

Lesson 1:

Initial Responses

Focus

The following are suggestions for how you might pick up on the ideas and issues raised by the play and discuss the students' initial responses. You can select to do one or more from the range below. They can be used as stand alone exercises or as preparation for one of the other lessons. They use a range of strategies and could be used in a variety of different lessons: PSHE/ Science/ English/ Drama/ Form Tutor Period etc

If you used the Preparatory Lessons

If you used the Preparatory Lesson exercises 'What Do We Feel?' and 'What Do We Think?' it may be interesting to return to the activities to see how the students' ideas have changed since seeing Full Time. (See Preparatory Lessons, What Do We Feel? and What Do We Think?)

Discussion Exercise

Divide the students in pairs or small groups. Ask them to discuss and write down their answers to the following questions:

- What did you like/dislike about the play?
- Why do you think the play is called Full Time? Do you think it's a good title?
- What surprised you in the play? What new things did you learn?
- Did anything make you laugh? Was this appropriate in relation to the subject?
- What didn't you understand? What do you need further clarification on?
- What questions has the play made you ask?

After allowing 10 minutes to discuss their answers ask each group to share their answers and discuss them as a whole group.

Still Image Exercise – Memorable moment

Divide the class into groups of 4.

Ask the group to share with each other the moment of the play that sticks most strongly in their mind.

Each group must agree on one of these moments and create a still image of that moment. (Not all the group members have to be in the image.)

Share the images with the class.

Try and identify each one and discuss the different choices. Is there a consensus about the most memorable moment? What made it memorable?

Still Image Exercise – Capturing the essence

Divide the class into groups of 4.

Ask them to create a still image that captures the “essence” of the play. (This demands they have a good discussion between them about what they think the play was about.)

Share and discuss the different ideas. Are any more accurate or do they just represent different views about what is important?

Practical Exercise – Telling the Story

Divide the class into groups of 4.

Ask them to tell the story as succinctly and accurately as possible in one of the following ways:

- Freeze Frames (max 5)
- Sentences (max 8)
- Improvisation (max 1 min)

Share and discuss the differences between the versions.

Design a Poster

Ask the students, individually or in pairs, to design either:

- a poster for Full Time for the rest of the school
- a poster promoting 'Football for All'

Discuss

- posters that advertise films, plays, art exhibitions, gigs
- why we have them
- what they're trying to do
- posters that class members have seen and liked/disliked, and why?

Lesson 2: What Do We Think

Objective

To give your students a structured activity that allows them to explore what they know, think and feel about the issues that the play and debate raise.

Materials

Ideally a large space i.e. drama studio, a gym or a cleared classroom

Process

1. Ask your students to stand in the centre of the space.
2. Explain that there is an imaginary line running down the centre of the space. One end of the line represents Agree and the opposite end of the line represents Disagree. The middle of the line is Don't Know.
3. Explain that you are going to read out a series of statements. If they agree with the statement they should go and stand at the end of the line that is Agree. If they disagree they should go and stand at the end of the line that is Disagree. If they are not sure or don't know what they think they should stay in the middle. They can take up any position on the line that represents their opinion.
4. After they have taken up their positions, ask your students to explain why they have chosen their position. After hearing from several students give your group the opportunity to change their position.
5. Repeat the process for each statement.

Statements

- Women's football doesn't deserve media coverage because the quality isn't as good as men's.
- Racism is no longer a problem in football.
- There is nothing wrong with a bit of banter by football fans. Much of it is clever, imaginative and very funny.

Lesson 3: PSHE/Citizenship- Challenging Stereotypes

This lesson is primarily a PSHE lesson which uses drama techniques. However, it can be adapted to have a stronger Drama focus by making it a comparison between stereotypes and complex characters.

Aim

To explore and understand the differences between stereotypes and complex individuals, and how stereotyping can lead to bullying.

Objectives

- To create dramatic representations of stereotypes and complex characters.
- To understand why stereotypes arise.
- To understand the negative/positive limitations of stereotyping.

National Curriculum links

CITIZENSHIP/PSHE: KS4 AO2, AO3

ENGLISH (Drama): KS4 AO1, AO2

Materials

Large empty classroom/Drama studio

White board. Marker pen.

Activities - Exploring social stereotypes

1. Warm-up Game - Students stand in a circle. Explain to them that in a moment they are going to face outwards. You are going to say a word and they will have 3 seconds to create a physical representation of that word and then turn in to face the group.

Use words from the following list. After each, count aloud to three and ask the pupils to turn into the circle, making their physical representation. They can have a brief look at each other's poses and then turn back out and wait for the next word.

Actor, Teenager, Gay, Friend, Tourist, American, Brit, Vicar, Football Player, Rugby Player, Politician, Celebrity, Asian

Make the point that most of these images will have drawn upon stereotypes that we each hold about many people in society.

2. Make the point that at the start of the play each of the characters hold stereotypical views of each other and individuals involved in football. Ask if anyone can remember what any of these views were.

Ask pupils to stand in a space. Read out the following quotes from the play and ask them to create a physical representation of the stereotype the words suggest.

Girls playing football

Sabina: I'd look ugly

Ryan: What?

Sabina: Bright red and sweaty. In shorts.

