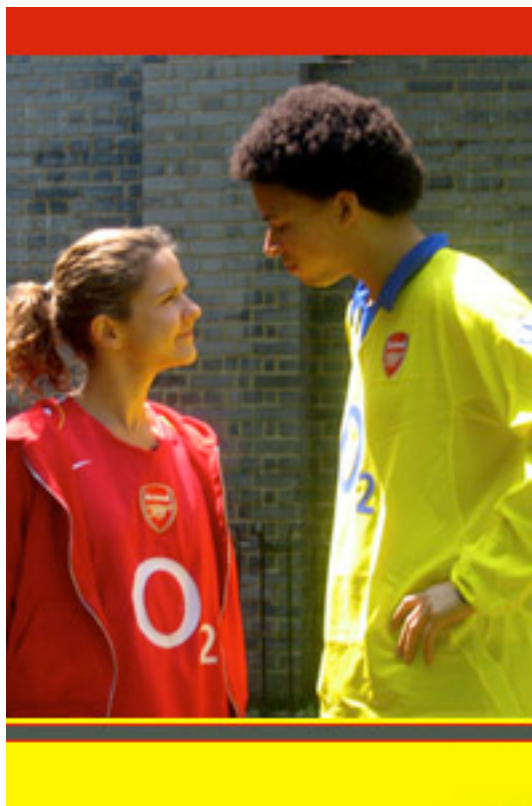


INTRODUCTION



YOUTH CULTURE AND FOOTBALL

Full Time Teachers Resource

Introduction

Full Time explores some challenging and often sensitive issues such as racism, sexism and homophobic bullying in football, and is the seventh in the Creating the Debate series of projects developed and produced by Y Touring. The Football Foundation and Central YMCA have funded this project, which has been developed and delivered by Y Touring theatre company, in partnership with the Football Association and the Women's Sport Foundation.

Aims

Full Time aims, through theatre and debate, to:

- Engage young people in an informed debate about the current youth culture surrounding football
- To challenge underlying attitudes related to racism, sexism and homophobia
- To widen access to the game, particularly among girls and Asian communities

The development of Full Time

Full Time was developed and delivered by Y Touring in partnership with the Football Association and the Women's Sport's Foundation. The project developed out of a growing concern surrounding football's youth culture, especially issues of racism, sexism and homophobia at both grass-roots and professional levels.

The process of creating Full Time relied upon the in-put of various experts from an advisory group made up of the Football Association, Stonewall, Kick It Out, Sporting Equals and the Women's Sports Foundation. Representatives from these organisations were invited, along with young people from local schools, to participate in a workshop exploring perceptions around the issues the project proposed to explore. (For further information about the invited speakers, and film footage of their presentations, please see the x page of this website).

Some of the exercises found in the Preparatory Lessons included in these resources were used during the workshop to gain insight into peoples' perceptions and attitudes. Following the workshop, four playwrights submitted synopses of which the advisory group chose Full Time by Rachel Wagstaff to commission as a full play.

The advisory group continued to contribute to the project by providing feedback on both the synopsis and the drafts of Full Time. The final stages of the project are a three-week rehearsal process at Y Touring's studio in Kings Cross, London, followed by a 5-week pilot tour.

We hope that you have enjoyed Full Time, and will find these resources a useful complement to the production.

Using the Full Time Education Resources

Not all material will be appropriate to your group's needs or attainment levels. Be prepared to select and adapt the material according to your own judgement, that of your staff team and your joint perceptions of:

- your group's personal experiences of bullying
- your group's abilities and skills
- your group's cultural and religious backgrounds
- group dynamics

Discussion

In discussions, the views of all students should be heard wherever possible. It may be necessary to speak for groups of individuals who are too vulnerable or not represented in the classroom.

Try to avoid using students as representatives of their religious or cultural groups. If a student makes a prejudiced remark, try to respond by asking for their reasons and by giving hard factual information in a neutral way.

Remember, values are learnt informally, by example. Be aware of your own values, attitudes and assumptions, so that you can avoid promoting them unconsciously or inappropriately.

Sensitive issues

Please remember and respect the personal histories and experiences of individuals within your student group. There may be students who have direct or indirect experience of mental illness.

It will assist you if you can find out some of the background of your group before starting work on the programme. If there are personal experiences of racist, sexist or homophobic bullying the group will need to be prepared to provide support and a trusting atmosphere for discussion.

Preparatory Lessons

If short on time, we suggest that you prioritise the 'What does it mean' and the 'What do we think' activities, as they offer the most direct way for students and teachers to prepare for both the play and the debate.