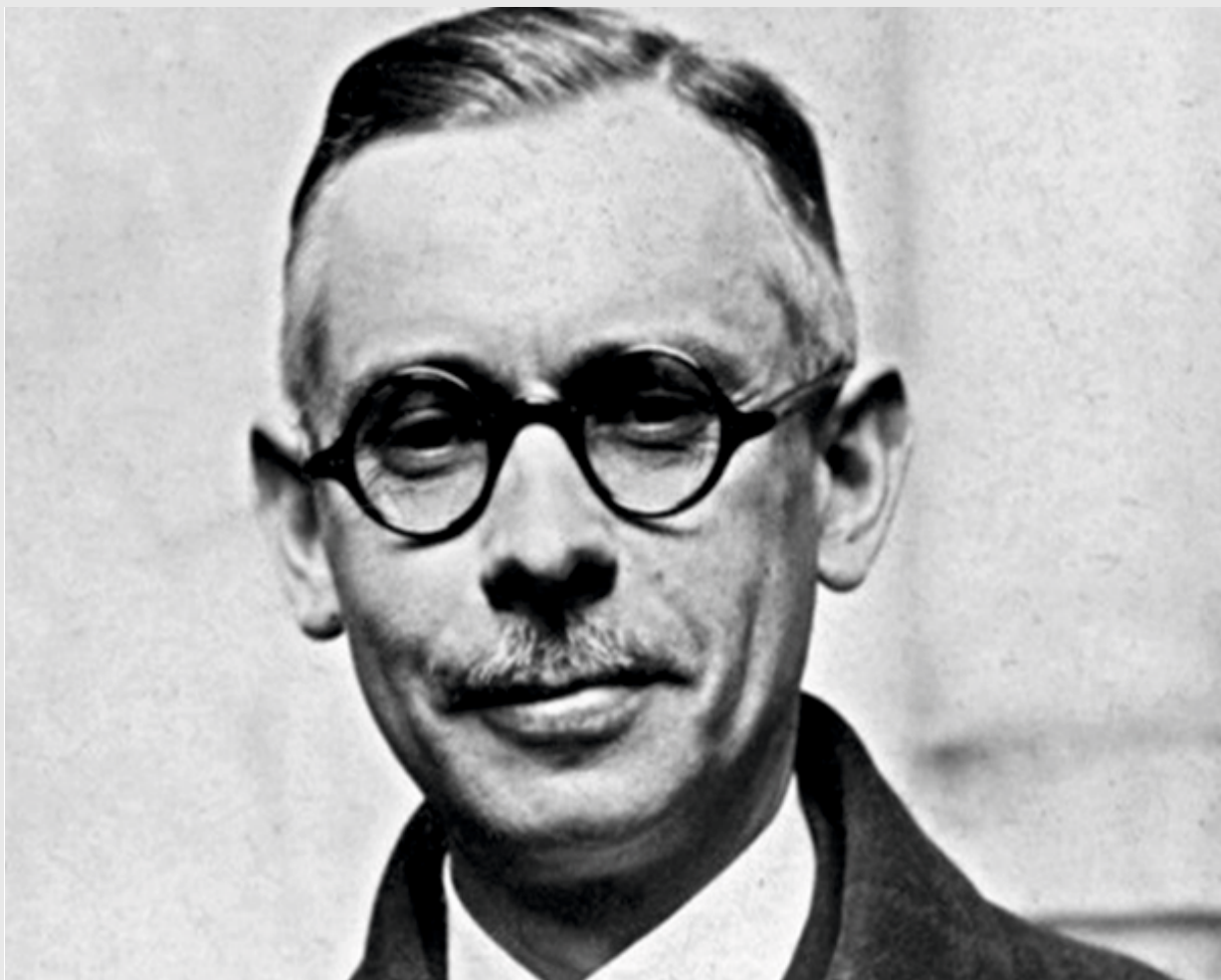
Source: www.wikipedia.org

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Henry Delaunay

The first General Secretary of UEFA and one of the ideologists behind the creation of the European Football Cup /European Football Championship.

Source: AFP

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The Henry Delaunay Trophy

The Henry Delaunay Trophy dedicated for the Champions. Named in honor of Henry Delaunay, the Trophy has the names of all previous winners engraved. The winning nation keeps it for four years, until the next tournament finals.

Source: www.wikiwand.com

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Suggested photos and images

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Author: **Zdravko Stojkoski**



April 12, 1951

The representatives of Belgium, France, Netherlands, Luxemburg, West Germany and Italy are signing the Shuman Plan for the creation of the European Coal and Steel Community (ECSC), the predecessor of the modern European Union.

The creation of ECSC and the beginning of European economic and political integration further inspired already enthusiastic Henry Delaunay to continue his idea of similar European integration through football.

Source: www.multimedia.europarl.europa.eu

Annexe 2

European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



Hugo Meisl

Austrian official, one of the founding figures (along with H. Delaunay), even before WWII, of the European football Cup, a parallel competition to the World Cup.

Source: Getty images

Annexe 2

European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



„The Soviet Union conquered Europe“

Symbolic presentation of the Soviet Union's triumph at the first European Cup of Nations, their only trophy won in the European or World Football Championships.

Source: www.futbolgrad.com

Annexe 2

European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



France Football Magazine

The first page from the supplement magazine of French football magazine „FRANCE FOOTBALL”, introducing the first edition of the European Cup of Nations 1960. On the photo, the four captains of the participating nations.

Source: www.the-saleroom.com

Annexe 2

European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**

August 13, 1961

East German soldiers (left) set up barbed-wire barricades at the border separating East and West Berlin. West Berlin citizens (right) watch the work.

Source: www.rarehistoricalphotos.com



Annexe 2

European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



August 13, 1961

East German soldiers (left) set up barbed-wire barricades at the border separating East and West Berlin. West Berlin citizens (right) watch the work.

Source: www.rarehistoricalphotos.com

Annexe 2

European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



Euro Final Match, 1964

The captains of the Spanish and Soviet Union's national football teams shake hands in front of 80 000 spectators at Santiago Bernabeu stadium in Madrid (Spain) at the start of the 1964 EURO final.

In 1960, Spanish dictator General Franco barred his national team from playing the qualification match for the 1960 European Cup of Nations against the Soviet Union due to the Soviet's support of the Spanish Republic in the Spanish Civil War. Spain's refusal disqualified them from participating in the Championship, thus enabling „the communist“ state, eventually, to win it.

Ironically, four years later, Spain hosted the Championship, during which they „welcomed“ and defeated the Soviets in the final, thus taking their first European title.

Source: www.football365.fr

Annexe 2

European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



nago Bildnummer: 14790832 Datum: 10.06.1968 imago/United Archives International Italy V Yugoslavia European Championships 1968 Action during the replay of the European Championship final between Italy (dark shirts) and Yugoslavia in Rome. Italy won the match 2-0 after the first game had resulted in a 1-1 draw. 10th June 1968. kbdig 2000 quer Dino zoff Football PUBLICATIONxINxGERxSUIxAUTxONLY kbdig quer Fussball Nationaltear

June 10, 1968

Football action during the replay of the 1968 European Championship final between Italy (dark shirts) and Yugoslavia in Rome. Italy won the match 2-0. The 1968 Championship was played against the backdrop of mass student protests across Europe.

Source: www.imago-images.de

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European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



June 2-9, 1968

Students against the police in Belgrade, Yugoslavia. Student protests in Yugoslavia were part of the wider student movement in Europe and first major protests in the country since the Second World War.

Source: www.wikipedia.org

Annexe 2

European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



August 21, 1968

The first day of the Soviet-led invasion of Czechoslovakia. Residents of Prague on top of a Soviet army tank rolling down in central Prague. The banner reads: „Entry forbidden to unauthorized personnel“.

Source: www.rarehistoricalphotos.com

Annexe 2

European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



October 1971, Warsaw, Poland

East and West German supporters cheer together during the Preliminary round, Group 8, match for the EURO Football Championship 1972 between Poland and West Germany.

Source: www.gettyimages.com

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European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



September, 1972

West German officials talking with a member of Palestinian organization „Black September“ during the Munich Olympics hostage crises.

Source: www.time.com

Annexe 2

European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



30 July, 1975

The beginning of the Helsinki Summit of the Conference on Security and Co-operation in Europe (CSCE).

At the end of the summit on 1 August 1975, 35 participating States signed the „Helsinki Accords“ which laid the foundations for the creation of the first permanent forum during the Cold War for dialogue, reducing tensions and fostering economic cooperation between Eastern and Western Europe. The contemporary Organization for Security and Co-operation in Europe (OSCE) consists of 57 member states and 11 partner states from Europe and abroad, tackling issues like: human rights, democratization, free elections, cooperation, counter-terrorism, economic and environmental activities etc.

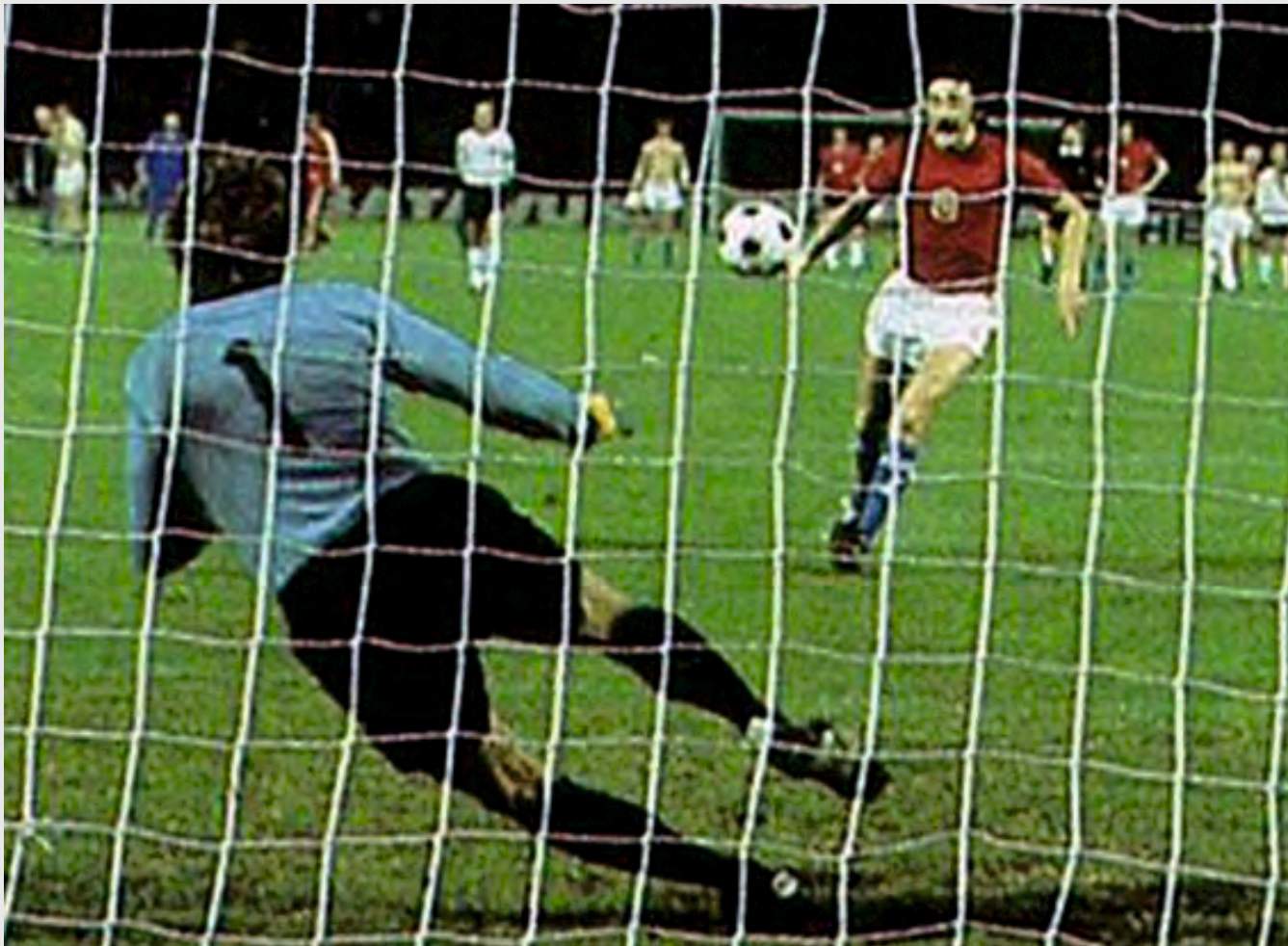
Source: www.gettyimages.com

Annexe 2

European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



Euro Final Match, 1976

Czechoslovakian footballer Antonin Panenka kicks a penalty „in style” in the 1976 Euro championship final against West Germany in Belgrade, Yugoslavia.

The successful shot led to Czechoslovakia winning the penalty shootout and becoming new European football Champions. Panenka entered in history as a scorer of one of the greatest goals and an „inventor” of what is known today as the „Panenka style” penalty kick.

