

Off-field curriculum guide

Racism
in sport

Years 3 - 4

Session Overview

The purpose of these lesson plans is to provide educators with a vehicle to explore and discuss stereotypes and perceptions around three main societal strands, using AFL/AFLW as a lens.

All lesson plans are linked to the Australian Curriculum and address the following key themes and general capabilities

- › Cultural and Ethical understanding
- › Identity and Belonging
- › Health and Physical Wellbeing
- › Adversity

Curriculum/General Capabilities

- › Literacy
- › Media Studies
- › Information and Communication Technology (ICT) Capability
- › Critical and Creative Thinking Personal and Social Capability
- › Ethical Understanding
- › Intercultural Understanding
- › Aboriginal and Torres Strait Islander Histories and Cultures

Resource

This education resource comprises of three complete units of work, each broken into three one-hour sessions, linked to the Australian Curriculum, including methods for assessment.

Considerations

Consider any personal sensitivity amongst students. You could inform students that you will be exploring some controversial subject matter and it is not your intention to upset anyone but if anyone is affected during the class they should feel free to raise their hand and ask to speak with you about how they are feeling.

Be aware that some students may express negative attitudes. It is important to allow them to voice their views and they should be explored, but this should be followed by clearly stating that as a community of learners, you don't tolerate offensive and harmful attitudes and promote the importance of respect towards difference.

Years 3 – 4

Racism in Sport

Unit One

Indigenous and Torres Strait Islander Involvement

With the Victorian Football League (VFL) becoming the Australian Football League (AFL) in 1990, there have been a significant number of Indigenous players who have played a senior AFL match. Since the inception of the Australian Football League Women's (AFLW) competition in 2017, the number of Aboriginal and Torres Strait Islander women who have played a senior match continues to grow.

Arguably, some of the greatest AFL players of all time come from an Indigenous background. Lauded as heroes on the field, these same players can be subject to racial vilification, on and off the field.

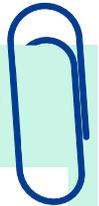
Racism in sport is a serious issue and one that we must all work together to address and overcome. The AFL does not tolerate vilification in any form and is committed to ensuring safe, welcoming and inclusive environments for all people involved in Australian Football.

In 1995, the AFL introduced Rule 30: Discrimination and Racial and Religious Vilification into the AFL player rules. This clearly signalled that racial and religious vilification would no longer be tolerated in Australian Football. Since the introduction of the initial Rule 30, which is now Rule 35 in the AFL Player Rules, the AFL and its affiliates have committed to educating the wider football industry on the destructive effects that vilification has on individuals, clubs and the game itself.

Despite the best efforts of the AFL, racism can still be a problem for players. The lessons for this unit are designed to get students discussing and thinking about the issue of racism in sport and ultimately, give them a chance to offer solutions that will facilitate change.

Session One

Introduction to identifying racism



LEARNING INTENTION

We are learning to:

- Identify what racism in sport looks like
- Understand how social media affects racism in positive and negative ways

SUCCESS CRITERIA

I can:

- Identify what racism looks like in football
- Discuss ways social media affects racism

Begin by asking the class if they understand the terms racism and casual racism. Ask students to share their understanding of the terms. On a whiteboard write down what the students are sharing, to refer to later.

Share with students the official definition (via Mirriam-Webster) or the term racism –

Simplified definition of racism

- 1 belief that certain races of people are by birth and nature superior to others
- 2 discrimination or hatred based on race

As a class write down as many examples as you can, of incidents where students have witnessed/heard about/read about - real life examples of definitions 1 and 2.

- 1 How did listening to the shared examples of racism make you feel?

- 2 Do you think it is fair to treat people differently because they are a different race or culture? Why/why not??

- 3 How do you think people become racist?

Session One

Introduction to identifying racism

Thinking about racial stereotypes and casual racism

Suggested teacher script:

Casual racism is a form of racism. It is often a result of racial stereotypes. Most often it refers to behaviours or situations involving negative stereotypes or prejudices about people on the basis of race, colour or ethnicity. Some examples include jokes, off-handed comments, and exclusion of people from social situations on the basis of race.

Some examples of racial stereotypes could be as follows:

- African Americans are good at basketball.
- Chinese people are good at math.
- Italians only eat pasta.
- All taxi drivers are Indian.

Racism and causal racism can come in many different forms, from ‘joking’ comments to offensive actions.

