

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.

- Racist and homophobic abuse are both equally sickening and unacceptable.
- Girls and boys should be able to play in mixed football teams after the age of eleven.
- There must be professional gay players but they are too afraid of the reaction of colleagues and fans to come out.
- Women can't throw.
- Asian players are marginalised by the game.
- Violence and anti social behaviour is part of football, and that won't change.
- Stewards should identify fans who shout homophobic abuse and the police should arrest and charge them.