

# Off-field curriculum guide

Racism  
in sport

Years 7 - 8

# Racism in sport

## 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 7 – 8

## Racism in Sport

# Unit One

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### 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.

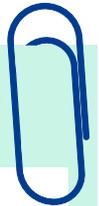
Racism in sport is a serious issue and one that we must all work together to address and overcome. The AFL does not tolerate vilification in any form and is committed to ensuring safe, welcoming and inclusive environments for all people involved in Australian Football.

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

Ask students to work together in groups to write down as many examples as they can, of incidents where they have witnessed/heard about/read about - real life examples of definitions 1 and 2. One member from each group should be nominated to share these examples with the whole class.

- 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? Write a short paragraph explaining your answer.

- 3 Where do you think racism comes from? 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.

Subtle or 'casual' racism can also appear in the form of a 'micro aggression'. This is an intentional or unintentional offensive message that targets a person based on their being a member of a minority group.

Some examples of micro aggressions:

- Intentionally choosing not to sit next to a person because you feel uncomfortable about the colour of their skin.
- Telling a person of a different race who was born and raised in Australia that they speak 'good English'
- Asking a person born in Australia 'where they come from', instead of asking about their cultural background
- Making fun of or joking about someone's background.

1 Share three examples of casual racism



2 Do you believe that casual racism is more acceptable than racism? Why? Why not?

3 Is there any situation where casual racism is acceptable? Write a paragraph explaining your answer.

## Session One

### Introduction to identifying racism

#### Pre Assessment

Ask students to complete the questionnaire provided. The questions are designed to get students thinking about gender equality stereotypes in sport.

Students should make note of their answers and thoughts whilst taking the survey, to reflect upon and share later.

#### Tuning In

As a class discuss the questions in the survey. Were there any questions that students had trouble deciding on an answer for? Ask students if they wish to further discuss any of the questions with the class.

#### AFL Aboriginal & Torres Strait Islander Players



Using a projector, have the AFL Aboriginal and Torres Strait Islander Exhibition ready to share with the class. You might like to start the conversation by using the discussion prompts.

#### Discussion Prompts

- › Do you believe that racism in sport is a problem? Why? Why not?
- › Why do you believe that racism is still a problem in sport in 2019?
- › How are the players combating racism?
- › How does social media, both negative and positive, affect racist stereotypes and the perpetuation of?
- › Do students feel that Aboriginal and Torres Strait Islander athletes are unfairly criticised in the media?
- › How does social media commentary affect these conversations?
- › How is the AFL addressing the issue of racism in sport?

#### Questionnaire

Answer the following questions using one of these terms: Strongly Disagree, Disagree, Undecided, Agree, Strongly Agree

- 1 I understand the meaning of the word racism

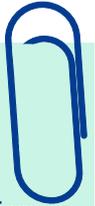
- 2 I think there is a problem with racism in Australian sport

- 3 I understand why racism is hurtful

- 4 I think it is important that the AFL acknowledge Indigenous peoples contribution to the sport

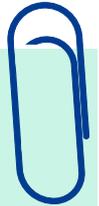
- 5 I know what to do if I think someone is being racist

- 6 I think the AFL Indigenous round and Dreamtime at the G are important



## Session Two

### Student content creation response



#### 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

Opposite are a selection of quotes from various media sources. Ask students to select one quote as the basis for an assessment piece, arguing for or against the statement. This can be one of the following –

- 1 Written essay response
- 2 Oral presentation
- 3 Podcast episode

This can also work as a class debate activity. Students should be sure to demonstrate prior learning in Session One, pertaining to stereotypes. Ask students to identify the stereotypes recognizable in their chosen quote at the end or the beginning of their assessment piece.

#### QUOTES

“Racism denies people the fundamental human right to be judged by their character, by what is inside.”

“Our game is about belonging. We want all Australians to feel they belong and that they have a stake in the game. We will not achieve this while racism and discrimination exists in our game.”

“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.”