Source: www.time.com

Annexe 2

European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



June 1984, Parc des Princes stadium, Paris

Michel Platini and France celebrating their first European championship title won on home ground.

Source: www.gettyimages.com

Annexe 2

European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



June 25 1988, Olympic stadium, Munich, West Germany

Netherlands supporters during the UEFA European Championships 1988 final between the Soviet Union and Netherlands. The Netherlands won the match 2-0.

Source: www.gettyimages.com

Annexe 2

European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



November 10 1989, Berlin Germany

East German border guards still trying to prevent the crowd from climbing onto the Berlin Wall near the Brandenburg Gate. During the night, other sections of the Wall were pulled down.

Source: www.gettyimages.com

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European Football Championship

Suggested photos and images

Topic: **History**
 Author: **Zdravko Stojkoski**



National team of Yugoslavia on the EURO 1992 Panini sticker album.

Due to the breakup of the country, war and UN sanctions, the Yugoslav football team was banned from participating in the 1992 European Championships 10 days before the beginning of the tournament. Still, Yugoslav footballers remain imprinted on the famous Panini album that had already been released.

Source: www.catawiki.com

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European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



Darko Pancev

One of the best forwards in Europe in his time. With 10 goals, he was the the top scorer in the qualifications for the 1992 European Championship, but was forbidden to play in the main tournament due to the sanctions against former Yugoslavia. Later, he played for Macedonian national team, one of the successor states of SFR Yugoslavia.

Annexe 2

European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



June 26, 1992, Gothenburg, Sweden

The representatives of Danish football team celebrating the 2:0 defeat over West Germany in the 1992 UEFA EURO final and winning the European Championship title.

It was „the Danish miracle“. Initially, Denmark didn't qualify for the main tournament and was allowed to play only after the disqualification of Yugoslavia, 10 days prior to the start. Danish footballers arrived at the Championship, literally, from the beaches, and at the end they took the title.

Source: www.gettyimages.com

Annexe 2

European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



(March 1995): Women European football Championship final Germany - Sweden

Source: www.gettyimages.com

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European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



Women EURO Championship Trophy

Source: www.gettyimages.com

Annexe 2

European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



2004

The biggest EU enlargement with 10 new member states from the former Eastern Europe. A period of enthusiasm and optimism in Europe

Source: www.gettyimages.com

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European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



Kinas the official mascot for Euro 2004 in Portugal

Source: www.gettyimages.com

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European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



2015

A banner in front of the former European Central Bank headquarters in Frankfurt urging a NO vote in 2015's Greek referendum on imposing new austerity measures during the country's debt crises

Period of Economic crises and EU-skepticism.

Source: www.theguardian.com

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European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



Donbass Stadium in Donetsk (April 14, 2015)

Empty pallets are seen outside the Donbass Stadium in Donetsk (eastern Ukraine) and part of the self proclaimed Donetsk People's Republic.

When it was first inaugurated in 2011, Donbass Arena was one of the most expensive and spectacular stadiums in Europe. It hosted 2012 EURO Football Championship matches.

Since the Maidan Revolution and the outbreak of war in eastern Ukraine, the stadium has been used as a distribution center for food and other humanitarian aid.

Source: www.gettyimages.com

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European Football Championship

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Topic: **History**
Author: **Zdravko Stojkoski**



Slavek and Slavko, the UEFA Euro 2012 mascots

Source: www.depositphotos.com

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European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



October 2015: Migrants cross into Slovenia

Source: www.gettyimages.com

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European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



February 2016: Greek – Macedonian border fence

Source: www.gettyimages.com

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European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



French National Team, 1984

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European Football Championship

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Topic: **History**
Author: **Zdravko Stojkoski**



French National Team, 2016

Who is French?

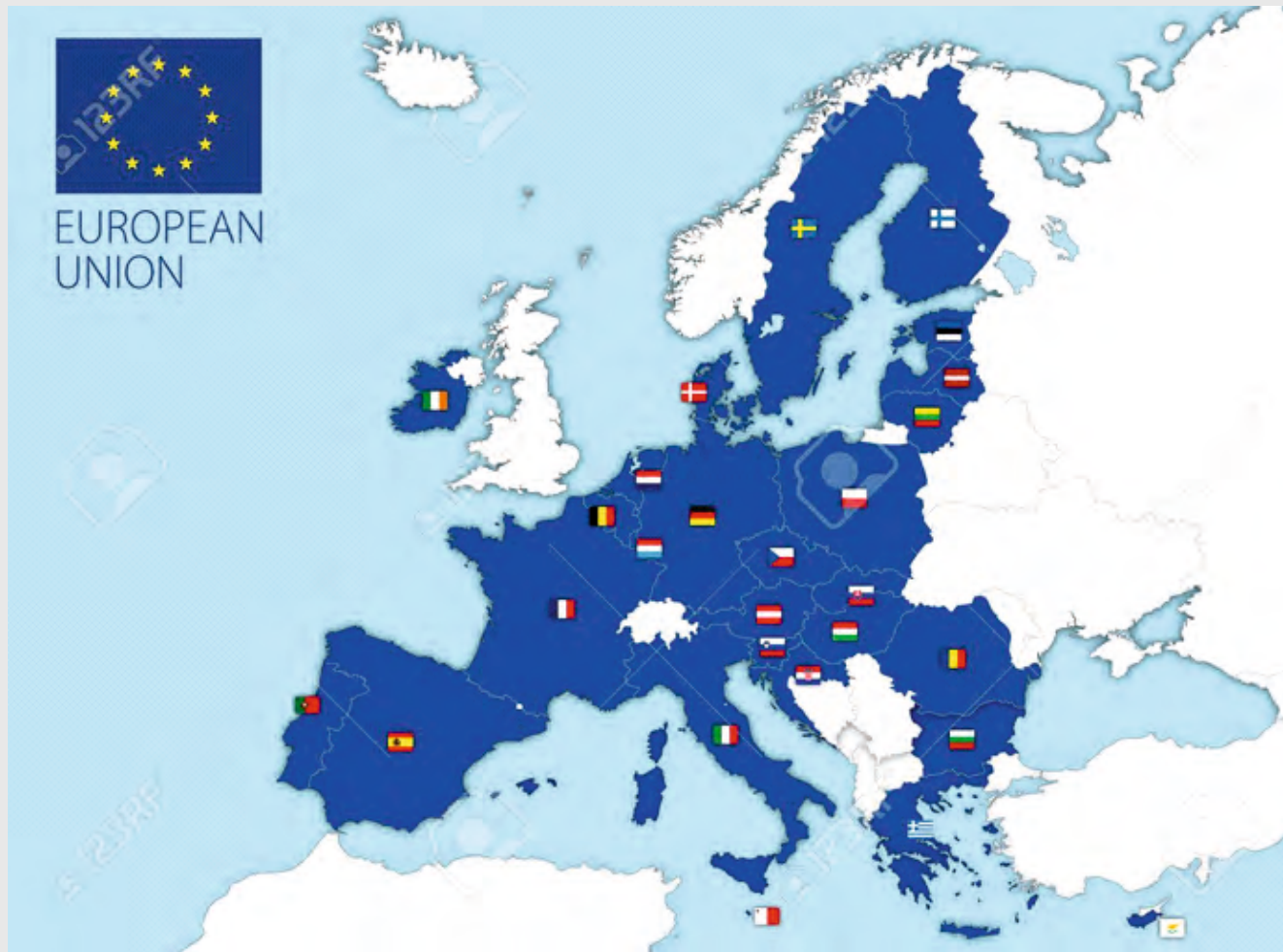
Colonial heritage and modern migrations
influence the identity of a national team

Annexe 2

European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



2020 Map of European Union after Brexit

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European Football Championship

Suggested photos and images

Topic: **History**
Author: **Zdravko Stojkoski**



**Map of Europe with the host cities for 2020
UEFA European Football Championship**

Annexe 3

List of migrant players

Topic: **Migration**
 Author: **Gian Marco Duina**

| Name | Pct. | Role | Born in | Played for |
|---------------------|------|------|---------|------------|
| Ali Fergani | 3 | M | FRANCE | FRANCE |
| Noureddine Kourichi | 3 | D | FRANCE | FRANCE |
| Faouzi Mansouri | 1 | D | TUNISIA | TUNISIA |
| Fathi Chebal | 3 | D | FRANCE | FRANCE |
| Rachid Harkouk | 3 | F | ENGLAND | ENGLAND |
| Halim Benmabrouk | 3 | M | FRANCE | FRANCE |
| Rais M'Bolhi | 3 | G | FRANCE | FRANCE |
| Madjid Bougherra | 3 | M | FRANCE | FRANCE |
| Hassan Yebda | 3 | M | FRANCE | FRANCE |
| Carl Medjani | 3 | D | FRANCE | FRANCE |
| Mehdi Lacen | 3 | M | FRANCE | FRANCE |
| Antar Yahia | 3 | D | FRANCE | FRANCE |
| Yazid Mansouri | 3 | M | FRANCE | FRANCE |
| Djamel Abdoun | 3 | M | FRANCE | FRANCE |
| Ryad Boudebouz | 3 | M | FRANCE | FRANCE |
| Foued Kadir | 3 | M | FRANCE | FRANCE |
| Adlène Guedioura | 3 | M | FRANCE | FRANCE |
| Karim Ziani | 3 | M | FRANCE | FRANCE |
| Karim Matmour | 3 | F | FRANCE | FRANCE |
| Rafik Djebbour | 3 | F | FRANCE | FRANCE |
| Habib Bellaïd | 3 | D | FRANCE | FRANCE |
| Abdelkader Ghezzal | 3 | F | FRANCE | FRANCE |
| Nadir Belhadj | 3 | D | FRANCE | FRANCE |
| Faouzi Ghoulam | 3 | D | FRANCE | FRANCE |
| Liassine Cadamuro | 3 | D | FRANCE | FRANCE |
| Saphir Taider | 3 | M | FRANCE | FRANCE |
| Aïssa Mandi | 3 | D | FRANCE | FRANCE |
| Nabil Bentaleb | 3 | M | FRANCE | FRANCE |
| Yacine Brahimi | 3 | M | FRANCE | FRANCE |
| Riyad Mahrez | 3 | M | FRANCE | FRANCE |
| Sofiane Feghouli | 3 | M | FRANCE | FRANCE |

| Name | Pct. | Role | Born in | Played for |
|--------------------------|------|------|----------------|----------------|
| Mehdi Mostefa | 3 | M | FRANCE | FRANCE |
| Cédric Si Mohamed | 3 | G | FRANCE | FRANCE |
| Nabil Ghilas | 3 | F | FRANCE | FRANCE |
| Pedro Arico Suárez | 3 | M | SPAIN | SPAIN |
| Constantino Urbieta Sosa | 1 | M | PARAGUAY | PARAGUAY |
| Gonzalo Higuaín | 3 | F | FRANCE | FRANCE |
| Johnny Watkiss | 3 | D | ENGLAND | ENGLAND |
| Manfred Schaefer | 3 | D | GERMANY | GERMANY |
| Ivo Rudic | 3 | D | CROATIA | CROATIA |
| Attila Abonyi | 3 | M | HUNGARY | HUNGARY |
| Branko Buljevic | 4 | F | YUGOSLAVIA | YUGOSLAVIA |
| Doug Utjesenovic | 4 | D | YUGOSLAVIA | YUGOSLAVIA |
| Jack Reilly | 3 | G | SCOTLAND | SCOTLAND |
| Jimmy Mackay | 3 | M | SCOTLAND | SCOTLAND |
| Jimmy Rooney | 3 | M | SCOTLAND | SCOTLAND |
| Dave Harding | 3 | M | ENGLAND | ENGLAND |
| Peter Wilson | 3 | D | ENGLAND | ENGLAND |
| Ray Richards | 3 | M | ENGLAND | ENGLAND |
| Adrian Alston | 3 | F | ENGLAND | ENGLAND |
| Peter Ollerton | 3 | F | ENGLAND | ENGLAND |
| Archie Thompson | 1 | F | NEW ZEALAND | NEW ZEALAND |
| Nikita Rukavytsya | 3 | F | UKRAINE | UKRAINE |
| Dario Vidošić | 4 | M | YUGOSLAVIA | YUGOSLAVIA |
| Daniel Arzani | 3 | M | IRAN | IRAN |
| Milos Degenek | 3 | D | CROATIA | CROATIA |
| Walter Schlegel | 2 | F | CZECHOSLOVAKIA | CZECHOSLOVAKIA |
| Bernd Krauss | 1 | D | GERMANY | GERMANY |
| Ivica Vastić | 2 | F | YUGOSLAVIA | YUGOSLAVIA |
| Charles Vanden Wouwer | 1 | F | ENGLAND | ENGLAND |
| Joseph Nelis | 1 | F | ENGLAND | ENGLAND |
| Josip Weber | 1 | F | CROATIA | CROATIA |