Asians playing football

Omar: How we eat too much curry, we're only good at cricket, we're the wrong physique-

Homosexuals playing football

Jez: Know what happened to the only player who said he was queer? His manager called him a 'bloody poof', brother John disowned him. Ended up committing suicide...

3. Write the name of each character on a board. As a whole class, brainstorm all the details you can remember about each character. Pay particular attention to things that challenge the stereotype or contradict other aspects of their character.
4. Divide the class into small groups 3-5. Allocate one of the four characters to each group.
5. Ask the group to create a multi-faceted image for their character i.e. a group image which reflects different aspects of the character, perhaps with each person representing a different facet.
6. Each person should think of a line they can say which adds further detail to their character (something they remember from the play, or something invented by themselves).
7. Show and discuss:
 - Why do we create stereotypes?
 - How truthful are they?
 - What is the impact of stereotyping?
 - Is stereotyping something to be avoided? If so, how can we?

For further information and resources look at the 'Resources' page

Lesson 4: Physical Education

This lesson offers a number of games and exercises designed to improve footballing skills at the same time as promoting inclusion.

Aim:

To introduce the class to basic and more advanced football skills and techniques, in an innovative and enjoyable way

Objectives:

- To improve team skills
- To introduce football in a non-competitive context (through dance)
- To highlight and improve on the creative skills involved in football

National Curriculum Links:

PHYSICAL EDUCATION: KS4 AO1, AO2, AO3

DANCE: KS4 AO2

Materials:

Large open space (e.g. gym), footballs, cones, blind-folds, stereo, music track

Note: The main aim of this lesson is accomplished through exercise 4, 'Footy Skills Dance Routine'. We advise that you use exercises 1,2 and/or 3 as brief warm-ups, leaving 30 minutes to complete exercise 4. Alternatively you could spread the four exercises over two lessons.

1. Blind-fold slalom

- Split the group into teams of around 5.
- Each team sets up four cones in a straight line.
- One member of the team stands at the head of the cones, and the rest of the team at the other end, blind-folded.

- The person without a blind-fold gives verbal directions, which the first blind-folded team member must follow, in order to dribble a ball slalom-style around the cones.
- When the person reaches the end, they remove their blind-fold. The leader takes the football to the next blind-folded person, puts on a blind-fold and joins the end of the queue. The person who has just completed the slalom now becomes the leader.
- All members of the team must complete the slalom, and the team that finishes first wins.

Modifications: If the students are not comfortable with dribbling, first do the game without blindfolds, then with blindfolds but without the ball, and finally in full.

2. Elimination Football Stations

- Using one half of a basketball court (better if it is played indoors) place 12-15 pairs of cones around the court, spacing them at least 1/2 metre apart.
- Each person has 1 pair of cones to defend. The aim of the game is to eliminate people from the game by knocking one of the two cones over. You can also be eliminated if you knock your own cone over with your feet.
- 3-4 substitutes are on the sidelines. Once you have been eliminated you go to the end of the side line and the substitutes move up one space. The first substitute replaces the person who was eliminated.
- The person who goes in is not in the game until their cones are setup again. If a cone is struck but only slides along the floor, the person is not out, however they must leave the cone where it is and defend it as well.
- You can use two balls at one time to make sure people are regularly getting eliminated.
- Football rules apply and students are encouraged to move around the court instead of always standing still.

Modifications: If people aren't getting eliminated, either add an extra ball or throw in extra players who are called 'terminators'. Their job is to eliminate people out of the game.

3. Pass and chip

- An ideal number of players per team is 4. The goalies are neutral and play for either team.
- Designate an area for each pair of teams plus one goalie.
- Players use the dribbling and passing skills they have worked on in previous exercises. The object is to complete a designated number of passes (for example 3, or to be tougher everyone on the team must touch the ball).
- After the passes are completed the ball must be chipped up to a goalkeeper for him/her to catch. This scores a point for the chipping team.
- Remember, goalies are neutral. Once the goalie catches the ball he/she must then distribute the ball back to the scoring team using a roll or throw.
- Players may try to jump up and head the ball away from the goalie for defence.
- If the ball goes out the opposing team will put the ball back in play with a throw-in. Players may only use feet, with the exception of the goalie.
- Games are played to 10 points.

Teaching cues:

Players must constantly move to help out team-mates.

This game requires moving to space, support, and communication among team-mates.

Goalkeepers must move to space and to receive the ball as well.

Players may dribble the ball as long as they want, however passing is stressed.

Defensive marking and help is also stressed.

Modifications:

Players get only one or two touches

Higher number of pass completions

Points scored for splitting the defence (passing between two defenders).

Goalkeepers are stationary

4. Footy Skills Dance Routine

Take students through some basic footballing techniques. Some they may know already, others may be new. Techniques might include:

Passing (inside/outside of the boot)

Dummying

Chesting

Heading

Clearance

Step-over turn (left-right/right-left)

Cruyff turn

Pirouette (Zidane-style spin)

Scissor Kick

Note: If you are not familiar with some or all of these moves, examples can be found on www.youtube.com. Alternatively, ask more experienced footballers from the group to demonstrate each move, and make sure that there is a more experienced player in each group of four.