Do people know when they are being racist?

Share the following story with the class:

On 24 May 2013, during the AFL’s annual Indigenous Round, a 13-year-old Collingwood supporter called Sydney Swans player Adam Goodes an “ape”. Hearing the abuse, Adam Goodes pointed the girl out to security, who escorted her from the stadium. After the game, Collingwood president Eddie McGuire apologised to Adam Goodes on behalf of the club. Eddie McGuire said that Collingwood had a zero-tolerance policy towards racism, but also said that the girl did not know that what she had said was a racial slur.

Adam Goodes told the media that he was “gutted” and that he had “never been more hurt” but nevertheless called on the community to support the girl instead of blame her.

He spoke to her the following day after she phoned to apologise, saying that she had not realised how deeply it had affected him. Adam Goodes repeated that the girl should not be blamed; the environment that she grew up in was to blame for her attitudes and actions.

Pre Assessment

- 1 How old was the girl who insulted Adam Goodes?

- 2 Do you believe children and young people can be racist?

Yes No

- 3 Do you believe that calling someone names like ‘ape’ is racist?

Yes No

- 4 How did Adam Goodes say he felt after being insulted?

- 5 Do you think the girl knew she was being racist?

Yes No

- 6 Who does Adam Goodes blame for her racism?



Discuss student answers as a class, focusing on explaining that racist behaviour is unacceptable at any age. Ask students if they understand what Adam Goodes means when he says the environment she grew up in is to blame for her attitudes and actions. Be sure to focus on the no answers from the worksheet and correct these perceptions.

Session Two

Student content creation response Indigenous and Torres Strait Islander Players

LEARNING INTENTION

We are learning to:

- Understand the contribution of Indigenous players to the AFL
- Recognise the origins of Indigenous players
- Recognise how the AFL supports and respects Indigenous players
- Form an opinion discussing the prevalence of racism in sport

SUCCESS CRITERIA

I can:

- Discuss the contribution of Indigenous players to the game
- Recognise and discuss the origins of Indigenous players and how these differ from other players
- Understand how the AFL recognises and supports Indigenous players
- Formulate an opinion on racism in sport and provide evidence to support this

AFL Aboriginal & Torres Strait Islander Players



Using a projector, have the AFL Aboriginal and Torres Strait Islander Exhibition ready to share with the class. Focus on the captions for each photograph, asking students to pay close attention to an area of history or a player they might find the most interesting.

A picture is worth a 1000 words

Ask students to look closely at the images in the Exhibition. Choose one picture to reflect on or ask students to write a short analysis on each picture and their imagining of the story behind it.

Assessment activity sheet

- 1 Share 5 words on how you think the person or people in the image might be feeling.



- 2 Write a speech bubble on what you think the person/people in the image might be thinking.

- 3 Write a paragraph on what you think might have happened before/after this image was taken.

Session Two

Student content creation response Indigenous and Torres Strait Islander Players



4 Write a short story about this picture.

A large, empty rectangular box with a light green border occupies the majority of the page, intended for students to write their short story.

Session Two

Student content creation response Indigenous and Torres Strait Islander Players

Assessment activity options

Player Biography

Ask students to choose an Indigenous or Torres Strait Islander AFL/AFLW player, past or present, and research their life and involvement in the game.

Dreamtime at The G

Ask students to research and report on the Indigenous Round of the AFL, and Dreamtime at the G. How did this begin and why? Why is it important in the issue of combating racism in the AFL?

What is Reconciliation?

Ask students to research reconciliation and what this means. Research and report on the RAP for your club. How does your club support reconciliation? Why is reconciliation important? Club RAP's can be found on their websites under the tab Our People. The Sydney Swans RAP can be found here as an example <http://bit.ly/386rJab>

Choose a Guernsey

Ask students to search for images of the Indigenous round Guernsey's over the years. Choose one to research the background of and report back to the class.

Player Map

Ask students to identify all Aboriginal and Torres Strait Islander Players in the AFL, past and present and create a map of their origins, using the traditional Indigenous names for their regions of origin. This website will be helpful <https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia>

Letter to community

Write a letter to the wider community, sharing your thoughts and feelings about racism in sport. What would you like to see change? What would it mean to you to see these things change?

6 Word Story

Using only six words, define your view of racism.