Annexe 3

List of migrant players

Topic: **Migration**
 Author: **Gian Marco Duina**

| Name | Pct. | Role | Born in | Played for |
|--------------------------|------|------|----------------|----------------|
| Mbo Mpenza | 4 | F | ZAIRE | ZAIRE |
| Luís Oliveira | 3 | F | BRAZIL | BRAZIL |
| Gordan Vidović | 2 | D | YUGOSLAVIA | YUGOSLAVIA |
| Anthony Vanden Borre | 4 | D | ZAIRE | ZAIRE |
| Roberto Caparelli | 1 | F | ARGENTINA | ARGENTINA |
| Carlos Trucco | 1 | G | ARGENTINA | ARGENTINA |
| Luis Cristaldo | 1 | D | ARGENTINA | ARGENTINA |
| Darío Rojas | 1 | G | ARGENTINA | ARGENTINA |
| Gustavo Quinteros | 1 | D | ARGENTINA | ARGENTINA |
| Zvezdan Misimović | 1 | M | GERMANY | GERMANY |
| Izet Hajrović | 1 | M | SWITZERLAND | SWITZERLAND |
| Muhamed Bešić | 1 | D | GERMANY | GERMANY |
| Sead Kolašinac | 1 | D | GERMANY | GERMANY |
| Joseph-Désiré Job | 3 | M | FRANCE | FRANCE |
| Eric Maxim Choupo-Moting | 3 | F | GERMANY | GERMANY |
| Charles Itandje | 3 | G | FRANCE | FRANCE |
| Allan Nyom | 3 | D | FRANCE | FRANCE |
| Benoît Assou-Ekotto | 3 | D | FRANCE | FRANCE |
| Joël Matip | 3 | D | GERMANY | GERMANY |
| Sébastien Bassong | 3 | D | FRANCE | FRANCE |
| Branko Šegota | 4 | F | YUGOSLAVIA | YUGOSLAVIA |
| Colin Miller | 3 | D | SCOTLAND | SCOTLAND |
| David Norman | 3 | M | SCOTLAND | SCOTLAND |
| Gerry Gray | 3 | M | SCOTLAND | SCOTLAND |
| Carl Valentine | 3 | F | ENGLAND | ENGLAND |
| Paul James | 3 | M | WALES | WALES |
| Sven Habermann | 3 | G | GERMANY | GERMANY |
| Randy Samuel | 1 | D | TR. AND TOBAGO | TR. AND TOBAGO |
| Igor Vrablic | 4 | F | CZECHOSLOVAKIA | CZECHOSLOVAKIA |
| Tino Lettieri | 3 | G | ITALY | ITALY |
| Francisco Urroz | 1 | D | VENEZUELA | VENEZUELA |

| Name | Pct. | Role | Born in | Played for |
|---------------------|------|------|----------------|----------------|
| Miiko Albornoz | 3 | D | SWEDEN | SWEDEN |
| Mark González | 3 | M | SOUTH AFRICA | SOUTH AFRICA |
| Jorge Valdivia | 1 | M | VENEZUELA | VENEZUELA |
| Matías Fernández | 1 | M | ARGENTINA | ARGENTINA |
| Alexandre Guimaraes | 1 | M | BRAZIL | BRAZIL |
| Víctor Núñez | 1 | F | DOMINICAN REP. | DOMINICAN REP. |
| Óscar Duarte | 1 | D | NICARAGUA | NICARAGUA |
| Anthony Šerić | 3 | D | AUSTRALIA | AUSTRALIA |
| Joey Didulica | 3 | G | AUSTRALIA | AUSTRALIA |
| Robert Prosinečki | 1 | M | GERMANY | GERMANY |
| Ivan Klasnić | 1 | F | GERMANY | GERMANY |
| Niko Kovač | 1 | M | GERMANY | GERMANY |
| Robert Kovač | 1 | D | GERMANY | GERMANY |
| Vladimir Vasilj | 1 | G | GERMANY | GERMANY |
| Mateo Kovačić | 1 | M | AUSTRIA | AUSTRIA |
| Eduardo da Silva | 3 | F | BRAZIL | BRAZIL |
| Sammir | 3 | M | BRAZIL | BRAZIL |
| Ivan Rakitić | 1 | M | SWITZERLAND | SWITZERLAND |
| Benito Carvajales | 3 | G | SPAIN | SPAIN |
| Tomás Fernández | 3 | F | SPAIN | SPAIN |
| Alexander Vencel | 2 | G | ROMANIA | ROMANIA |
| Brian Laudrup | 1 | M | AUSTRIA | AUSTRIA |
| Jan Michaelsen | 1 | M | FRANCE | FRANCE |
| Pione Sisto | 3 | F | UGANDA | UGANDA |
| Sam Morsy | 3 | M | ENGLAND | ENGLAND |
| Terry Butcher | 3 | D | SINGAPORE | SINGAPORE |
| Owen Hargreaves | 3 | M | CANADA | CANADA |
| Raheem Sterling | 3 | F | JAMAICA | JAMAICA |
| Tony Dorigo | 3 | D | AUSTRALIA | AUSTRALIA |
| John Barnes | 3 | M | JAMAICA | JAMAICA |
| Fritz Keller | 1 | F | GERMANY | GERMANY |

Annexe 3

List of migrant players

Topic: **Migration**
 Author: **Gian Marco Duina**

| Name | Pct. | Role | Born in | Played for |
|----------------------|------|------|-------------|-------------|
| Roger Courtois | 1 | F | SWITZERLAND | SWITZERLAND |
| Héctor De Bourgoing | 3 | M | ARGENTINA | ARGENTINA |
| Luis Fernández | 1 | M | SPAIN | SPAIN |
| Marcel Desailly | 3 | D | GHANA | GHANA |
| Claude Makélélé | 4 | M | ZAIRE | ZAIRE |
| Jean-Alain Boumsong | 3 | D | CAMEROON | CAMEROON |
| Patrick Vieira | 3 | M | SENEGAL | SENEGAL |
| Rio Mavuba | 5 | M | BORN AT SEA | BORN AT SEA |
| Steve Mandanda | 4 | G | ZAIRE | ZAIRE |
| Samuel Umtiti | 3 | D | CAMEROON | CAMEROON |
| Auguste Jordan | 1 | M | AUSTRIA | AUSTRIA |
| Néstor Combin | 3 | F | ARGENTINA | ARGENTINA |
| Jean Tigana | 3 | M | MALI | MALI |
| César Povolny | 1 | D | GERMANY | GERMANY |
| Julien Darui | 1 | G | LUXEMBOURG | LUXEMBOURG |
| Ignace Kowalczyk | 1 | M | GERMANY | GERMANY |
| Oliver Neuville | 1 | F | SWITZERLAND | SWITZERLAND |
| Piotr Trochowski | 1 | M | POLAND | POLAND |
| Cacau | 3 | F | BRAZIL | BRAZIL |
| Marko Marin | 2 | M | YUGOSLAVIA | YUGOSLAVIA |
| Lukas Podolski | 1 | F | POLAND | POLAND |
| Gerald Asamoah | 3 | F | GHANA | GHANA |
| Miroslav Klose | 1 | F | POLAND | POLAND |
| Kevin-Prince Boateng | 3 | M | GERMANY | GERMANY |
| Otto Addo | 3 | M | GERMANY | GERMANY |
| Jordan Ayew | 3 | F | FRANCE | FRANCE |
| Quincy Owusu-Abeyie | 3 | M | NETHERLANDS | NETHERLANDS |
| André Ayew | 3 | F | FRANCE | FRANCE |
| Albert Adomah | 3 | F | ENGLAND | ENGLAND |
| Adam Larsen Kwarasey | 3 | G | NORWAY | NORWAY |
| Savvas Kōfidīs | 5 | M | KAZAKISTAN | KAZAKISTAN |

| Name | Pct. | Role | Born in | Played for |
|---------------------|------|------|----------------|----------------|
| Minas Hantzidis | 1 | M | GERMANY | GERMANY |
| Avraam Papadopoulos | 3 | D | AUSTRALIA | AUSTRALIA |
| Panagiotis Kone | 1 | M | ALBANIA | ALBANIA |
| José Holebas | 1 | D | GERMANY | GERMANY |
| Loukas Vyntra | 2 | D | CZECHOSLOVAKIA | CZECHOSLOVAKIA |
| Sotiris Ninis | 1 | M | ALBANIA | ALBANIA |
| Mihály Tóth | 2 | F | YUGOSLAVIA | YUGOSLAVIA |
| Sándor Gellér | 1 | G | ROMANIA | ROMANIA |
| Frederik Schram | 1 | G | DENMARK | DENMARK |
| Kári Árnason | 1 | M | SWEDEN | SWEDEN |
| Ferydoon Zandi | 3 | M | GERMANY | GERMANY |
| Saman Ghoddos | 3 | M | SWEDEN | SWEDEN |
| Steven Beitashour | 3 | D | UNITED STATES | UNITED STATES |
| Daniel Davari | 3 | G | GERMANY | GERMANY |
| Chris Morris | 1 | D | ENGLAND | ENGLAND |
| Andrew Townsend | 1 | M | ENGLAND | ENGLAND |
| Matt Holland | 1 | M | ENGLAND | ENGLAND |
| Ray Houghton | 1 | M | SCOTLAND | SCOTLAND |
| Alan Kelly Jr. | 1 | G | ENGLAND | ENGLAND |
| Kevin Kilbane | 1 | M | ENGLAND | ENGLAND |
| Paul McGrath | 1 | D | ENGLAND | ENGLAND |
| Chris Hughton | 1 | D | ENGLAND | ENGLAND |
| David O'Leary | 1 | D | ENGLAND | ENGLAND |
| Clinton Morrison | 1 | F | ENGLAND | ENGLAND |
| Andy O'Brien | 1 | D | ENGLAND | ENGLAND |
| Terry Phelan | 1 | D | ENGLAND | ENGLAND |
| David Connolly | 1 | F | ENGLAND | ENGLAND |
| John Aldrige | 1 | F | ENGLAND | ENGLAND |
| Bernie Slaven | 1 | F | SCOTLAND | SCOTLAND |
| Tony Cascarino | 1 | F | ENGLAND | ENGLAND |
| Gary Breen | 1 | D | ENGLAND | ENGLAND |

Annexe 3

List of migrant players

Topic: **Migration**
 Author: **Gian Marco Duina**

| Name | Pct. | Role | Born in | Played for |
|----------------------|------|------|---------------|---------------|
| Dean Kiely | 1 | G | ENGLAND | ENGLAND |
| John Sheridan | 1 | M | ENGLAND | ENGLAND |
| Kevin Sheedy | 1 | M | GALLES | GALLES |
| Alan McLoughlin | 1 | M | ENGLAND | ENGLAND |
| Jason McAteer | 1 | M | ENGLAND | ENGLAND |
| Steven Reid | 1 | M | ENGLAND | ENGLAND |
| David Kelly | 1 | F | ENGLAND | ENGLAND |
| John Byrne | 1 | F | ENGLAND | ENGLAND |
| Tommy Coyne | 1 | F | SCOTLAND | SCOTLAND |
| Phil Babb | 1 | D | ENGLAND | ENGLAND |
| Eddie McGoldrick | 1 | M | ENGLAND | ENGLAND |
| Steven Reid | 1 | M | ENGLAND | ENGLAND |
| Alan Kernaghan | 1 | D | ENGLAND | ENGLAND |
| Mick McCarthy | 1 | D | ENGLAND | ENGLAND |
| Lee Carsley | 1 | M | ENGLAND | ENGLAND |
| Gerry Peyton | 1 | G | ENGLAND | ENGLAND |
| Mordechai Spiegler | 4 | F | SOVIET UNION | SOVIET UNION |
| Itzhak Shum | 4 | M | SOVIET UNION | SOVIET UNION |
| Rachamim Talbi | 3 | F | BULGARIA | BULGARIA |
| David Primo | 3 | M | BULGARIA | BULGARIA |
| Yisha'ayahu Schwager | 3 | D | POLAND | POLAND |
| Zvi Rosen | 3 | D | GERMANY | GERMANY |
| George Borba | 3 | M | ITALY | ITALY |
| Raimundo Orsi | 3 | F | ARGENTINA | ARGENTINA |
| Luis Monti | 3 | M | ARGENTINA | ARGENTINA |
| Atilio Demaría | 3 | F | ARGENTINA | ARGENTINA |
| Enrique Guaita | 3 | F | ARGENTINA | ARGENTINA |
| Felice Borel | 1 | F | FRANCE | FRANCE |
| Anfilogino Guarisi | 3 | F | BRAZIL | BRAZIL |
| Mario Varglien | 5 | M | AUS- HUN EMP. | AUS- HUN EMP. |
| Michele Andreolo | 3 | M | URUGUAY | URUGUAY |