- Ask students to practice these techniques in small groups (of around 4). They should practice the moves both with and without a ball.
- Play the students a song (we suggest 'Back to Black' by Amy Winehouse, but any rhythmic popular song will do).
- Explain that the students are to work in their groups to create a short choreographed dance to the song, using the football moves they have just practiced. They can decide whether or not to use balls as part of the dance.
- Encourage students to respect the rhythm of the song.
- Moves may be used more than once.

- Try to find a fluid progression between the moves.
- Not all of the group have to do the same moves at the same time (eg. 2 may be doing a chest, while 2 do a dummy, etc.)
- Allow students 15 minutes to work on their choreography before sharing with the rest of the group.

Lesson 5: Religious Studies

Is football the new religion?

Aim:

To compare similar aspects of the world's major religions, and to compare these with the growing international culture of football, discussing whether the game is replacing religion on a social and spiritual level.

Objectives:

- To discuss and identify the ritualistic aspects of the major religions
- To compare the spiritual and social aspects of organised religions
- To compare aspects of organised religion and organised sport

National curriculum links:

RELIGIOUS STUDIES: KS4 AO1, AO2

Materials:

Information Sheets RS 1 and 2 (included in this document)

Activities:

1. Read Information Sheet RS 1.
2. With a partner, complete the table with information about how many followers there are for each of the different faiths mentioned.
3. In small groups, discuss the religions in the table. Make a list of all the elements that make up the ritual of worship for each religion.

Note: encourage students to think about the practical manifestations of worship, including place (church, temple, mosque etc), singing or chanting, veneration of gods/idols, taking of food/drink etc.

4. Compare the lists you have made, making another list of all the similarities between them.

5. Now, in the same group make a list of all the elements that make up the ritual of going to a football match. If you have never been to a match, imagine what it must be like.

Note: encourage students to think again about the manifestations of this sporting ritual, including place, chanting/singing etc.

6. Now compare your 'religion' list with your 'football' list. What are the similarities and differences? Is football becoming the new religion?
7. Read Information Sheet RS 2. High-light all the reasons suggested that football IS the new religion and all the reasons that it is NOT.

Note: Information Sheet 2 is an extra reading option. Otherwise, do the same exercise through discussion in pairs.

8. Teacher: split the class into small groups of three or four. Half of the groups will prepare to argue that football is becoming the new religion, and half that it is not. Then either:
 - 1) Team up two groups representing opposite views, or
 - 2) Facilitate a whole-class debate

Alternatively, if the class seems to have a mix of views, you could ask them to team up according to their individual opinion.

This may be a sensitive topic to approach. Look at the 'Introduction' pages in these resources for further guidance on leading discussion.

Activity Sheet: Religious studies 1

Is football becoming the religion of the masses?

Roman Catholicism is the league champion of the world's religions with 18.7% of the global population supporting this giant club.

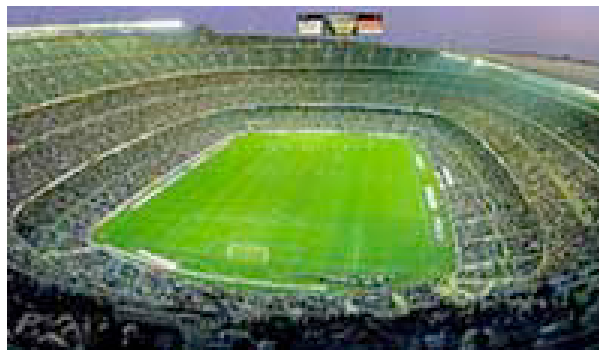
Christianity as a whole claims a massive 2 billion adherents, narrowly beating Islam to the top spot, which with its 1.3 billion followers gets 18.3% and has to settle for the runners-up medal.

Hinduism is in fourth place this season, with 900 million fans packing the temples, and Buddhism further down the table with 360 million members.

The Sikhs enjoy full support of their 23 million members this season, with Judaism in seventh place with 14 million supporters.

Many self-professed Christians claim to be so because their grandparents used to go to church. Perhaps they have also been christened. But most are far more likely to spend Sunday mornings watching TV whilst nursing a hangover rather than attending church. Agnostic is a term much more suitable for describing these 'Christians', and indeed the many non-practicing members of other faiths. Officially this point of view already represents 16.3% of the population, its 1.1 billion members (including atheists and the non-religious) making it the number three 'religion' in the world faith league.

But if we moderate this figure with the actual number of non-practising faithful, then it would almost certainly claim league domination. So where are the people going? Are we turning into faithless heathens or are we finding alternative gods? Football is becoming more and more popular throughout the world. Is it possible that a sport could be replacing Christianity as the religion of the masses?



Use the information in the article above to complete the table.

Religion	Number of Followers
1.	2 billion
2. Islam	
3.	
4. Hinduism	
5.	
6.	23 million
7.	

Activity Sheet: Religious studies 2

Praying to win

Whether you think football is a religion obviously depends on what you think religion is. And given that the definition of religion is "contested" - as we like to say in polite circles - this discussion has the potential to run on endlessly for years to come. So is football really a religion? Some people have likened players to deities who are worshipped in the sacred space of the hallowed football ground. All I can say to that is that it bears little relation to my experience of watching West Bromwich Albion play. When you go out with a worsening cold on a freezing winter's night to watch your team getting knocked out of the League Cup by Hereford United, then worship is not exactly the best way to describe your feelings towards the players. It's true that we do sing Psalm 23 (The Lord's My Shepherd) at the Hawthorns on a regular basis, but this is usually as an expression of gratitude to whatever miraculous force has allowed the Albion to build up a lead.

