

# Activity One

## What are the behavioural issues in football and other sports?



### Citizenship – Learning Objective

To use the FA’s Respect programme as a subject to engage pupils in a topical and controversial issue and to engage in discussion and debate.

Through discussing these issues pupils will be provided with the means of reflecting on the interdependence of rights and responsibilities and duties and freedoms.



### Resources

- Teacher’s Resources – The background to football’s Respect programme. Why did it come about?
- ‘Lose Respect’ ‘Lose the Game’ advert



### Pupil Activity

Reflect on your own experiences of behaviour in football.

How do issues differ across football – From the Premier league or Championship to parks football?

Research other related campaigns – ‘Don’t X the line’, The Premier Leagues ‘Get on with the Game, the Football leagues’ Enjoy the Game’, UEFA’s ‘Respect’ initiative and the approach of other sports in England and other countries.

Discuss the FA’s Definition of Respect; ‘Respect is the collective responsibility of everyone in Football to create a fair, safe and enjoyable environment for the game to take place’ – What do the terms collective responsibility and fair, safe and enjoyable mean in this context?

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# Activity Two

## How do we express support or disapproval?



### Citizenship – Learning Objective

Pupils to reflect upon the ethical and moral issues raised in the Respect stories particularly those around how to express support or disapproval.



### Resources

- Matty’s Story
- Use of FA Respect Parents Guide – A Online course that can be accessed free of charge on [TheFA.com/Respect/leagues](https://www.thefa.com/Respect/leagues)
- ‘Are you losing it’ advert or ‘Elders and Betters’ (Resource DVD)
- ‘Enjoy the Match’ advert produced by the Football League



### Pupil Activity

Discuss the issues raised by the story

Why does Matty play football?

What is Stan’s experience of football?

What is the impact of Stan’s ‘support’ of his son?

How could Stan support his son more positively?

How could the other spectator’s influence Stan’s behaviour?

In the professional game does being a fan also provide you with the right to shout what you like about a player?

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# Activity Three

## Viewing the game through the experience of others



### Citizenship – Learning Objective

Pupils to reflect upon the issue of a Referee’s story as a way of exploring an issue from a viewpoint other than their own.

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### Resources

- Frank’s story
- Referees Respect advert
- ‘Are you losing it’ advert – Adult Player



### Pupil Activity

- Discuss the issue raised by the story
- Discuss the motivation of Frank – why is he a Referee?
- What demands does he have to deal with in the course of the game?
- What is his experience of his Saturday afternoon?
- How could this be improved?

# Activity Four

## Are those that finish first always the winners?



### Citizenship – Learning Objective

Pupils to reflect upon the ethical and moral issues raised in the Respect stories particularly around the concept of winning and losing

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### Resources

- Julia's Story



### Pupil Activity

Discuss the issues raised by the story.

Sara believes 'We've got to win – no one remembers losers' is this approach justified? Is it possible to win and play like Julia?

Oldthorpe FC finish as County Champions and Sara has been talent spotted. Do the ends justify the means?

# Activity Five

## What does it mean to be a leader and what qualities does it require?



### Citizenship – Learning Objective

Pupils to reflect upon the ethical and moral issues raised in the Respect stories particularly those around what it means to be a leader and the qualities that leadership require?

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### Resources

- The Respect Measures – Step 3
- Deon's story



### Pupil Activity

Discuss the issues raised by the story.

What is Deon's attitude to being a captain?

How does this change?

What is he required to do?

How does he feel about working with the Referee?

Identify other people who are or could make great captains – from football or elsewhere. What qualities do they have?

# Activity Six

## How can poor behaviour be challenged and changed?



### Citizenship – Learning Objective

To use a discussion around behaviour in football to also examine issues relating to social justice, personal rights, interdependence and how to challenge injustice

Pupils to use a discussion around the Respect materials and measures to look at ways of promoting behavioural change. Pupils to consider how best to deal with those people or organisation that fail to abide by agreed rules?



### Resources

- Respect Codes of Conduct
- FA Respect Posters
- Extract of FA Disciplinary Procedures



### Pupil Activity

Group Work – Develop your own codes of conduct for players, referees, coaches, spectators.

How do you want to be treated by fellow players, referees and coaches? Develop your own campaign material or produce a short film to increase awareness of the impact of poor behaviour in football and the adoption of Respect.

Devise your own ways of dealing with poor behaviour – Are fines and suspensions the best way to deal with poor behaviour?

Should the approach be the same for everyone whether this is a professional player or a local player?

What is the best way to promote good behaviour?  
How can you incentivise people to behave well?

How have other campaigns sought to change people's behaviour? Kick it Out? Smoking, Drink Driving?  
Motor Cycle safety

What role to professional players have to play in promoting Respect? Is it appropriate to expect them to be role models?

Are there other sports that football should look at? Are these other approaches appropriate for football?

Are there other practical measures that the FA could use?

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# Activity Seven

## From paper to practice – organising a Respect Tournament



### Citizenship – Learning Objective

Pupils to practically consolidate their work by the organisation of a 'Respect Tournament'



### Resources

- School Respect Ambassadors Guidance note



### Pupil Activity

Pupils to look at the entire process of organising and staging a tournament. This to include promotion, competition rules, tournament organisation, administration, tournament discipline, Refereeing and administering, promoting Respect

Schools to consider the appointment of Young leaders as Respect Ambassadors to provide opportunities to develop and exhibit leadership skills.

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