| Name | Pct. | Role | Born in | Played for |
|------------------------|------|------|---------------|---------------|
| Humberto Maschio | 3 | M | ARGENTINA | ARGENTINA |
| José Altafini | 3 | F | BRAZIL | BRAZIL |
| Omar Sivori | 3 | F | ARGENTINA | ARGENTINA |
| Angelo Sormani | 3 | F | BRAZIL | BRAZIL |
| Giuseppe Wilson | 1 | D | ENGLAND | ENGLAND |
| Roberto Di Matteo | 1 | M | SWITZERLAND | SWITZERLAND |
| Mauro Camoranesi | 3 | M | ARGENTINA | ARGENTINA |
| Simone Perrotta | 1 | M | ENGLAND | ENGLAND |
| Gabriel Paletta | 3 | D | ARGENTINA | ARGENTINA |
| Thiago Motta | 3 | M | BRAZIL | BRAZIL |
| Abdoulaye Méité | 3 | D | FRANCE | FRANCE |
| Sol Bamba | 3 | D | FRANCE | FRANCE |
| Emerse Faé | 3 | M | FRANCE | FRANCE |
| Guy Demel | 3 | D | FRANCE | FRANCE |
| Mathis Bolly | 3 | F | NORWAY | NORWAY |
| Jean-Daniel Akpa-Akpro | 3 | M | FRANCE | FRANCE |
| Giovanni Sio | 3 | F | FRANCE | FRANCE |
| Fitzroy Simpson | 3 | M | ENGLAND | ENGLAND |
| Paul Hall | 3 | F | ENGLAND | ENGLAND |
| Frank Sinclair | 3 | D | ENGLAND | ENGLAND |
| Darryl Powell | 3 | M | ENGLAND | ENGLAND |
| Deon Burton | 3 | F | ENGLAND | ENGLAND |
| Robbie Earle | 3 | M | ENGLAND | ENGLAND |
| Andy Williams | 1 | F | CANADA | CANADA |
| Marcus Gayle | 3 | F | ENGLAND | ENGLAND |
| Wagner Lopes | 3 | F | BRAZIL | BRAZIL |
| Alessandro Santos | 3 | M | BRAZIL | BRAZIL |
| Marcus Tulio Tanaka | 3 | D | BRAZIL | BRAZIL |
| Gōtoku Sakai | 3 | D | UNITED STATES | UNITED STATES |
| Ahmed Al-Tarabulsi | 5 | G | LEBANON | LEBANON |
| Roberto Gayón | 1 | F | COSTA RICA | COSTA RICA |

Annexe 3

List of migrant players

Topic: **Migration**
 Author: **Gian Marco Duina**

| Name | Pct. | Role | Born in | Played for |
|-----------------------|------|------|---------------|---------------|
| Carlos Blanco | 3 | F | SPAIN | SPAIN |
| Gabriel Caballero | 1 | M | ARGENTINA | ARGENTINA |
| Guillermo Franco | 1 | F | ARGENTINA | ARGENTINA |
| Sinha | 1 | M | BRAZIL | BRAZIL |
| Miguel Ángel Ponce | 1 | D | UNITED STATES | UNITED STATES |
| Isaac Brizuela | 1 | F | UNITED STATES | UNITED STATES |
| Gharib Amzine | 3 | M | FRANCE | FRANCE |
| Ali Elkhatabi | 3 | F | NETHERLANDS | NETHERLANDS |
| Yassine Bounou | 3 | G | CANADA | CANADA |
| Munir Mohand Mohamedi | 3 | G | SPAIN | SPAIN |
| Amine Harit | 3 | M | FRANCE | FRANCE |
| Achraf Hakimi | 3 | D | SPAIN | SPAIN |
| Mehdi Carcela | 3 | M | BELGIUM | BELGIUM |
| Sofyan Amrabat | 3 | M | NETHERLANDS | NETHERLANDS |
| Nordin Amrabat | 3 | F | NETHERLANDS | NETHERLANDS |
| Mbark Boussoufa | 3 | M | NETHERLANDS | NETHERLANDS |
| Karim El Ahmadi | 3 | M | NETHERLANDS | NETHERLANDS |
| Manuel da Costa | 3 | D | FRANCE | FRANCE |
| Hakim Ziyech | 3 | M | NETHERLANDS | NETHERLANDS |
| Medhi Benatia | 3 | D | FRANCE | FRANCE |
| Romain Saïss | 3 | M | FRANCE | FRANCE |
| Youssef Aït Bennasser | 3 | M | FRANCE | FRANCE |
| Khalid Boutaïb | 3 | F | FRANCE | FRANCE |
| Fayçal Fajr | 3 | M | FRANCE | FRANCE |
| Younès Belhanda | 3 | M | FRANCE | FRANCE |
| Graeme Rutjes | 3 | D | AUSTRALIA | AUSTRALIA |
| John Van 't Schip | 3 | M | CANADA | CANADA |
| Edson Braafheid | 3 | D | SURINAME | SURINAME |
| Bruno Martins Indi | 1 | D | PORTUGAL | PORTUGAL |
| Terence Kongolo | 1 | D | SWITZERLAND | SWITZERLAND |
| Jonathan de Guzmán | 3 | M | CANADA | CANADA |

| Name | Pct. | Role | Born in | Played for |
|----------------------|------|------|-------------|-------------|
| Steve Sumner | 3 | M | ENGLAND | ENGLAND |
| Shane Smeltz | 3 | F | GERMANY | GERMANY |
| Tim Brown | 3 | M | ENGLAND | ENGLAND |
| Dave Mulligan | 3 | M | ENGLAND | ENGLAND |
| Tommy Smith | 3 | D | ENGLAND | ENGLAND |
| Billy McClure | 3 | M | ENGLAND | ENGLAND |
| Brian Turner | 3 | M | ENGLAND | ENGLAND |
| Dave Bright | 3 | D | ENGLAND | ENGLAND |
| Bobby Almond | 3 | D | ENGLAND | ENGLAND |
| Steve Wooddin | 3 | F | ENGLAND | ENGLAND |
| Sam Malcolmson | 3 | D | SCOTLAND | SCOTLAND |
| John Hill | 3 | D | N. IRELAND | N. IRELAND |
| Allan Boath | 3 | M | SCOTLAND | SCOTLAND |
| Adrian Elrick | 3 | D | SCOTLAND | SCOTLAND |
| Efan Ekoku | 3 | F | ENGLAND | ENGLAND |
| Efe Sodje | 3 | D | ENGLAND | ENGLAND |
| Peter Odemwingie | 5 | F | UZBEKISTAN | UZBEKISTAN |
| Tyronne Ebuehi | 3 | D | NETHERLANDS | NETHERLANDS |
| Leon Balogun | 3 | D | GERMANY | GERMANY |
| Brian Idowu | 3 | D | RUSSIA | RUSSIA |
| William Troost-Ekong | 3 | D | NETHERLANDS | NETHERLANDS |
| Jong Tae-se | 1 | F | JAPAN | JAPAN |
| An Yong-hak | 1 | M | JAPAN | JAPAN |
| Chris Nicholl | 1 | D | ENGLAND | ENGLAND |
| Bernard McNally | 1 | M | ENGLAND | ENGLAND |
| Jimmy Nicholl | 3 | D | CANADA | CANADA |
| Karl Petter Løken | 1 | F | SWEDEN | SWEDEN |
| Espen Baardsen | 3 | G | USA | USA |
| Jorge Amado Nunes | 1 | M | ARGENTINA | ARGENTINA |
| Roberto Acuña | 1 | M | ARGENTINA | ARGENTINA |
| Ricardo Ismael Rojas | 1 | D | ARGENTINA | ARGENTINA |

Annexe 3

List of migrant players

Topic: **Migration**
 Author: **Gian Marco Duina**

| Name | Pct. | Role | Born in | Played for |
|--------------------|------|------|----------------|----------------|
| Jonathan Santana | 1 | M | ARGENTINA | ARGENTINA |
| Néstor Ortigoza | 1 | M | ARGENTINA | ARGENTINA |
| Lucas Barrios | 1 | F | ARGENTINA | ARGENTINA |
| Ramón Quiroga | 1 | G | ARGENTINA | ARGENTINA |
| Emmanuel Olisadebe | 3 | F | NIGERIA | NIGERIA |
| Thiago Cionek | 3 | D | BRAZIL | BRAZIL |
| Petit | 1 | M | FRANCE | FRANCE |
| Abel Xavier | 3 | D | MOZAMBIQUE | MOZAMBIQUE |
| Pepe | 3 | D | BRAZIL | BRAZIL |
| Liédson | 3 | F | BRAZIL | BRAZIL |
| Rolando | 3 | D | CAPE VERDE | CAPE VERDE |
| Danny | 3 | M | VENEZUELA | VENEZUELA |
| Daniel Fernandes | 3 | G | CANADA | CANADA |
| Deco | 3 | M | BRAZIL | BRAZIL |
| William Carvalho | 3 | M | ANGOLA | ANGOLA |
| Eder | 5 | F | GUINA – BISSAU | GUINA – BISSAU |
| Gelson Martins | 3 | M | CAPE VERDE | CAPE VERDE |
| Cédric Soares | 1 | D | GERMANY | GERMANY |
| Raphaël Guerreiro | 1 | D | FRANCE | FRANCE |
| Anthony Lopes | 1 | G | FRANCE | FRANCE |
| Adrien Silva | 1 | M | FRANCE | FRANCE |
| Mário Fernandes | 3 | D | BRAZIL | BRAZIL |
| John Hewie | 3 | D | SOUTH AFRICA | SOUTH AFRICA |
| David Harvey | 1 | G | ENGLAND | ENGLAND |
| Bruce Rioch | 1 | M | ENGLAND | ENGLAND |
| Richard Gough | 1 | D | SWEDEN | SWEDEN |
| Neil Sullivan | 1 | G | ENGLAND | ENGLAND |
| Andy Gorm | 1 | G | ENGLAND | ENGLAND |
| Stuart McCall | 1 | M | ENGLAND | ENGLAND |
| Matt Elliott | 1 | D | ENGLAND | ENGLAND |
| Jonathan Gould | 1 | G | ENGLAND | ENGLAND |

| Name | Pct. | Role | Born in | Played for |
|-------------------------|------|------|------------------|----------------|
| Habib Beye | 3 | D | FRANCE | FRANCE |
| Lamine Gassama | 3 | D | FRANCE | FRANCE |
| Sylvain N'Diaye | 3 | M | FRANCE | FRANCE |
| Kalidou Koulibaly | 3 | D | FRANCE | FRANCE |
| Abdoulaye Diallo | 3 | G | FRANCE | FRANCE |
| Youssef Sabaly | 3 | D | FRANCE | FRANCE |
| Alfred N'Diaye | 3 | M | FRANCE | FRANCE |
| M'Baye Niang | 3 | F | FRANCE | FRANCE |
| Moussa Sow | 3 | F | FRANCE | FRANCE |
| Salif Sané | 3 | D | FRANCE | FRANCE |
| Keita Baldé | 3 | F | SPAIN | SPAIN |
| Zdravko Kuzmanović | 1 | M | SWITZERLAND | SWITZERLAND |
| Luka Jović | 1 | F | BOSNIA AND HERZ. | BOSNIA & HERZ. |
| Sergej Milinković-Savić | 1 | F | SPAIN | SPAIN |
| Miloš Veljković | 1 | D | SWITZERLAND | SWITZERLAND |
| Aleksandar Prijović | 1 | F | SWITZERLAND | SWITZERLAND |
| George Koumantarakis | 3 | F | GREECE | GREECE |
| Bongani Khumalo | 3 | D | SWAZILAND | SWAZILAND |
| Li Jong-kap | 1 | D | CHINA | CHINA |
| Cha Du-ri | 3 | D | GERMANY | GERMANY |
| Yozhef Sabo | 2 | M | HUNGARY | HUNGARY |
| Oleh Kuznetsov | 2 | D | GERMANY | GERMANY |
| Ramón Zabalo | 1 | D | ENGLAND | ENGLAND |
| José Santamaría | 3 | D | URUGUAY | URUGUAY |
| Eulogio Martínez | 3 | F | PARAGUAY | PARAGUAY |
| Alfredo Di Stéfano | 3 | F | ARGENTINA | ARGENTINA |
| Ferenc Puskás | 1 | F | HUNGARY | HUNGARY |
| Rubén Cano | 3 | F | ARGENTINA | ARGENTINA |
| Roberto López Ufarte | 3 | F | MOROCCO | MOROCCO |
| Juan Antonio Pizzi | 3 | F | ARGENTINA | ARGENTINA |
| Curro Torres | 1 | D | GERMANY | GERMANY |