It is easy enough to see how football could be counted as a religion, if a religion is a force that binds people into communities focussed around common values, stories and symbols. The emotional intensity of football fandom is one in which people become bound to the stories (eg of previous triumphs) and symbols (eg the football shirt) of their club. The intensity of this attachment is such that true fans remain loyal to their club for their whole lives regardless of what other relationships may change for them, and the idea of abandoning support of one club for another would be seen as a total act of perversion.

Unlike other forms of religion in which people believe they are connecting with some God or divine force, with football, people realise that the source and focus of their devotion is nothing more or less than a social group - the football club. So in this sense it does not fit into the religious category.

In a modern world, in which people's sense of identity and belonging are often uncertain, it is easy to see why the sense of community offered by football fandom can exert such a strong appeal. As people are less inclined to turn to traditional forms of religion for a sense of identity and belonging, so alternative secular sources of community have become increasingly important, such as national or ethnic groups, family or friendship networks. Football fandom forms part of this phenomenon, offering its participants the opportunity - if only for part of their lives - to know who they are, what they are committed to and where they belong. This is obviously something picked up by marketing departments who are careful to use the passion and belonging of football fandom as the hook on

which to sell their product ("Heroes come and go. Our Passion is Forever", as the recent Sky bill-boards put it).

Football clubs were originally set up to provide tangible benefits for people in local communities and many still do this. Football can still be an extraordinary source of pleasure, as well as a remarkable force for bringing people together across different cultural divides. But when we turn uncritically to football clubs as a source of identity and community - when football clubs start to become sacred things in their own right - it's worth taking time out to think about whether we're asking too much of football. Is there a point, we might ask, at which football becomes too important for us?

Lesson 6: Drama

What do the characters learn?

Aim:

To explore how the characters learn and change over the course of the play.

Objectives:

- To understand the inter-connection between relationships and views.
- To understand that personal views may change in relation to other people and events.
- To demonstrate how the characters' relationships and views change over the course of the play.

National Curriculum Links:

DRAMA: KS4 AO1, AO2, AO3

CITIZENSHIP: KS4 AO2, AO3

Materials:

- Play Synopsis (see Preparatory Lessons)
- Possibly white board and pen

Activities:

- 1) Divide the class into groups of four. Ask them to tell the story of Full Time as succinctly and accurately as possible in one of the following ways (you may like to refer to the play synopsis in Preparatory Lessons to help you):

- Freeze Frames (max. 7)

- Freeze Frames with captions (max. 5)
- Speed improvisation (max. time 1 min)

Share and discuss the differences between the versions.

2) Ask the students to create a series of four freeze-frames of the relationships between four characters at the following moments of the play. The aim is to capture how the relationships change:

- At the start of the play
- Mid-way through scene eight, in which Sabina tries to kiss Ryan
- Later in scene eight, when Ryan, Omar and Jez meet on the bench
- The end of the play

Note: It may also be interesting to include one of Ryan’s family before the start of the play when his mother was still alive, i.e. to introduce the idea of how her death has affected the views and relationships of Ryan and Steve. Alternatively, Omar and Sabina’s family, showing how their attitudes change.

Extension Exercise

You could ask the groups to “morph” their freeze-frames into each other i.e. show the transition from one freeze-frame to the next as a slow merging process. Can they do this in such a way as to teach us something further about the changing relationships? (they may also need to change character).

3) Watch the groups and use this as a springboard to discuss how the characters change over the course of the play. Why? What do they each learn? If you intend to continue to the next exercise it may be useful to note down the ideas that are suggested for each of the characters.

- 4) Divide the class into pairs. Each pair can choose which of the four main characters from the play they want to work on (Ryan, Omar, Sabina or Jez).

In their pairs they must work on the following role-plays/invisible scenes from the story. The focus is to demonstrate how the characters change over the play, and thus one scene is near the start and one at the end of the play:

Ryan

1. Ryan and his football coach

When: After scene three, his conversation with his dad about working.

Things to include:

- Ryan's attitude towards his father
- Ryan's attitude towards football, and reasons for wanting to play

2. Ryan and his coach

When: At the end of the play

Things to include:

- Ryan's attitude towards his father
- Ryan's decision whether or not to be an openly gay footballer

Sabina

1. Sabina with a friend

When: After scene two, Sabina's first conversation with Ryan about girls playing football

Things to include:

- Sabina's attitude towards women/girls playing football

- Sabina's attitude towards her relationship with Ryan

2. Sabina with a friend

When: At the end of the play

What to include:

- Sabina's attitude towards girls/women playing football
- Sabina's attitude towards her relationship with Ryan

Omar

1. Omar with a friend

When: At the beginning of the play, just after he's been beaten up by Jez

What to include:

- Omar's attitude towards Jez
- Omar's attitude towards girls/women playing football

2. Omar with a friend

When: At the end of the play

What to include:

- Omar's reaction to his trial. Has he heard the results? Does he still think that being Asian will affect his chances?
- Omar's reaction to Ryan's sexuality, and why he left Ryan with Jez
- Omar's reaction to his sister playing football

Jez

1. Jez with his brother/sister

When: At the beginning of the play, just after he's beaten up Omar

What to include:

- Jez's attitude towards people of Asian origin
- Jez's attitude towards playing football

2. Jez with his brother/sister

When: At the end of the play

What to include:

- Jez's attitude towards people of Asian origin
- Jez's attitude towards homosexuals playing footballer

Allow 10-15 minutes for the pairs to work on their scenes.

