

## CAN FOOTBALL SHAPE IDENTITY

### *Preamble*

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 Rousseau's Emile, "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 ends.

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, pge 16.

### LEARNING TO LEARN.

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

Name of the person filling in the template	
Title Date and Time of the Activity	CAN FOOTBALL SHAPE IDENTITY? (WHO DO YOU THINK YOU ARE?) EXPLORING IDENTITY THROUGH FOOTBALL.

## Background

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!*

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?



ICE BREAKER	10 min approx
Age group	7+
<p><b>CONTEXT: NO MAN'S LAND</b></p> <p><b>PITCH / AREA:</b> Flexible</p> <p><b>PRIOR KNOWLEDGE:</b> Mixed ability / mixed gender / mixed ages / mixed cultures</p> <p><b>ASSESSMENT:</b> Q&amp;A</p> <p><b>RESOURCES:</b> Research your environment, community, players.</p> <p><b>OBJECTIVE:</b> To be aware in a hostile environment. Can you be aware of your environment?</p> <p><b>OUTCOME:</b> Demonstrate how you deal with an environment and how it adds to your identity.</p>	
Number of participants/group size	10 to 40
List of main materials/equipment needed:	<ul style="list-style-type: none"> <li>- Flipcharts/ White Board</li> <li>- Balls</li> <li>- Bibs</li> <li>- Cones</li> </ul>
<p><b>DESCRIPTION OF ACTIVITY</b></p> <p><b>NO MAN'S LAND:</b></p> <p><b>Historic information:</b> 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.</p>	

**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 cross-fire 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)*

**PROGRESSIONS / VARIATIONS**

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

**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 cross-fire?*

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

*Ask the Armies how did their 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 mans 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:*

<b>SENSORY</b>	<b>STEREOTYPES</b>	<b>INVISIBLE</b>
Sight: Hair colour / style	Age	Personality
Eye colour	Religion	Likes and dislikes
Skin colour	Gender	Hopes and fears
Height	Abilities / disabilities	Strengths and weaknesses
Weight	Job / school we attend	Family
Choice of clothing	Name	Friendships
Listen: accents, tone, inflexions.		Where we live
Smell: sweet, harsh, pleasant.		Where our parents are from
Touch: strong, soft, rough.		Hobbies
		Favourite school subject
		Life experiences
		Nationality
		Ethnicity or family background
		Morals
		Interests

		Languages Habits Communities / groups
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**TIPS TO EDUCATOR:**

- 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

<b>TRUST</b>	10 mins approx
Age group	7+
<p><b>CONTEXT:</b> ENVIRONMENT. SENSES</p> <p><b>PITCH / AREA:</b> Flexible</p> <p><b>PRIOR KNOWLEDGE:</b> Mixed ability / mixed gender / mixed ages / mixed cultures</p> <p><b>ASSESSMENT:</b> Q&amp;A</p> <p><b>RESOURCES:</b> Research your environment, community, players.</p> <p><b>OBJECTIVE:</b> To trust other senses</p> <p><b>OUTCOME:</b> Demonstrate how you trust</p>	
Number of participants/group size	10 to 40
List of main materials/equipment needed:	<ul style="list-style-type: none"> <li>- Flipcharts/ White Board</li> <li>- Balls</li> <li>- Bibs</li> <li>- Cones</li> </ul>
<b>DESCRIPTION OF ACTIVITY</b>	

**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*
- *The 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*

**PROGRESSIONS / 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?*

*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..*

<b>SENSES</b>	<b>VISIBLE</b>	<b>STEREOTYPES</b>	<b>INVISIBLE</b>
Listening: accents, tone, inflexions.  Smell: sweet, harsh, pleasant.  Touch: strong, soft, rough.	Hair colour / style Eye colour Skin colour Height Weight Choice of clothing	Age Religion Gender Abilities / disabilities Job / school we attend Name	Personality Likes and dislikes Hopes and fears Strengths and weaknesses Family Friendships Where we live Where our parents are from Hobbies



			Favourite school subject Life experiences Nationality Ethnicity or family background Morals Interests Languages Habits Communities / groups
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**TIPS TO EDUCATOR:**

- 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

<b>CHAOS</b>	10 mins approx.
Age group	7+
<p><b>CONTEXT:</b> ENVIRONMENT. CONFUSION</p> <p><b>PITCH / AREA:</b> Flexible</p> <p><b>PRIOR KNOWLEDGE:</b> Mixed ability / mixed gender / mixed ages / mixed cultures</p> <p><b>ASSESSMENT:</b> Q&amp;A</p> <p><b>RESOURCES:</b> Research your environment, community, players.</p> <p><b>OBJECTIVE:</b> How to identify my team-mates</p> <p><b>OUTCOME:</b> Demonstrate Awareness</p>	
Number of participants/group size	10 to 40
List of main materials/equipment needed:	<ul style="list-style-type: none"> <li>- Flipcharts/ White Board</li> <li>- Balls</li> <li>- Cones</li> </ul>