Annexe 3

List of migrant players

Topic: **Migration**
 Author: **Gian Marco Duina**

| Name | Pct. | Role | Born in | Played for |
|------------------------|------|------|-------------|-------------|
| Mariano Pernía | 3 | D | ARGENTINA | ARGENTINA |
| Marcos Senna | 3 | M | BRAZIL | BRAZIL |
| Diego Costa | 3 | F | BRAZIL | BRAZIL |
| Thiago Alcântara | 1 | M | ITALY | ITALY |
| Rodrigo | 3 | F | BRAZIL | BRAZIL |
| Tobias Linderoth | 1 | M | FRANCE | FRANCE |
| Alessandro Frigerio | 3 | F | COLOMBIA | COLOMBIA |
| Alfred Bickel | 1 | F | GERMANY | GERMANY |
| Ernst Lörtscher | 1 | M | ROMANIA | ROMANIA |
| Eugen Walaschek | 1 | F | RUSSIA | RUSSIA |
| Jacques Fatton | 1 | F | FRANCE | FRANCE |
| Hans-Peter Friedländer | 1 | F | GERMANY | GERMANY |
| Roberto Frigerio | 1 | F | FRANCE | FRANCE |
| Norbert Eschmann | 1 | M | FRANCE | FRANCE |
| Christophe Ohrel | 1 | D | FRANCE | FRANCE |
| Nestor Subiat | 3 | F | ARGENTINA | ARGENTINA |
| Valon Behrami | 2 | M | YUGOSLAVIA | YUGOSLAVIA |
| Blerim Džemaili | 2 | M | YUGOSLAVIA | YUGOSLAVIA |
| Johan Djourou | 3 | D | IVORY COAST | IVORY COAST |
| Gelson Fernandes | 3 | M | CAPE VERDE | CAPE VERDE |
| Admir Mehmedi | 2 | M | YUGOSLAVIA | YUGOSLAVIA |
| Breel Embolo | 3 | F | CAMEROON | CAMEROON |
| Yvon Mvogo | 3 | G | CAMEROON | CAMEROON |
| François Moubandje | 3 | D | CAMEROON | CAMEROON |
| Blaise Nkufo | 4 | F | ZAIRE | ZAIRE |
| Albert Bunjaku | 2 | F | YUGOSLAVIA | YUGOSLAVIA |
| Xherdan Shaqiri | 2 | M | YUGOSLAVIA | YUGOSLAVIA |
| Ludovic Assemoassa | 3 | D | FRANCE | FRANCE |
| Eric Akoto | 1 | D | GHANA | GHANA |
| Richmond Forson | 1 | M | GHANA | GHANA |
| Alaixys Romao | 3 | M | FRANCE | FRANCE |

| Name | Pct. | Role | Born in | Played for |
|--------------------|------|------|----------|------------|
| Robert Malm | 3 | F | FRANCE | FRANCE |
| Thomas Dossevi | 3 | F | FRANCE | FRANCE |
| Chris Birchall | 3 | M | ENGLAND | ENGLAND |
| Shaka Hislop | 3 | G | ENGLAND | ENGLAND |
| Ian Cox | 3 | D | ENGLAND | ENGLAND |
| José Clayton | 3 | M | BRAZIL | BRAZIL |
| Selim Benachour | 3 | M | FRANCE | FRANCE |
| Chaouki Ben Saada | 3 | M | FRANCE | FRANCE |
| Mouez Hassen | 3 | G | FRANCE | FRANCE |
| Karim Essediri | 3 | M | FRANCE | FRANCE |
| Saïf-Eddine Khaoui | 3 | M | FRANCE | FRANCE |
| Yohan Benalouane | 3 | D | FRANCE | FRANCE |
| Anice Badri | 3 | F | FRANCE | FRANCE |
| Dylan Bronn | 3 | D | FRANCE | FRANCE |
| Adel Chedli | 3 | M | FRANCE | FRANCE |
| Wahbi Khazri | 3 | F | FRANCE | FRANCE |
| David Jemmali | 3 | D | FRANCE | FRANCE |
| Alaeddine Yahia | 3 | D | FRANCE | FRANCE |
| Naïm Sliti | 3 | M | FRANCE | FRANCE |
| Ellyes Skhiri | 3 | M | FRANCE | FRANCE |
| Hamed Namouchi | 3 | M | FRANCE | FRANCE |
| Mehdi Nafti | 3 | M | FRANCE | FRANCE |
| Syam Ben Youssef | 3 | D | FRANCE | FRANCE |
| Basri Dirimlili | 3 | D | ROMANIA | ROMANIA |
| Yıldıray Baştürk | 3 | M | GERMANY | GERMANY |
| Tayfur Havutçu | 3 | M | GERMANY | GERMANY |
| Ümit Davala | 3 | M | GERMANY | GERMANY |
| İlhan Mansız | 3 | F | GERMANY | GERMANY |
| Muzzy Izzet | 3 | M | ENGLAND | ENGLAND |
| George Moorhouse | 3 | D | ENGLAND | ENGLAND |
| Jimmy Gallagher | 3 | M | SCOTLAND | SCOTLAND |

Annexe 3

List of migrant players

Topic: **Migration**
 Author: **Gian Marco Duina**

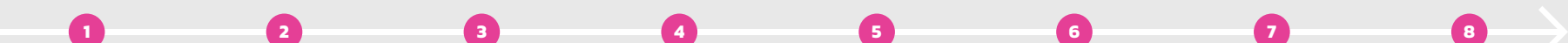
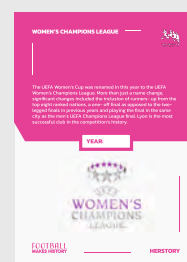
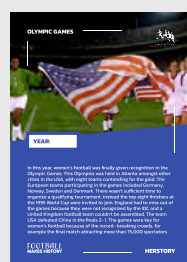
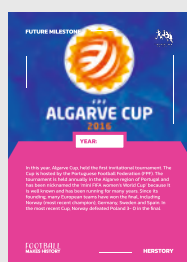
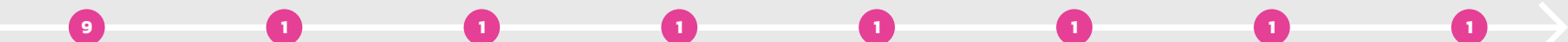
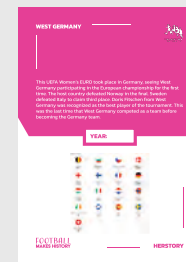
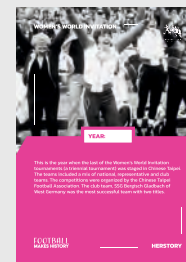
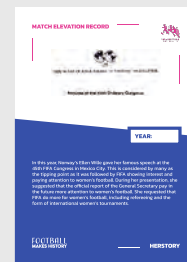
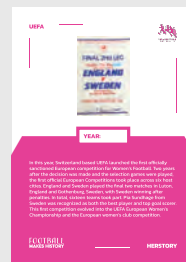
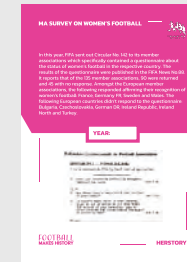
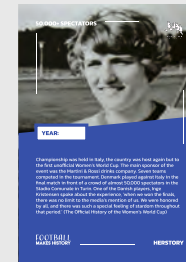
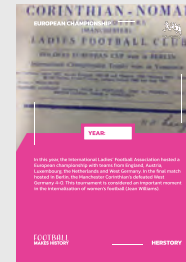
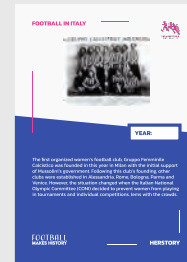
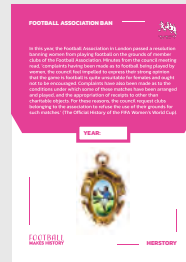
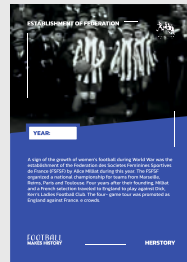
| Name | Pct. | Role | Born in | Played for |
|-----------------------|------|------|----------------|----------------|
| Gino Gardassanich | 5 | G | F. S. OF FIUME | F. S. OF FIUME |
| Tab Ramos | 1 | M | URUGUAY | URUGUAY |
| Geoff Coombes | 3 | M | ENGLAND | ENGLAND |
| Mike Windischmann | 3 | D | GERMANY | GERMANY |
| Ed McIlvenny | 3 | M | SCOTLAND | SCOTLAND |
| Bart McGhee | 3 | F | SCOTLAND | SCOTLAND |
| Herman Rapp | 3 | D | GERMANY | GERMANY |
| Jim Brown | 3 | F | SCOTLAND | SCOTLAND |
| Julius Hjulian | 3 | G | SWEDEN | SWEDEN |
| Adam Wolanin | 3 | F | POLAND | POLAND |
| Andy Auld | 3 | M | SCOTLAND | SCOTLAND |
| Willie McLean | 3 | M | SCOTLAND | SCOTLAND |
| Joe Gaetjens | 1 | F | HAITI | HAITI |
| Walter Dick | 3 | F | SCOTLAND | SCOTLAND |
| Alexander Wood | 3 | F | SCOTLAND | SCOTLAND |
| Werner Nilsen | 3 | M | NORWAY | NORWAY |
| Joe Maca | 3 | D | BELGIUM | BELGIUM |
| Carlos Llamasa | 1 | D | COLOMBIA | COLOMBIA |
| Pablo Mastroeni | 1 | M | ARGENTINA | ARGENTINA |
| Thomas Dooley | 3 | D | GERMANY | GERMANY |
| Earnie Stewart | 1 | M | NETHERLANDS | NETHERLANDS |
| Hugo Pérez | 1 | M | EL SALVADOR | EL SALVADOR |
| David Regis | 3 | D | FRANCE | FRANCE |
| Fōtios Klopas | 3 | F | GREECE | GREECE |
| Jeff Agoos | 3 | D | SWITZERLAND | SWITZERLAND |
| Roy Wegerle | 3 | F | SOUTH AFRICA | SOUTH AFRICA |
| Fernando Clavijo | 1 | M | URUGUAY | URUGUAY |
| Predrag Radosavljevic | 4 | M | YUGOSLAVIA | YUGOSLAVIA |
| Benny Feilhaber | 1 | M | BRAZIL | BRAZIL |
| Mix Diskrud | 3 | M | NORWAY | NORWAY |
| Stuart Holden | 3 | M | SCOTLAND | SCOTLAND |

| Name | Pct. | Role | Born in | Played for |
|-------------------|------|------|-----------|------------|
| Fabian Johnson | 3 | M | GERMANY | GERMANY |
| John Brooks | 3 | D | GERMANY | GERMANY |
| Jermaine Jones | 3 | M | GERMANY | GERMANY |
| Timothy Chandler | 3 | D | GERMANY | GERMANY |
| Lorenzo Fernández | 3 | M | SPAIN | SPAIN |
| Ernesto Vidal | 3 | M | ITALY | ITALY |
| Juan Hohberg | 1 | F | ARGENTINA | ARGENTINA |
| Fernando Muslera | 1 | G | ARGENTINA | ARGENTINA |
| Richard Herrmann | 2 | F | POLAND | POLAND |
| Josef Posipal | 2 | D | ROMANIA | ROMANIA |
| Herbert Wimmer | 2 | M | BELGIUM | BELGIUM |

Annexe 4

HERstory - Discover Football - Female Perspectives

Topic: **Women in Football**
Author: **Marisa Schlenker**



Annexe 4

HERstory – Discover Football – Female Perspectives

Topic: **Women in Football**

Author: **Marisa Schlenker**

INTERNATIONAL MATCH



CATTLE MARKET INN ATHLETIC GROUNDS,
STANLEY, LIVERPOOL.
RETURN VISIT OF THE INTERNATIONAL
LADY FOOTBALL PLAYERS.
ENGLAND V SCOTLAND.
TWO GRAND MATCHES.
THIS DAY (SATURDAY) AND MONDAY NEXT,
THE 25th AND 27th INSTANT.
Kick-off—Saturday at Five p.m. ; Monday at 7.30 p.m.
ADMISSION, ONE SHILLING. 25je27

YEAR:

The first recorded international women's football match was played in Edinburgh, Scotland between teams representing England and Scotland. The match was part of a ten-match tour. During the second match in Glasgow, the Glasgow Herald reported that due to mob of people creating a pitch invasion, the match had to end at the 55th minute of play. The Athletic News reported that the players were roughly handled and had to take refuge in the omnibus. Police in attendance had to respond to the situation. The rest of the games in the tour are reported to have had no problems with the crowds.

FOOTBALL
MAKES HISTORY

HERSTORY

PIONEERS



YEAR:

During this year, Nettie Honeyball and Lady Florence Dixie founded the British Ladies' Football Club. During this time, women's suffrage was becoming a critical political issue and women participating in sport was part of the movement. The first match of the club was labeled as North against the South and had a crowd of 10,000 spectators. The club played matches in all of England, Scotland, Ireland and Wales. Most of their games were played on established football grounds and in front of a paying public, with the raised funds donated to different social services. As the club grew, there were even requests for mixed matches between the female players and men's teams.