Watch some/all of the scenes. Ask students to comment on anything new they have discovered about what the characters learnt. What have they learnt themselves from doing this exercise?

Lesson 7: English

Looking at Language

Aim:

To explore how language is used in media writing about football (reading/listening and writing)

Objectives:

- To analyse use of dramatic language
- To discuss the distinction between banter/teasing and abusive/objectionable language
- To compare broadsheet and tabloid styles of journalism
- To write an article in one of these styles

National Curriculum Links:

ENGLISH: AO1, AO2

Materials:

Information Sheets English: Articles 1,2 and 3

Note: As an alternative to reading, you could carry out exercises 1 and 2 as listening exercises. For this, read the articles aloud twice, and ask the students to answer the questions below.

Activities:

- 1) Read articles 1 and 2 from Information Sheet English (Included in this document)

Make a list of the words used to describe the women featuring in each article, then compare with a partner and discuss the following questions:

- What words/phrases have the biggest impact on you? Why?
- What does the article focus on? What are its main themes?
- Does it tend to use facts or opinions?
- What impact does the article have on you?
- Do you think this is the aim of the piece?
- Does it present a balanced view of the story?
- Which kind of newspapers are each of the articles sourced from? (Broad-sheet e.g. The Times, The Guardian or Tabloid, e.g. The Sun, The Daily Mirror).

2) In the play, Omar and Ryan discuss the difference between banter and abusive language.

Look at the following extract from the play:

Ryan: It's just football fans. They like to have a dig. D'you know what they chant to Dean Gherkin? 'Liked McDonalds, you're not even liked in McDonalds'. Or Andy Goram. Schizophrenic-

Omar: 'There's only two Andy Gorams...'

Ryan: We'll have a pop at anyone.

Omar: 'Why don't Asians play football? Because every time they get a corner, they build a shop on it'.

Ryan: See, that's funny.

Omar: Yeah, but there's a line. Between banter and abuse. Between having a laugh and bullying the hell out of someone...I don't need that crap.

Ryan: Then fight back.

Discuss: Are the jokes that the boys discuss funny or offensive/abusive? Who decides whether language is offensive? Where is the line between banter and verbal bullying? Does verbal bullying lead to violent abuse?

3) Read article 3 from Information Sheet English.

Make a list of 8 forms of bullying that are mentioned in the article.

Compare your list with a partner, and discuss the following questions:

- What words/phrases have the biggest impact on you? Why?
- What does the article focus on? What are its main themes?
- What impact does the article have on you?
- Do you think this is the aim of the piece?

4) Use the information from all the articles on Information Sheet English and what you have learned from the play, to write your own piece about one of the main issues or events in the play. Possible issues or events might be:

- Bullying
- Women's football
- Homophobia in football
- Racism in football
- Football as a way of bringing people together

Before starting, decide if your article is going to be:

- emotive or objective

- for a Tabloid or Broadsheet Newspaper

Give your article a headline, then write your article.

You may need to refer your students to further resources. See RESOURCES.

Note: If short on time, exercise 4 can be set as homework.

Activity Sheet English 1

Article 1

Sexy ref aims for top job, Offside rule ... pretty Lisa's top job

Luscious Lisa Rashid gets to whistle at fellas when she's at work - as a football referee. The 18-year-old has set her sights on being the first woman to take charge of Premiership matches. And the 5ft 4ins official is not scared of tirades from the likes of Man Utd's Wayne Rooney.

She said: *"It can't be worse than refing at Sunday League football when everyone's been out on a Saturday night!"*

Lisa, from Birmingham, has been a referee for four years and is now at senior county level.

She said proudly: *"I sent off two players in my first two matches."*

Lisa, who has four A-Levels, also runs the line at Conference level. But she is being fast-tracked by the FA and could be in the Premiership in five years.

But if that fails, the Aston Villa supporter, whose dad Abdul was the club's commercial manager, could make it as a manager. The qualified football coach already has a job lined up to teach kids at a primary school.

Lisa said: *"I've got my hopes but I'm not getting carried away. I watch top refs on TV and I know how much hard work and dedication it's taken to get there."*

Article 2

Football's sexism hurt her. But it won't stop her being a referee

Amy Rayner made global news when she was verbally abused by a manager. Now she speaks for the first time about the controversy

The accusation was about as bad as it could be in the male-dominated world of professional football. Not only had the assistant referee, Amy Rayner, failed to flag for a penalty but she was also, unfortunately, a woman.

Last night Rayner broke her silence about the abuse she received from Luton Town manager Mike Newell during a match in November and lamented that sexism in English football is still considered acceptable while racism is routinely condemned.