“But a blanket ban on vociferous barracking is not the answer. Instead, the AFL needs to work with its passionate fans, rather than against them. It needs to demonstrate to fans how certain forms of abuse create unsafe environments, and to set clear limits indicating what forms of abuse are unacceptable beyond racial and religious vilification.”

“Challenging questions need to be asked and answered. Is it OK to call an umpire a “bald-headed flog”? Is it OK to tell a male player that he kicks “like a girl”?”

“The theatre of match day is one of the great sporting experiences, a place to be expressive and passionate about your team and the game, it always has been, it always will be.”

[Click on quotes to be directed to sources.](#)



## Session Two

### Student content creation response

**Ask students to examine the articles provided below alongside the Aboriginal and Torres Strait Islander Exhibition. Students are to choose a piece as the launch point to create a response to the subject of racism in sport, keeping in mind the discussion questions posed earlier.**

Their response should include supporting content links and examples and students own opinion and reflection on how their opinions may have changed.

This can be delivered back to the teacher/class in the following ways

- Written essay
- Podcast
- Video reflection



- [ABC - Racist trolls are undermining AFL. Here's how we fight back](#)
- [ABC - AFL apologises unreservedly for failures over racism faced by Adam Goodes](#)
- [AFL - AFL won't shy away from calling out social media racism](#)
- [The Age - Infamous AFL racism incidents](#)
- [Th Conversation - Loud, obnoxious and at times racist: the sordid history of AFL barracking](#)
- [SBS - Online racism almost stopped Collingwood's Travis Varcoe playing AFL](#)
- [National Museum Australia - Nicky Winmar's stand](#)
- [Sydney Morning Herald - Adam Goodes reveals the moment he decided to end his AFL career](#)
- [Kids News - AFL players condemn comments directed at Betts as 'disgusting, cowardly and racist'](#)



## 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?

#### 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

#### Further suggestions for teaching and learning

##### 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

##### Digital Scrapbook

- Choose one of the following applications to create your digital scrapbook; Pages, Keynote or Word.
- Name your Digital Scrapbook.
- Your name/Term/Start date.
- Save this to your desktop, you will be working on this throughout the duration of this unit.
- As you follow the directions that will be given to you for creation of a reflection piece, remember to cut and paste all URL's of all sites you use to research, create pieces, and access/find images/music/film links into your Digital Scrapbook.
- During tuning in/class discussion: Use your Digital Scrapbook to keep track of thoughts, feelings, ideas and responses to the content and discussion.

# Victorian and Australian Curriculum Links

## SESSION ONE

### Health and Physical Education Communicating and interacting for health and wellbeing.

- Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours ([ACPPS057](#)), ([VCHPEP111](#))

### Intercultural Capability Cultural Practices

- Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced ([VCICCB009](#))

### Personal and Social Capability Relationships and Diversity

- Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences ([VCPSCSO029](#))  
- Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual ([VCPSCSO030](#))

## SESSION TWO

### Health and Physical Education Communicating and interacting for health and wellbeing.

- Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours ([ACPPS057](#)), ([VCHPEP111](#))

**English - Interpreting, analysing, evaluating**  
- Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ([ACELY1713](#)), ([VCELY378](#)), ([VCELY412](#))  
- Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts ([ACELT1619](#)),

**Intercultural Capability - Cultural Diversity**  
- Identify the challenges and benefits of living and working in a culturally diverse society ([VCICCD015](#))  
**Cultural Practice**  
- Analyse the dynamic nature of own and others cultural practices in a range of contexts ([VCICCB013](#))

**Personal and Social Capability**  
**Recognition and expression of emotions**  
Describe how and why emotional responses may change in different contexts ([VCPSCSE034](#))

**Social Awareness and Management**  
- Investigate human rights and discuss how these contribute to a cohesive community ([VCPSCSO039](#))  
- Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed ([VCPSCSO040](#))

## 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 ([VCICCB006](#))  
- Compare their own and others cultural practices, showing how these may influence the ways people relate to each other ([VCICCB005](#))  
- Identify how understandings between culturally diverse groups can be encouraged and achieved ([VCICCD008](#))