FOOTBALL
MAKES HISTORY

HERSTORY

Annexe 4

HERstory – Discover Football – Female Perspectives

Topic: **Women in Football**

Author: **Marisa Schlenker**



ESTABLISHMENT OF FEDERATION




YEAR:

A sign of the growth of women's football during World War was the establishment of the Federation des Societes Feminines Sportives de France (FSFSF) by Alice Milliat during this year. The FSFSF organized a national championship for teams from Marseille, Reims, Paris and Toulouse. Four years after their founding, Milliat and a French selection traveled to England to play against Dick, Kerr's Ladies Football Club. The four- game tour was promoted as England against France. e crowds.


**FOOTBALL
MAKES HISTORY****HERSTORY**

FOOTBALL ASSOCIATION BAN



In this year, the Football Association in London passed a resolution banning women from playing football on the grounds of member clubs of the Football Association. Minutes from the council meeting read, 'complaints having been made as to football being played by women, the council feel impelled to express their strong opinion that the game is football is quite unsuitable for females and ought not to be encouraged. Complaints have also been made as to the conditions under which some of these matches have been arranged and played, and the appropriation of receipts to other than charitable objects. For these reasons, the council request clubs belonging to the association to refuse the use of their grounds for such matches.' (The Official History of the FIFA Women's World Cup).

YEAR:



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Author: **Marisa Schlenker**

FOOTBALL IN ITALY



—GRUPPO CALCIA?RICI MILANESI—



Il primo gruppo calcistico femminile a Milano (gruppo Calcistico), che ha già ricevuto molti all'addebi, di cui prima avevano le prime donne. Da sinistra: Piccini, Giampicci, Biondini, L. Biondi, Caruso, Ricci, Lucini, Biondi, Mariani, Biondi, Biondi, Biondi, Biondi.

YEAR:

The first organized women's football club, Gruppo Femminile Calcistico was founded in this year in Milan with the initial support of Mussolini's government. Following this club's founding, other clubs were established in Alessandria, Rome, Bologna, Parma and Venice. However, the situation changed when the Italian National Olympic Committee (CONI) decided to prevent women from playing in tournaments and individual competitions. Terms with the crowds.

FOOTBALL
MAKES HISTORY

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CORINTHIAN-NOMAD

EUROPEAN CHAMPIONSHIP



(MANCHESTER)

LADIES FOOTBALL CLUB

HOLDERS EUROPEAN CUP won in BERLIN

International Championship Trophy won in Venezuela

lost Germany twice 1957, scored Portugal 1957/58 and Madeira 1958. Holland 1959. Venezuela, British Guiana, Arabic Curacao, Jamaica, Ireland 1960 and Italy 1967.

Shore - White Shore

TROPHIES OUTRIGHT including FOUR in PORTUGAL, ONE in MADEIRA, TWO in BRITISH GUIANA, THREE in VENEZUELA

YEAR:

In this year, the International Ladies' Football Association hosted a European championship with teams from England, Austria, Luxembourg, the Netherlands and West Germany. In the final match hosted in Berlin, the Manchester Corinthian's defeated West Germany 4-0. This tournament is considered an important moment in the internalization of women's football (Jean Williams).

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50.000+ SPECTATORS

YEAR:

Championship was held in Italy, the country was host again but to the first unofficial Women's World Cup. The main sponsor of the event was the Martini & Rossi drinks company. Seven teams competed in the tournament. Denmark played against Italy in the final match in front of a crowd of almost 50,000 spectators in the Stadio Comunale in Turin. One of the Danish players, Inge Kristensen spoke about the experience, 'when we won the finals, there was no limit to the media's mention of us. We were honored by all, and there was such a special feeling of stardom throughout that period.' (The Official History of the Women's World Cup)

**FOOTBALL
MAKES HISTORY**

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MA SURVEY ON WOMEN'S FOOTBALL

In this year, FIFA sent out Circular No. 142 to its member associations which specifically contained a questionnaire about the status of women's football in the respective country. The results of the questionnaire were published in the FIFA News No.88. It reports that of the 135 member associations, 90 were returned and 45 with no response. Amongst the European member associations, the following responded affirming their recognition of women's football: France, Germany FR, Sweden and Wales. The following European countries didn't respond to the questionnaire: Bulgaria, Czechoslovakia, German DR, Ireland Republic, Ireland North and Turkey.

YEAR:

Fédération Internationale de Football Association

QUESTIONNAIRE : - FOOTBALL FOR WOMEN
(to be returned to FIFA by March 31st at the latest)

1) Does your federation officially recognise Football for women? yes / no

If no

2) Are there women's teams which play football in your country? yes / no

3) If women's teams exist in your country, would it not be better to put them under the control of your federation than to allow national and international "managers" to profit by them? yes / no

If yes

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UNOFFICIAL WORLD CUP

YEAR:

Hosted in Mexico in this year, the second unofficial Women's World Cup is regarded as one of the greatest football tournaments. Six teams, including four from Europe and three from the Americas, competed for the title. The European teams included England, France, Denmark and Italy while Mexico and Argentina rounded up the group of six. The final match between Denmark and Mexico was held at the Estadio Azteca in Mexico City, where it is reported that 102,500 spectators were in attendance. The tournament was well planned and executed with a memorable mascot, the Xochitl, large and central stadiums and pink and white goals.

**FOOTBALL
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NORDIC CHAMPIONSHIP



The first Nordic Championship was held in Finland under the auspices of FIFA. Finland hosted the first Nordic Championship under the auspices of FIFA and were joined by Denmark and Sweden. Norway joined but four years later after the first tournament. This tournament is considered significant in establishing women's football in Scandinavia and the popularization of the game. The Danish team were the champions.

YEAR:



**FOOTBALL
MAKES HISTORY**

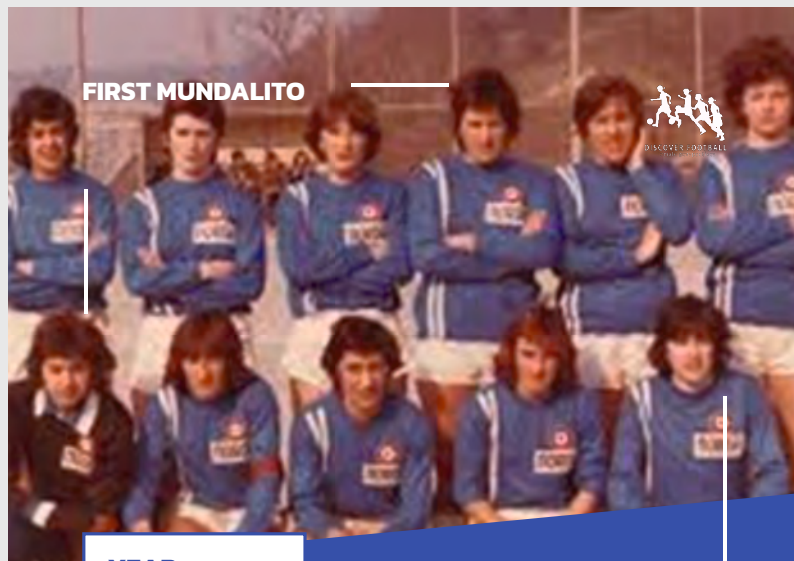
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FIRST MUNDALITO

YEAR:

In this year, the first Mundalito, or the little World Cup, was held in Japan with the four following occasions of the tournament hosted in Italy. It was considered one of the most prestigious women's football events prior to the FIFA Women's World Cup. The most successful teams of the tournaments were Italy with three titles and England with two titles. It is argued that the success of the Mundalito encouraged FIFA to create the Women's Invitational Tournament in 1988, which marked the first time FIFA got involved in women's football.

**FOOTBALL
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UEFA

YEAR:

In this year, Switzerland based UEFA launched the first officially sanctioned European competition for Women's Football. Two years after the decision was made and the selection games were played, the first official European Competitions took place across six host cities. England and Sweden played the final two matches in Luton, England and Gothenburg, Sweden, with Sweden winning after penalties. In total, sixteen teams took part. Pia Sundhage from Sweden was recognized as both the best player and top goal scorer. This first competition evolved into the UEFA European Women's Championship and the European women's club competition.

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MATCH ELEVATION RECORD



FÉDÉRATION INTERNATIONALE DE FOOTBALL ASSOCIATION

Minutes of the 45th Ordinary Congress

YEAR:

In this year, Norway's Ellen Wille gave her famous speech at the 45th FIFA Congress in Mexico City. This is considered by many as the tipping point as it was followed by FIFA showing interest and paying attention to women's football. During her presentation, she suggested that the official report of the General Secretary pay in the future more attention to women's football. She requested that FIFA do more for women's football, including refereeing and the form of international women's tournaments.

**FOOTBALL
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WOMEN'S WORLD INVITATION



YEAR:

This is the year when the last of the Women's World Invitation tournaments (a triennial tournament) was staged in Chinese Taipei. The teams included a mix of national, representative and club teams. The competitions were organized by the Chinese Taipei Football Association. The club team, SSG Bergisch Gladbach of West Germany was the most successful team with two titles.

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WEST GERMANY



This UEFA Women's EURO took place in Germany, seeing West Germany participating in the European championship for the first time. The host country defeated Norway in the final. Sweden defeated Italy to claim third place. Doris Fitschen from West Germany was recognized as the best player of the tournament. This was the last time that West Germany competed as a team before becoming the Germany team.

YEAR:



FOOTBALL
MAKES HISTORY

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A HISTORIC YEAR



YEAR:

A historic year for the women's game. Three new continent championships were created—in Africa, South America and in the CONCACAF region—in order for teams to qualify for the inaugural World Cup. Twelve teams participated in a tournament where 26 matches were played and there was an average of 3.8 goals per match. The teams from Europe included Germany, Denmark, Italy and Sweden. During the tournament, Brazilian Claudia Vasconcelos makes history by becoming the first woman to referee a World Cup match. The USA won the first ever tournament by defeating Norway in the final 2-1. The tournament encouraged more football associations around the world to bring women's football under their control and to create women's national teams.

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FUTURE MILESTONE





**FPF
ALGARVE CUP
2016**


YEAR:

In this year, Algarve Cup, held the first invitational tournament. The Cup is hosted by the Portuguese Football Federation (FPF). The tournament is held annually in the Algarve region of Portugal and has been nicknamed the 'mini FIFA women's World Cup' because it is well known and has been running for many years. Since its founding, many European teams have won the final, including Norway (most recent champion), Germany, Sweden and Spain. In the most recent Cup, Norway defeated Poland 3- 0 in the final.

**FOOTBALL
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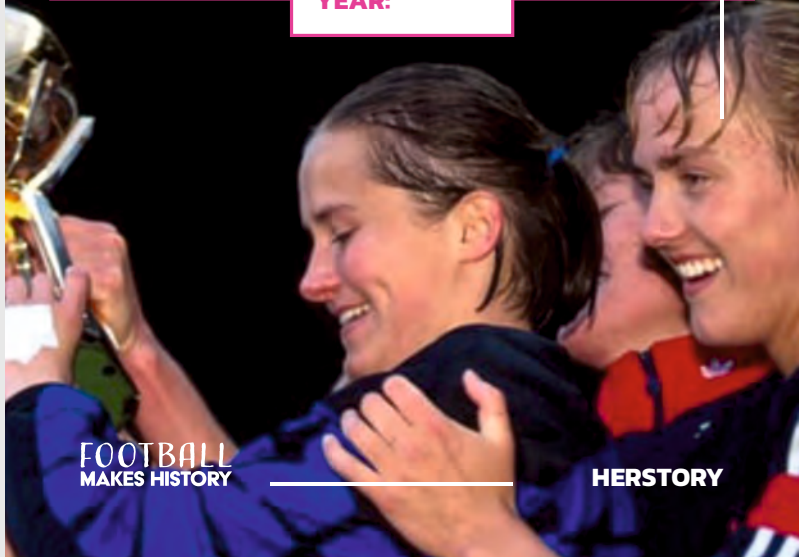
HERSTORY

WORLD CUP IN SWEDEN



In this year, Sweden became the first nation to host both the men's and the women's World Cups with three of the stadiums used in the men's World Cup selected for the women's tournament. Of the 12 referees selected, seven were female. A new rule was introduced, whereby teams were allowed to call one two- minute break per half. Teams could only use their time outs at throw- ins, goal kicks of after a goal had been scored. Most of the teams didn't use the time outs. The final match was played between Germany and Norway in Stockholm. Norway defeated the German team 2- 0 and celebrated with their iconic 'snake' celebration.

YEAR:



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OLYMPIC GAMES

YEAR:

In this year, women's football was finally given recognition in the Olympic Games. This Olympics was held in Atlanta amongst other cities in the USA, with eight teams contending for the gold. The European teams participating in the games included Germany, Norway, Sweden and Denmark. There wasn't sufficient time to organize a qualifying tournament, instead the top eight finishers at the 1995 World Cup were invited to join. England had to miss out of the games because they were not recognized by the IOC and a United Kingdom football team couldn't be assembled. The team USA defeated China in the finals 2- 1. The games were key for women's football because of the record- breaking crowds, for example the final match attracting more than 75,000 spectators.