Newell had blamed her for his team losing 3-2 and said that her appointment smacked of token political correctness. *'This is championship football,'* he said. *'This is not park football, so what are women doing here? She should not be here. I know that sounds sexist, but I am sexist.'*

Rayner, 29, who has been refereeing for 15 years, railed against those senior figures in football and the media who failed to condemn Newell after the match against Queen's Park Rangers. *'If it had been a racist comment, I don't think papers would dare to have a poll on whether people agree or disagree. They would be too afraid to print things like that. But if it's sexism it's somehow acceptable,'* she said.

Brian Barwick, chief executive of the FA, and Neale Barry, head of senior referee development, gave Rayner their full backing at the time and Newell has since called Rayner to apologise, but refuses to retract his comments. Next week he faces Football Association charges of improper conduct for his outburst.

Rayner recalled the furore that followed: *'I didn't think it would blow up in the way that it did. It really upset my family. I had radio interview requests from Australia, and even my parents' local paper in Spain ran a piece on it. How can one person's opinion make all those headlines?'*

'Nobody even looked at the decisions. One paper said, "Amy will either go home and cry and eat chocolate cake, or come back and say she's had a bad day at the office," the assumption being I'd had a bad game. But the referee and the assessor [the official who reports on referees' performances] didn't seem to think so. I was never judged on my performance.'

She is not the first female referee to make headlines for the wrong reasons. Last year 19-year-old senior county level referee Lisa Rashid was featured in a paper under the headline, 'Sexy ref aims for top job'. Rayner rolled her eyes at the memory.

'Something about whistling at men at work. That's the kind of image we're trying to avoid,' she said. 'We try to put ourselves on a level playing field and things like that are 10 steps back.'

Rayner took her first referee's qualification aged 13 after being unable to find a girls' team to play for. She is not the first woman match official in the league - in 1997 Wendy Toms, now retired, got as far as the Premiership. Still, provision for women in the game is unwelcoming, to say the least. Rayner rarely has a separate changing room from her male colleagues. *'I'll just tuck myself behind the shower curtain or sometimes there's a corner to go round, or we take it in turns to shower and change. But that's life.'*

She regularly puts up with crowd abuse and false preconceptions. *'You mean I'm not a lesbian?' she smiled. 'People tend to assume, but I have a boyfriend. It's sad, because it shouldn't matter anyway.'*

The FA is pushing to recruit more female officials into the game. There are 30,500 registered referees in England, only 985 of whom are women, and only 14 of those have made it beyond county level. The governing body is committed to supporting women in the game and is actively recruiting more women refs.

But Rayner says the numbers shouldn't matter. *'It's always got to be on merit and not percentages, as long as women are being given the opportunities. Getting into the Football League is massive. The next obvious move would be football league referee or running the line in the Premiership. Competition at this level is very tight, but it would be fantastic.'*

Article 3

Smack in the mouth that ended my bullying career

Blue wristbands is about as close as most people think footballers come to the issue of bullying. No doubt a few Premiership stars will take to the pitch wearing the wristbands for National Anti-Bullying week. Good on them - it's a major issue for kids in this country, and more than 25 per cent of calls made to Childline are about bullying. But plenty of us have first-hand experience, too.

A few years ago, my son was bullied at school and was too scared to say anything about it. I was playing for West Ham at the time. Every time I had a bad game, he'd get slaughtered; if I had a good game, he was flavour of the month.

In my schooldays, it was the kids with special needs who got it most. A recent report for Mencap found that about 90 per cent of kids with learning difficulties are bullied. We've made no progress in 25 years? That's unbelievable.

At school, I was both bullied and a bully. I got picked on for being mixed race, and at the same time I picked on others for things that made them stand out. But one day, when I was 13, I picked on the wrong kid. He was a square who played rugby, and he turned around and smacked me in the mouth. The whole school seemed to hang out the windows shouting, 'Fight! Fight! Fight!' That moment had a profound effect on me. I looked at everyone baying for blood and thought 'what's it all about?'. I walked off. Bullying career over.

Football, with all its glitz and glamour, isn't a million miles away from that school mentality - that intense, hostile environment where everyone's competitively programmed, wound up like a clockwork toy.

I remember that feeling most as an apprentice at Watford. It was my first encounter with football 'banter' and I didn't like it. I'd be cleaning the showers and getting it in the ear about my mum, my gran, my girlfriend. I was a bit of a misfit.

As the saying goes, it made me stronger. I was better able to face fans' abuse on the pitch. As an apprentice you expect it, you're told that's part of the initiation: if you don't survive you won't make it in football.

But if the confidence gets knocked out of someone because they can't trust their own team-mates, where's the good in that? The distinction needs to be made between banter and abuse. I remember hearing horrific stories from a former team-mate at Watford who was black. Some of the other players would set upon him in the boot-room, cover him in boot polish and give him a good hiding - all in the name of fun.

The coach's favourite is another classroom parallel. It tends to rub everyone up the wrong way and the player can't then integrate into the team. I've seen players walk off in training - and get away with it - because they are the favourite. Then who has the power?