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**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*

**PROGRESSIONS / 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:*

<b>SENSES</b>	<b>VISIBLE</b>	<b>STEREOTYPES</b>	<b>INVISIBLE</b>
Listening: accents, tone, inflexions.  Smell: sweet, harsh, pleasant.  Touch: strong, soft, rough.	Hair colour / style Eye colour Skin colour Height Weight Choice of clothing	Age Religion Gender Abilities / disabilities Job / school we attend Name	Personality Likes and dislikes Hopes and fears Strengths and weaknesses Family Friendships Where we live Where our parents are from Hobbies

			Favourite school subject Life experiences Nationality Ethnicity or family background Morals Interests Languages Habits Communities / groups
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**TIPS TO EDUCATOR:**

- 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.

<b>INCLUSION</b>	10 mins approx.
Age group	7+
<p><b>CONTEXT:</b> ENVIRONMENT - INCLUSIVE</p> <p><b>PITCH / AREA:</b> Flexible</p> <p><b>PRIOR KNOWLEDGE:</b> Mixed ability / mixed gender / mixed ages / mixed cultures</p> <p><b>ASSESSMENT:</b> Q&amp;A</p> <p><b>RESOURCES:</b> Research your environment, community, players.</p> <p><b>OBJECTIVE:</b> Include every player – How do we include everybody?</p> <p><b>OUTCOME:</b> Demonstrate how we include everyone / connect with team-mates</p>	

Number of participants/group size	10 to 40
List of main materials/equipment needed:	<ul style="list-style-type: none"> <li>- Flipcharts/ White Board</li> <li>- Balls</li> <li>- Bibs</li> <li>- Cones</li> </ul>
<p><b>DESCRIPTION OF ACTIVITY</b></p> <p><i>Inclusion:</i></p> <ul style="list-style-type: none"> <li>• 4 grids feature four games. Each game is a different way to score a goal</li> <li>• Sit on the ball</li> <li>• One touch football – 5 passes = a goal</li> <li>• Hit the cone in the centre of the grid</li> <li>• Place your knee on the ball</li> </ul> <p><b>PROGRESSIONS / VARIATIONS</b></p> <ul style="list-style-type: none"> <li>• Multiple balls</li> <li>• No bibs</li> <li>• Two touches only</li> <li>• One touch only</li> </ul> <p><b>AIM</b></p> <ul style="list-style-type: none"> <li>• To explore how best to deal with non-inclusive environments</li> <li>• To explore the impact of inclusion</li> <li>• To consider what can be done to challenge hostile attitudes / win at all cost</li> </ul>	
<p><b>EVALUATION</b></p> <p>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?</p> <p>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.</p>	

SENSES	VISIBLE	STEREOTYPES	INVISIBLE
Listening: accents, tone, inflexions.  Smell: sweet, harsh, pleasant.	Hair colour / style Eye colour Skin colour  Height Weight Choice of clothing	Age Religion Gender Abilities / disabilities Job / school we attend	Personality Likes and dislikes Hopes and fears Strengths and weaknesses Family

Touch: strong, soft, rough.		Name	Friendships Where we live Where our parents are from Hobbies Favourite school subject Life experiences Nationality Ethnicity or family background Morals Interests Languages Habits Communities / groups
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**TIPS TO EDUCATOR:**

- 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

<b>The Game</b>	15 mins approx.
Age group	7+

**CONTEXT:** ENVIRONMENT - INCLUSIVE

**PITCH / AREA:** *Flexibale*

**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

Number of participants/group size

10 to 40

List of main materials/equipment needed:

- Flipcharts/ White Board
- Balls
- Bibs
- Cones

**DESCRIPTION OF ACTIVITY**

**GAME:**

- All 40 players
- One ball
- No referee

**PROGRESSIONS / 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:.*

<b>SENSES</b>	<b>VISIBLE</b>	<b>STEREOTYPES</b>	<b>INVISIBLE</b>
Listening: accents, tone, inflexions.	Hair colour / style	Age	Personality
	Eye colour	Religion	Likes and dislikes
	Skin colour	Gender	Hopes and fears
Smell: sweet, harsh, pleasant.	Height	Abilities / disabilities	Strengths and weaknesses
	Weight	Job / school we attend	Family
Touch: strong, soft, rough.	Choice of clothing	Name	Friendships
			Where we live
			Where our parents are from
			Hobbies
			Favourite school subject
			Life experiences
			Nationality
			Ethnicity or family background
			Morals
			Interests
			Languages
			Habits

			Communities / groups
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TIPS TO EDUCATOR:

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

Appendix 1

**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 intracultural 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.**

**Cultural Identity and Modes of Communication**

Jan Servaes. Pages 283-416 | Published online: 18 May 2016