**FOOTBALL
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GREECE HOST THE GAME

YEAR:

With the games being held in the home of the Olympics in this year, the Greek women's team had their chance as first time Olympic participants. Greece was joined by other European teams, Germany and Sweden. Greece lost their group games against USA, Australia and Brazil. No European team contested for the final, as the USA defeated Brazil 2-1 in front of a crowd of 10,000 spectators.

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WOMEN'S CHAMPIONS LEAGUE



The UEFA Women's Cup was renamed in this year to the UEFA Women's Champions League. More than just a name change, significant changes included the inclusion of runners- up from the top eight ranked nations, a one- off final as opposed to the two- legged finals in previous years and playing the final in the same city as the men's UEFA Champions League final. Lyon is the most successful club in the competition's history.

YEAR:



FOOTBALL
MAKES HISTORY

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TURF DEBATE



YEAR:

This World Cup was significant for many reasons, specifically for the Spanish national team as it was the first time they qualified for the tournament. Despite winning nine of its ten matches in the qualifying rounds, the group stages didn't pan out well. They only managed one tie with Costa Rica and left the tournament as the worst performing European team. After the World Cup, 23 players on the roster issued a collective statement for the end of the reign of their head coach. Their request was successful. This World Cup was when the 'turf debate' surfaced over the unfair playing conditions. Female footballers across the countries demanded that they play on grass pitches as opposed to the planned artificial pitches.

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A NEW CHAMPIONSHIP

YEAR:

In this year, after a 22-year German reign, the Netherlands became only the fourth country to become champions and in front of a series of sell-out home crowds at this UEFA Women's EURO championship. A record 46 teams completed for the 16 spots to compete for the championship. This tournament was the first for Portugal, Belgium, Switzerland, Austria and Scotland. The Netherlands defeated Denmark in front of a home crowd of more than 28,000 fans.

**FOOTBALL
MAKES HISTORY**

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TIME FOR ACTION

**#TIME
FOR ACTION**

**WOMEN'S FOOTBALL STRATEGY
2019–24**

YEAR:

In this year, for the first time in history, UEFA launched a dedicated women's football strategy entitled Time for Action. The strategy commits UEFA to a five-year strategic framework with aim of supporting, guiding and lifting both women's football and the position of women in football across Europe. UEFA also committed to putting significant financial investment into the sport, underlining that it dares to aim high and make European football as great as it can be. Time for Action will focus on building the foundations within UEFA and its member associations to give European women's football the best possible platform to thrive. UEFA will invest in programs and initiatives to support a balanced delivery of this plan from grassroots to elite levels.

**FOOTBALL
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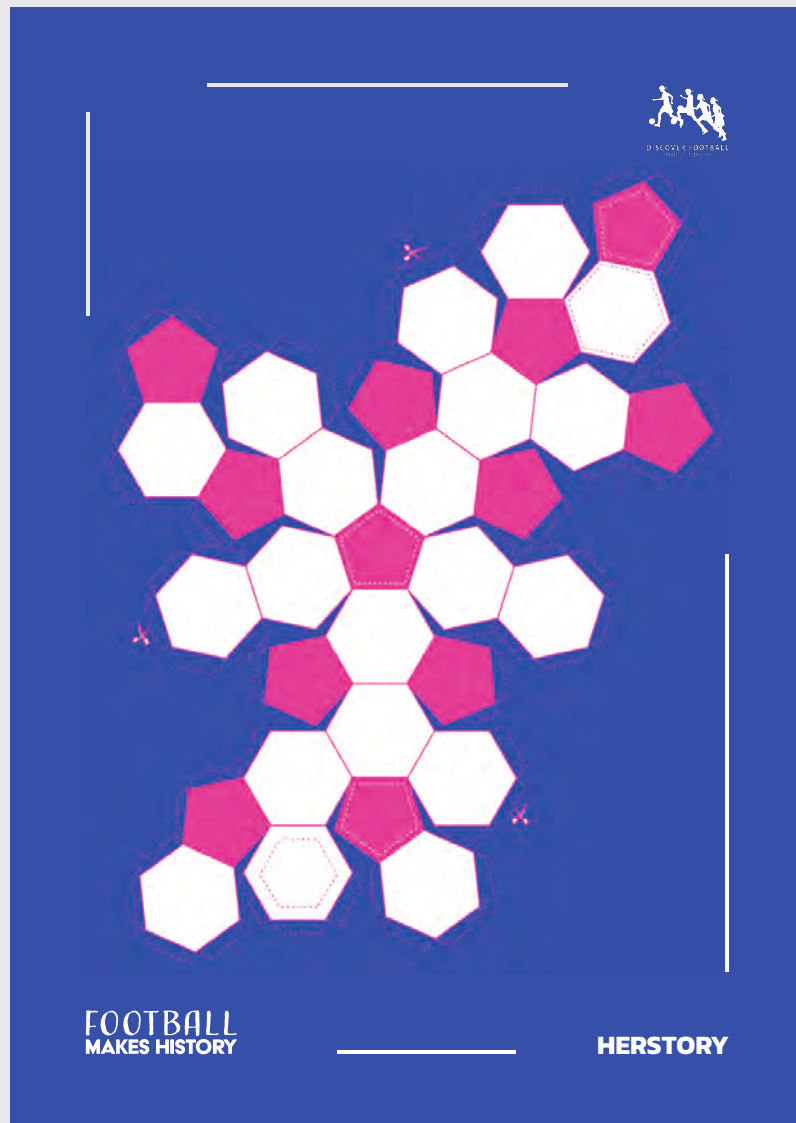
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International Icons – Quartet cards

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STEPH HOUGHTON ENGLAND



| | |
|--------------------------|--------------------|
| YEAR OF BIRTH: 1988 | CAPS: 120 |
| # OF GOALS: 11 | DEBUT: 2007 |
| TROPHIES: 20 | POSITION: DEFENDER |
| TOP TRUMPS RATING: ★★★★★ | |

UNIQUE ASPECT - STEPH HAS AWARDED AN MBE IN 2016 FOR HER SERVICES TO FOOTBALL.

HOPE POWELL ENGLAND



| | |
|------------------------|-------------------------|
| YEAR OF BIRTH: 1966 | CAPS: 66 |
| # OF GOALS: 35 | DEBUT: 1983 |
| TROPHIES: 5 | POSITION: A. MIDFIELDER |
| TOP TRUMPS RATING: ★★★ | |


UNIQUE ASPECT - HOPE WAS THE COACH OF THE ENGLAND WOMEN'S NATIONAL TEAM FROM 1998 TO 2013.

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A photograph of Sue Lopez, a former England women's footballer, in a dark kit, captured in a dynamic pose as if kicking a ball. The background features a repeating pattern of red hexagons and a large red St. George's Cross on a white field.

SUE LOPEZ ENGLAND

| | | | |
|----------------|------|-----------|---------|
| YEAR OF BIRTH: | 1945 | CAPS: | 22 |
| # OF GOALS: | 12 | DEBUT: | 1973 |
| TROPHIES: | 8 | POSITION: | FORWARD |

TOP TRUMPS RATING: ★★★★★

UNIQUE ASPECT - LOPEZ WAS AWARDED AN MBE FOR SERVICES TO FOOTBALL IN 2000 / IN 1997 LOPEZ PUBLISHED A BOOK WOMEN ON THE BALL, A WOMENS FOOTBALL HANDBOOK THAT DETAILS THE HISTORY AND DEVELOPMENT OF THE GAME IN ENGLAND AND ABROAD.

A photograph of Kelly Smith, a former England women's footballer, in a white kit with the number 10, running on a field. The background features a repeating pattern of red hexagons and a large red St. George's Cross on a white field.

KELLY SMITH ENGLAND

| | | | |
|----------------|------|-----------|---------|
| YEAR OF BIRTH: | 1978 | CAPS: | 117 |
| # OF GOALS: | 46 | DEBUT: | 1995 |
| TROPHIES: | 13 | POSITION: | FORWARD |

TOP TRUMPS RATING: ★★★


UNIQUE ASPECT - SMITH BECAME ENGLAND'S ALL TIME RECORD GOAL SCORER IN SEPTEMBER 2010, WHEN SHE SCORED HER 41ST INTERNATIONAL GOAL AGAINST SWITZERLAND.

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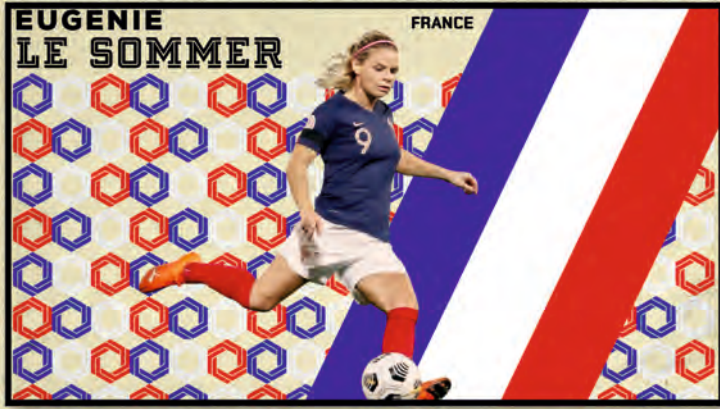
AMEL
MAJRI

FRANCE

| | | | |
|----------------|------|-----------|------------|
| YEAR OF BIRTH: | 1993 | CAPS: | 55 |
| # OF GOALS: | 8 | DEBUT: | 2014 |
| TROPHIES: | 19 | POSITION: | MIDFIELDER |

TOP TRUMPS RATING: ★★ ★

UNIQUE ASPECT - MAJRI HAS DUEL NATIONALITY; SHE PLAYED FOR TUNISIA WHEN SHE WAS UNDER 20 BUT CHOSE FRANCE BECAUSE THERE WERE MORE POSSIBILITIES.



EUGENIE
LE SOMMER

FRANCE

| | | | |
|----------------|------|-----------|---------|
| YEAR OF BIRTH: | 1989 | CAPS: | 174 |
| # OF GOALS: | 86 | DEBUT: | 2009 |
| TROPHIES: | 22 | POSITION: | STRIKER |

TOP TRUMPS RATING: ★★ ★★ ★

UNIQUE ASPECT - LE SOMMER IS ONE OF THE MOST DECORATED PLAYERS IN MODERN WOMEN'S CLUB FOOTBALL AND HAS SCORED MORE GOALS FOR FRANCE THAN ANY PLAYER OF ANY GENDER.

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SANDRINE SOUBEYRAND FRANCE

YEAR OF BIRTH: 1973 CAPS: 198
OF GOALS: 18 DEBUT: 1997
TROPHIES: 4 POSITION: MIDFIELDER

TOP TRUMPS RATING: ★★★★★

UNIQUE ASPECT - SOUBEYRAND IS THE NATION'S MOST CAPPED FOOTBALL PLAYER (MALE OR FEMALE) IN HISTORY WITH 198 APPEARANCES AND A RECIPIENT OF THE NATIONAL ORDER OF MERIT.



LAURA STEPHANIE GEORGES FRANCE

YEAR OF BIRTH: 1984 CAPS: 188
OF GOALS: 7 DEBUT: 2001
TROPHIES: 14 POSITION: DEFENDED

TOP TRUMPS RATING: ★★★

UNIQUE ASPECT - GEORGES IS THE SECRETARY GENERAL OF THE FRENCH FOOTBALL FEDERATION (FFF) AND IN 2019, WAS THE AMBASSADOR OF THE FIFA WOMEN'S WORLD CUP.

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BIRGIT PRINZ GERMANY

| | | | |
|----------------|------|-----------|---------|
| YEAR OF BIRTH: | 1977 | CAPS: | 214 |
| # OF GOALS: | 128 | DEBUT: | 1994 |
| TROPHIES: | 24 | POSITION: | FORWARD |

TOP TRUMPS RATING: ★★★★★

UNIQUE ASPECT - SHE REMAINS THE YOUNGEST PLAYER EVER TO APPEAR IN A WORLD CUP FINAL AND IS THREE TIME FIFA WORLD PLAYER OF THE YEAR. SHE IS GERMANY'S TOP GOAL SCORER AND MOST CAPPED PLAYER.



DORIS FITSCHEN GERMANY

| | | | |
|----------------|------|-----------|---------|
| YEAR OF BIRTH: | 1968 | CAPS: | 144 |
| # OF GOALS: | 16 | DEBUT: | 1968 |
| TROPHIES: | 13 | POSITION: | SWEeper |

TOP TRUMPS RATING: ★★★


UNIQUE ASPECT - AS CAPTAIN OF THE PHILADELPHIA CHARGE, SHE SCORED THE FIRST-EVER GOAL IN WUSA HISTORY.

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SILVIA NEID GERMANY

| | | | |
|----------------|------|-----------|------------|
| YEAR OF BIRTH: | 1964 | CAPS: | 111 |
| # OF GOALS: | 48 | DEBUT: | 1982 |
| TROPHIES: | 13 | POSITION: | MIDFIELDER |

TOP TRUMPS RATING: ★★★★★

UNIQUE ASPECT - HEAD COACH OF GERMANY'S WOMEN'S NATIONAL TEAM FROM 2005- 2016. FIFA WORLD COACH OF THE YEAR FOR WOMEN'S FOOTBALL: 2010, 2013, 2016.