And then there are the fans. My gut instinct is that fans who have paid for their tickets can shout whatever they like, within the rules of the game. I prepare for it. I visualise them giving me stick before every match. But there are occasions where fan abuse crosses a line of decency. At Aston Villa, I was involved in a fatal car crash. Away to West Ham a few weeks later, the fans sang: 'James is a murderer.' That was too much. It isn't just the player who hears it, it's their families too. All in the name of entertainment.

The media can bully, too - although the flip side to this is ridiculous adoration. And it can change from one to the other in a second.

The problem is that no high-earning footballer is ever going to stick his hand up and complain about bullying, and no young player breaking through is going to risk everything by complaining about a senior colleague.

Wristbands and photo opportunities are fine for promoting awareness of the problems children face, but if it's still an issue even at the top end of football then who are we kidding?

Lesson 8: Information and Communication Technology

Aim:

To use the internet to research a topic, and transfer information from the web into a PowerPoint presentation.

Objectives:

- To select relevant information from suggested sources
- To use PowerPoint as an aid to public presentation

National Curriculum Links:

1.2a, 1.3c, 1.5a,b, 2.1, 2.2, 2.3

Resources:

Internet access- one station per group of 2/3
PowerPoint application (PC) or Keynote (Mac)

Activities:

Divide the class into small groups of two or three. Ask the students to discuss the main themes of the play, and report back to the class.

Each group will decide on one of the main three themes to research: Sexism, Racism or Homophobia in football. They will create a short 2-3 minute PowerPoint presentation using facts, figures and anecdotes. Try to ensure that there is at least one group covers each of the topics.

Give each group the following list of web resources relating to each topic. These can also be found on the 'Resources' page of the Y Touring website:

www.ytouring.org.uk/productions/fulltime/education/Resources/resources.html

Several speakers from the organisations listed spoke at a workshop as part of the development of Full Time. Video clips of these presentations can be found at:

www.ytouring.org.uk/productions/fulltime/education/movies.html

There are also articles with background information on all of the social topics surrounding football at:

www.ytouring.org.uk/productions/fulltime/education/Articles/articles.html

In addition to the resources listed, students should use search engines to supplement their research.

Sexism in Football

Fair Game (magazine)

www.fgmag.com

Women's Football News

www.womenssoccerscene.com

Women's Sports Foundation

www.wsf.com

Racism in Football

Football Against Racism in Europe

www.farenet.org

Kick It Out

www.kickitout.org

Sporting Equals

www.sportingequals.com

Homophobia in Football

Pink News

www.pinknews.co.uk

Stonewall

www.stonewall.org.uk

General

Homeless World Cup

www.homelessworldcup.org

Sport England

www.sportengland.org

The Football Association

www.thefa.com

The Football Foundation

www.footballfoundation.org.uk

Students should gather relevant information, and in their groups produce a 2-3 minute presentation using PowerPoint. It should be stressed that the technology should be used as a visual aid to supplement the spoken part of the presentation.

Some or all of the groups present to the class.

Note: You may wish to set part of the task for homework, and have the students do their presentations in the next lesson

Lesson 9: History

Aim:

To transfer knowledge from historical sources to a written document

Objectives:

- To select relevant information and draw conclusions

National Curriculum Links:

1 a, b, 2 a, 3, 4 a, b, 5, 6 c

Activity

Reading

Ask the class to answer the following three questions in pairs (without referring to the information sheet):

1. In which year were women banned from playing football on Football Association member grounds?

a- 1897 b- 1921 c- 1945

2. When was the ban lifted?

a- 1971 b- 1951 c- 1981

3. On Boxing Day 1920, how many fans were at Goodison Park, Liverpool to see a ladies match?

a- 3000 b- 33,000 c- 53,000

Read number 1 on Information Sheet: History (included in this document) to check your answers, and feed back to the class. Are there any surprises?

Discussion

Now read the whole of the information sheet, and discuss these questions in pairs:

1. Why did women's football become popular between 1914 and 1918?
2. What were the reasons for the FA's ban on women's football in 1921?
3. Why did female players wear hats?
4. What made Lily Parr an exceptional character?

5. Is the general perception of women's football different today than it was when Parr was playing?

Ask several pairs to feed back to the class on each question.

Writing

Complete one of the following tasks:

1. Write an article in a local newspaper from 1920 about a Dick, Kerr's Ladies match. Include some background information about the team.
2. Write a brief comparative report on the perception of women's football from 1914 to the present day.

Note: You may wish to set the writing exercise for homework, and encourage students to carry out further research.

Activity Sheet 1. Dick, Kerr's Ladies: The History of Women's Football

Dick, Kerr's Ladies is the most famous early women's football team. The team was founded in Preston, Lancashire, England as a works' team for a company, Dick, Kerr & Co., owned by two Scots: W.B. Dick and John Kerr. The women joined the company in 1914 to help produce ammunition for the First World War.

The Beginning

Although women had been discouraged from playing football, it was believed that such organised sporting activity would be good for morale in wartime factories and would aid production, so competitive sport was encouraged. After beating the men of the factory in an informal game, the women of Dick, Kerr's formed a team, under the management of office worker Alfred Frankland. The team drew strong crowds, playing in charity fixtures against similar teams around the country and they raised money for many injured servicemen during and after the war. It also helped promote women's football around the country. The women were paid 10 shillings a game by Dick, Kerr & Co. to cover their expenses.