Word Association

Thinking about racism in sport:

- Think of one word that sums up what you have learned during this unit
- In one minute, write as much as you can about what you have learned in this unit using that one word as a prompt

Journal

- During class discussion use your Journal to keep track of thoughts, feelings, ideas and responses to the content and discussion. Include ideas for ways you might combat racism daily.

Class debate

Read this quote together as a class. Form two groups to debate for and against this quote.

“We have to be respectful of all cultures and accept people for who they are. No one should be subjected to this hateful and vitriolic garbage.” <https://www.afl.com.au/news/130310/footy-world-rallies-around-eagle-after-racist-insta-taunts>

Session Three

Reflection – self/peer identity/social responsibility

LEARNING INTENTION

We are learning to:

- Discuss ways we can tackle racism in our world
- Understand why stamping out racism is important
- Be empathetic towards things we may not personally understand

SUCCESS CRITERIA

I can:

- Identify, discuss and implement ways to stop racism happening in my life
- Discuss why racism is wrong and unacceptable in all forms
- Show empathy towards others regardless of if I have experienced a similar thing or not

This session is about taking the time to reflect as a class on what students have learned and discovered and share their content creation pieces.

Refer back to the initial student responses from the beginning of session one. Read them together as a class and identify what has changed in terms of knowledge and understanding.

Begin by asking students if their own perceptions have changed. If so, how?

What do students feel they can do to help overcome racism in sport? How can they educate the wider community?

Questions could include:

- How might they combat racism in everyday life and or sport?
- Why is it important to combat racism?
- What does being an ally look like?

Group activity suggestions -

- Ask students to visit <https://itstopswithme.humanrights.gov.au/>

As a class discuss which resources would be helpful in creating a strategy document.

- As a class, create a strategy document to prevent/ combat the continuation of racism in sport.
- Create a code of conduct for social media commentary. Include suggested responses to negative comments and strategies for supporting one another in a positive way.
- Create a code of conduct for your class/school/club that includes a protocol for calling out/addressing those who do not abide by the code of conduct respectfully.
- Create a school RAP

Victorian and Australian Curriculum Links

SESSION ONE

Health and Physical Education

Personal, Social and Community Health

- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe ([VCHPEP090](#)), ([ACPPS035](#))

Intercultural Capability

Cultural Practices

- Compare their own and others cultural practices, showing how these may influence the ways people relate to each other ([VICICCB005](#))

Personal and Social Capability Relationships and Diversity

- Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion ([VCPSCSO020](#))
- Describe the ways in which similarities and differences can affect relationships ([VCPSCSO021](#))

SESSION TWO

English (Creating texts)

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose ([VCELY266](#)), ([ACELY1682](#))

Health and Physical Education (Personal, Social and Community Health)

- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe ([VCHPEP090](#)), ([ACPPS035](#))
- Identify and practise strategies to promote health, safety and wellbeing ([VCHPEP091](#)), ([ACPPS036](#))

Intercultural Capability (Cultural Practices)

- Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures ([VICICCB006](#))

Cultural Diversity

- Explain the role of cultural traditions in the development of personal, group and national identities ([VICICCD007](#))

Personal and Social Capability (Social Awareness and Management)

- Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion ([VCPSCSO020](#))
- Describe the ways in which similarities and differences can affect relationships ([VCPSCSO021](#))

SESSION THREE

Personal and Social Capability

Social Awareness and Management

- Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion ([VCPSCSO020](#))
- Describe the ways in which similarities and differences can affect relationships ([VCPSCSO021](#))

Health and PE

Contributing to healthy and active communities

- Describe strategies to make the classroom and playground healthy, safe and active spaces ([VCHPEP095](#)), ([ACPPS040](#))

Personal, Social and community health

- Explore strategies to manage physical, social and emotional change ([VCHPEP089](#)), ([ACPPS034](#))

Intercultural Capability

Cultural practices

- Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures ([VICICCB006](#))
- Compare their own and others cultural practices, showing how these may influence the ways people relate to each other ([VICICCB005](#))
- Identify how understandings between culturally diverse groups can be encouraged and achieved ([VICICCD008](#))

Further suggestions for teaching and learning - Useful Websites

[AFL Resources for inclusion and vilification discussions](#)
[AFL Vilification Policy](#)
[Creating a RAP](#)
[The Australian Dream Documentary IMDB page](#)
[Sir Doug Nicholls Documentary](#)
[Nicky Winmar on SBS](#)