STEFFI JONES GERMANY

| | | | |
|----------------|------|-----------|----------|
| YEAR OF BIRTH: | 1972 | CAPS: | 111 |
| # OF GOALS: | 9 | DEBUT: | 1993 |
| TROPHIES: | 15 | POSITION: | DEFENDER |

TOP TRUMPS RATING: ★★★

UNIQUE ASPECT - SHE IS A DUAL GERMAN AND AMERICAN CITIZEN AND DEMONSTRATES A HIGH LEVEL OF ENGAGEMENT IN SOCIAL TOPICS IN AND AROUND SPORT.

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MARTA TORREJÓN SPAIN

| | | | |
|--------------------|------|-----------|----------|
| YEAR OF BIRTH: | 1990 | CAPS: | 90 |
| # OF GOALS: | 9 | DEBUT: | 2007 |
| TROPHIES: | 7 | POSITION: | DEFENDER |
| TOP TRUMPS RATING: | | ★ ★ ★ | |

IN 2019, SHE RETIRED WITH THE MOST EVER CAPS FOR A SPANISH WOMEN'S NATIONAL TEAM PLAYER WITH 90.



VERO BOQUETE SPAIN

| | | | |
|--------------------|------|-----------|---------------|
| YEAR OF BIRTH: | 1987 | CAPS: | 56 |
| # OF GOALS: | 38 | DEBUT: | 2005 |
| TROPHIES: | 7 | POSITION: | A. MIDFIELDER |
| TOP TRUMPS RATING: | | ★ ★ ★ ★ | |

SHE CAPTAINED THE SPAIN NATIONAL TEAM AT THEIR FIRST WORLD CUP APPEARANCE IN 2015

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JENNIFER HERMOSO SPAIN

| | | | |
|--------------------|------|-----------|---------|
| YEAR OF BIRTH: | 1990 | CAPS: | 84 |
| # OF GOALS: | 42 | DEBUT: | 2011 |
| TROPHIES: | 12 | POSITION: | STRIKER |
| TOP TRUMPS RATING: | | ★★★★★ | |

SHE HAS PLAYED FOR ATLÉTICO MADRID, TYRESSÖ IN SWEDEN, PSG AND CURRENTLY PLAYS FOR FC BARCELONA.



CONCHI SANCHEZ SPAIN

| | | | |
|--------------------|------|-----------|---------|
| YEAR OF BIRTH: | 1957 | CAPS: | 6 |
| # OF GOALS: | 50 | DEBUT: | 1971 |
| TROPHIES: | 17 | POSITION: | STRIKER |
| TOP TRUMPS RATING: | | ★★★★★ | |

SANCHEZ WAS THE FIRST CAPTAIN OF THE SPAIN NATIONAL TEAM IN 1972

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ANNEMIEKE KIESEL NETHERLANDS




| | | | |
|----------------|------|-----------|------------|
| YEAR OF BIRTH: | 1979 | CAPS: | 156 |
| # OF GOALS: | 19 | DEBUT: | 1995 |
| TROPHIES: | 12 | POSITION: | MIDFIELDER |

TOP TRUMPS RATING: ★★★★★

UNIQUE ASPECT - SHE WAS THE YOUNGEST DUTCH INTERNATIONAL EVER; PLAYED FIRST INTERNATIONAL GAME OF DUTCH WOMEN'S TEAM IN 1956, AGAINST GERMANY, 2-1 LOSS (NOT OFFICIALLY RECOGNIZED BY UEFA AND FIFA).

VERA PAUW NETHERLANDS



| | | | |
|----------------|------|-----------|----------|
| YEAR OF BIRTH: | 1963 | CAPS: | 89 |
| # OF GOALS: | 2 | DEBUT: | 1983 |
| TROPHIES: | 0 | POSITION: | DEFENDER |

TOP TRUMPS RATING: ★★★★★

UNIQUE ASPECT - VERA IS THE FIRST WOMAN IN THE NETHERLANDS TO GRADUATE AS COACH ON THE HIGHEST POSSIBLE LEVEL (2005).

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VIVIANNE MIEDEMA NETHERLANDS

| | |
|--------------------------|-------------------|
| YEAR OF BIRTH: 1996 | CAPS: 95 |
| # OF GOALS: 71 | DEBUT: 2013 |
| TROPHIES: 4 | POSITION: FORWARD |
| TOP TRUMPS RATING: ★★★★★ | |

UNIQUE ASPECT - MIEDEMA HAS SCORED MORE GOALS AT INTERNATIONAL LEVEL FOR THE NETHERLANDS THAN ANY OTHER PLAYER, ACROSS BOTH THE WOMEN'S AND MEN'S TEAMS.



SHERIDA SPITSE NETHERLANDS

| | |
|------------------------|----------------------|
| YEAR OF BIRTH: 1990 | CAPS: 184 |
| # OF GOALS: 41 | DEBUT: 2006 |
| TROPHIES: 9 | POSITION: MIDFIELDER |
| TOP TRUMPS RATING: ★★★ | |

UNIQUE ASPECT - SPITSE BECAME A NORWEGIAN LEAGUE AND CUP CHAMPION AT THE END OF THE 2014 SEASON WITH LSK KVINNER. SHE WAS VOTED ON TO NORWAY'S TEAM OF THE YEAR AT THE ANNUAL NISO AWARDS CEREMONY.

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SARA GAMA ITALY

| | | | |
|--------------------|------|-----------|----------|
| YEAR OF BIRTH: | 1989 | CAPS: | 115 |
| # OF GOALS: | 6 | DEBUT: | 2006 |
| TROPHIES: | 10 | POSITION: | DEFENDER |
| TOP TRUMPS RATING: | | ★★★★ | |

UNIQUE ASPECT - GAMA IS THE CAPTAIN OF JUVENTUS AND THE ITALIAN NATIONAL TEAM.



ELISABETTA VIGNOTTO ITALY

| | | | |
|--------------------|------|-----------|---------|
| YEAR OF BIRTH: | 1954 | CAPS: | 109 |
| # OF GOALS: | 107 | DEBUT: | 1970 |
| TROPHIES: | 10 | POSITION: | STRIKER |
| TOP TRUMPS RATING: | | ★★★ | |

UNIQUE ASPECT - VIGNOTTO HELD THE GOALSCORING RECORD FOR WOMEN'S INTERNATIONAL MATCHES UNTIL MAY 1999, WHEN SHE WAS SURPASSED BY MIA HAMM FROM THE USA.

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CAROLINE MORACE ITALY

| | | | |
|----------------|------|-----------|---------|
| YEAR OF BIRTH: | 1964 | CAPS: | 150 |
| # OF GOALS: | 105 | DEBUT: | 1978 |
| TROPHIES: | 13 | POSITION: | STRIKER |

TOP TRUMPS RATING: ★★★★★

UNIQUE ASPECT - MORACE HOLDS A UEFA PRO LICENSE AND IS PROBABLY BEST KNOWN FOR HAVING BEEN THE FIRST WOMAN TO COACH A PROFESSIONAL MEN'S FOOTBALL.



MELANIA GABBIADINI ITALY

| | | | |
|----------------|------|-----------|---------|
| YEAR OF BIRTH: | 1983 | CAPS: | 114 |
| # OF GOALS: | 45 | DEBUT: | 2003 |
| TROPHIES: | 11 | POSITION: | STRIKER |

TOP TRUMPS RATING: ★★★★★

UNIQUE ASPECT - SHE WAS VOTED THE SERIE A FEMALE FOOTBALLER OF THE YEAR IN 2012, 2013, 2014, AND 2015.

Annexe 5


International Icons – Quartet cards

Topic: **Women in Football**

Author: **Marisa Schlenker**

**PIA MARIANE
SUNDHAGE**

SWEDEN



| | | | |
|----------------|------|-----------|---------|
| YEAR OF BIRTH: | 1960 | CAPS: | 146 |
| # OF GOALS: | 71 | DEBUT: | 1975 |
| TROPHIES: | 18 | POSITION: | STRIKER |

TOP TRUMPS RATING: ★★★★★

UNIQUE ASPECT - SUNDHAGE WAS THE HEAD COACH OF THE UNITED STATES WOMEN'S NATIONAL TEAM FROM 2008 TO 2012 AND LED THE TEAM TO TWO OLYMPIC GOLD MEDALS AND A SILVER MEDAL AT THE WORLD CUP. HER SUCCESS LED TO HER WINNING THE 2012 FIFA WORLD COACH OF THE YEAR.

**LOTTA
SCHELIN**

SWEDEN



| | | | |
|----------------|------|-----------|---------|
| YEAR OF BIRTH: | 1984 | CAPS: | 185 |
| # OF GOALS: | 88 | DEBUT: | 2004 |
| TROPHIES: | 20 | POSITION: | STRIKER |

TOP TRUMPS RATING: ★★★★★

UNIQUE ASPECT - IN OCTOBER 2014, SCHELIN BECAME SWEDEN'S ALL-TIME RECORD GOALSCORER.

Annexe 5

International Icons – Quartet cards

Topic: **Women in Football**


Author: **Marisa Schlenker**



THERESE SJÖGRAN SWEDEN

| | | | |
|--------------------|------|-----------|------------|
| YEAR OF BIRTH: | 1977 | CAPS: | 214 |
| # OF GOALS: | 21 | DEBUT: | 1997 |
| TROPHIES: | 13 | POSITION: | MIDFIELDER |
| TOP TRUMPS RATING: | | ★★★★★ | |

UNIQUE ASPECT - THERESE IS TIED WITH BIRGIT PRINZ AT 214 FOR THE MOST CAPPED EUROPEAN FOOTBALLER IN NATIONAL TEAMS.



KOSOVARE ASLLANI SWEDEN

| | | | |
|--------------------|------|-----------|---------|
| YEAR OF BIRTH: | 1989 | CAPS: | 146 |
| # OF GOALS: | 38 | DEBUT: | 2008 |
| TROPHIES: | 7 | POSITION: | STRIKER |
| TOP TRUMPS RATING: | | ★★★ | |

UNIQUE ASPECT - ASLLANI BECAME REAL MADRID'S FIRST 'GALACTICA.'

Annexe 5

International Icons – Quartet cards

Topic: **Women in Football**

Author: **Marisa Schlenker**



KATRINE SØNDERGAARD DENMARK

| | | | |
|--------------------|------|-----------|----------|
| YEAR OF BIRTH: | 1977 | CAPS: | 210 |
| # OF GOALS: | 9 | DEBUT: | 1994 |
| TROPHIES: | 5 | POSITION: | DEFENDER |
| TOP TRUMPS RATING: | | ★ ★ ★ | |

UNIQUE ASPECT - PLAYER OF THE YEAR IN DENMARK IN 2011 AND 2013.



NADIA NADIM DENMARK

| | | | |
|--------------------|------|-----------|---------|
| YEAR OF BIRTH: | 1988 | CAPS: | 73 |
| # OF GOALS: | 21 | DEBUT: | 2009 |
| TROPHIES: | 3 | POSITION: | STRIKER |
| TOP TRUMPS RATING: | | ★ ★ ★ | |

UNIQUE ASPECT - NADIM IS CONSIDERED THE MOST INFLUENTIAL AND GREATEST AFGHAN FEMALE FOOTBALL PLAYER OF ALL TIME. SHE BECAME THE FIRST NATURALISED DANE TO REPRESENT A DENMARK SENIOR NATIONAL FOOTBALL TEAM.

Annexe 5

International Icons – Quartet cards

Topic: **Women in Football**


Author: **Marisa Schlenker**



PERNILLE HARDER DENMARK

| | | | |
|--------------------|------|-----------|---------|
| YEAR OF BIRTH: | 1992 | CAPS: | 120 |
| # OF GOALS: | 62 | DEBUT: | 2009 |
| TROPHIES: | 8 | POSITION: | STRIKER |
| TOP TRUMPS RATING: | | ★★★★★ | |

UNIQUE ASPECT - SMITH BECAME ENGLAND'S ALL TIME RECORD GOAL SCORER IN SEPTEMBER 2010, WHEN SHE SCORED HER 41ST INTERNATIONAL GOAL AGAINST SWITZERLAND.



LONE SMIDT NIELSEN DENMARK

| | | | |
|--------------------|------|-----------|---------------|
| YEAR OF BIRTH: | 1961 | CAPS: | 57 |
| # OF GOALS: | 22 | DEBUT: | 1977 |
| TROPHIES: | 5 | POSITION: | A. MIDFIELDER |
| TOP TRUMPS RATING: | | ★★★★★ | |

UNIQUE ASPECT - IN 2015, SHE WAS NAMED FEMALE FOOTBALL PLAYER OF THE CENTURY BY THE DANISH FA.



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