1920

The team played the first women's international in 1920, against France. The French team were from Paris and were led by the great patron of Women's sport in France, Alice Milliat (1884-1957). There were a total of 4 games played in the UK, the first at Deepdale, where the Dick, Kerr's Ladies won 2-0, the second match at Stockport was won by the Dick, Kerr's Ladies 5-2, the third game in Manchester drew 1-1 and the final was won by the French at Stamford Bridge in London with a score of 2-1. After the UK tour by the French, the Dick, Kerr Ladies went on to tour in France where they played in Paris, Roubaix, Havre and finally Rouen, drawing on three and winning the final game.

The French tour generated tremendous publicity for the team and on Boxing Day of 1920 they managed to draw a crowd of 53,000 spectators to watch a match at Goodison Park, Liverpool in a game against St. Helen's Ladies. The team were featured regularly in the Pathe newsreels of the day and players like Lily Parr and Alice Woods became an appealing draw at British football grounds.

Uniform

Their club colours were black and white jerseys and blue shorts and their England colours were white jerseys and blue shorts. The women also wore striped hats to cover their hair.

FA Ban

The popularity of the team led The Football Association to ban women's football at its members grounds on 5 December 1921. Ostensibly this was due of concerns that women were not physically able to play football, but there was a belief that the popularity of the team made some in the men's game feel threatened.

USA Tour

Despite the ban, the team continued to play on non-FA grounds. In late 1922 the team went on a tour of Canada and the U.S.A. On their arrival in Canada, they were told that they couldn't play, so they crossed the border into the USA. Once in the USA, they discovered they were due to be playing against men's teams, some of which included immigrants who had previously played in the British football league, plus at least one American who would go on to represent the US at the 1930 World Cup finals. Dick, Kerr's Ladies acquitted themselves well, winning three games, drawing three, and losing three.

They proved tough opponents. *"I played against them in 1922,"* recalled Paterson 'keeper Pete Renzulli. *"We were national champions and we had a hell of a job beating them."*

Later History

During its history the team played 828 games, winning 758, drawing 46, and losing 24. The teams' name changed to **Preston Ladies F.C.** in the latter part of the 1920s but carried on playing until 1965. The FA finally recognised women's football in 1971, 50 years after they had banned the game.

A Preston North End W.F.C. exists today (and is playing in the Women's Northern Championship), but is unrelated to this team.

Activity Sheet 2. Lily Parr

Lily Parr(Lillian) was born in 1905 in St Helens, Merseyside and died in 1978. In 2002 she was the only woman to be made an Inaugural Inductee into the English Football Hall of Fame at the National Football Museum for the United Kingdom. She is most well known for playing for The Dick, Kerr's Ladies team, which was founded in 1917 and based in Preston, Lancashire.

Career

Although she was sometimes referred to as being 6ft tall, she was actually 5ft 10in. Unlike women's teams today, Lily played against both male and female teams and she reputedly had a harder shot than any male player. She had started life playing football with her brothers on waste ground in St Helens, before playing for the St Helen's Ladies team. It was there she spotted and recruited into the Dick, Kerr's Ladies for a job in the Dick, Kerr & Co. factory in Preston and 10 shillings in expenses per game. Lily scored 43 goals for the team in her first season, when she was only 14 years old. She totalled more than 900 goals in her career between 1919 and 1951. Lily also played in the first ever recognized women's international football tournament between England and France in London in 1920. There were 4 games in total, which included a crowd of 25,000 that saw the Dick, Kerr's Ladies win 2-0 at Deepdale, home of Preston North End. The Dick, Kerr Ladies went on to tour France, playing against local French teams. They also toured Canada and the USA in 1922, after the 1921 Football Association ban on women playing on any of their member grounds. In the USA they played nine games against men's teams. They won three, drew three and lost three games.

Personal life

Lily was born in a rented house in Union St, Gerrards Bridge, which at the time was the most deprived and poverty-stricken part of St. Helens. She was the 4th child of 7 to George and Sarah(Sal) Parr. Gerrards Bridge was largely home to the descendants of Irish Catholic labourers. Her father, George, was a labourer at the local Glass factory and her family rented out space in their yard and rooms in their house for extra income. During her time working for Dick, Kerr & Co she lodged in Preston with one of her teammates, Alice Norris. She was good friends with her team-mate Alice Woods, who was

also from St Helens. While playing for the Dick, Kerr's Ladies she was noted for her large appetite and almost constantly smoking Woodbine cigarettes. After working in the Dick, Kerr & Co. factory Lily trained as a nurse. She worked in the Whittingham hospital, a mental hospital, until she retired as a Ward Sister. While working at the hospital she continued to play women's football for the Preston Ladies until 1951. This included taking part in further tours of France and Belgium.

Lily lived out most of the rest of her life in Goosnargh, near Preston, with her partner, Mary. She lived openly as a lesbian and is a noted individual in British Gay and Lesbian history. Along with this she is particularly respected as she came from a working class background. With the help of her partner Mary's organisational skills, she became the first member of her family to own her own home. Lily died of breast cancer in 1978 and is buried in the town of her birth, St Helens, Merseyside. Her beneficiary was her nephew, Roy Parr, with whom she had a strong relationship.