



# Games to Raise Awareness

If you want to set up a training, or an awareness-raising session, you may know that the ideal "cocktail" is one third of information, one third of games/exercises, and one third of debate.

A session including only information could be felt as too didactic or even boring, whereas a session with too much debate could be chaotic and lose sight of the initial goal.

Games or exercises can help to animate a training session, and allow the participants to interact with specific aspects of the programme.

This toolkit intends to give you some ideas about games and exercises that you can use alongside screening the Heroes of Football documentary, to get young people and adults thinking about how they can be more accepting and understanding of different groups.



## 1 The good player, the good team

**Participants:** 10-30 young people (preferably) or adults

**Duration:** Approximately 15 minutes

**Equipment:** A paperboard (preferably) or a white board, markers of different colors

**Goal:** This exercise helps the group to become aware of the importance of values such as tolerance or respect on the field, and anywhere else

### Part 1 – Ask the group "What are the qualities of a good footballer?"

Write the question on the top of the board and write down all the answers that the participants give e.g. "Speed, respect the rules, precision, fair-play".

Encourage the group to identify as many different qualities as possible (at least 12) e.g. physical qualities related to the game, and qualities related to the behaviour.

### Part 2 – Ask the group "What are the qualities of a good team?"

Write the question and answer on a new sheet. Responses might include: "Team spirit, cohesion, complementary games, respect of the coach". Encourage the group to identify at least 12 different answers.

### Part 3 – Ask the group to classify the qualities that they produced for the first question.

Circle their answers with different coloured markers to identify the following groups:

- Physical qualities (e.g. speed, strength, stamina)
- Playing qualities (e.g. precision, concentration)
- Behavioral qualities (e.g. fair-play, respect the rules, respect the opponent)



Set up a third sheet on which to write the behavioural qualities that they identify.

#### **Part 4 – Ask the group to classify the qualities that they produced for the second question.**

Use the same method as above to circle their answers, and write the additional Behavioral qualities on the third sheet.

#### **Part 5 – Kick off a debate about the qualities written on the third sheet.**

Some questions might include:

"Whose responsibility is it to develop the Physical qualities or the Playing qualities that you've mentioned?"

"Tell me about the behavioural qualities, how could we improve those?"

"If our country, or our society was a football team, how could we develop these values further?"

This debate allows us to introduce the idea that diversity, respect and tolerance are essential moral values. These values are also useful for the whole team to function well, and work towards being successful as one unit. Similarly, it would be great if the world worked in this way too.



## **2 Celebrities**

**Participants:** 10-20 young people or adults

**Duration:** 30 minutes

**Equipment:** Paperboard sheets, markers. Use a room that has enough space to separate the group into two, for example in two different rooms

*A co-trainer could be useful to speed up the instruction phase*

**Goal:** This exercise helps the group to understand and accept that prejudice and stereotypes are only generalisations, and are often based on incorrect assumptions.

### **Part 1 - The trainer introduces the concepts of stereotype and of prejudice**

A stereotype is a generalisation. Sometimes we use generalisations in our day-to-day life without thinking about it. For example, if you don't know how a machine works, you might assume that the green button would turn it on. If you're walking alone in a deserted part of the city and you see a large drunk man, you might assume that he's dangerous and take another street. These are two examples of making assumptions and in the second example, stereotyping a person.

Usually, people don't notice that they are using stereotypes because:

- 1 We use stereotypes in some situations everyday
- 2 A stereotype is not necessarily negative
- 3 You might think that the stereotype you use is true e.g. "all gay men are camp", or "all gay women are butch" because sometimes, that is how they are portrayed on television and in the media.

The problem is that some stereotypes turn into prejudices. A prejudice means that you have a preconceived opinion without knowing someone. Prejudices are generally negative and can lead to



stigmatization, discrimination, exclusion or and in some extreme cases, extermination.

## Part 2 – The trainer(s) explore pre-existing stereotypes about different groups of people

Divide the group in two (A and B) and give each subgroup a paperboard sheet and a marker, which they should split vertically into two columns. The following instructions should be given to each group without the other group hearing.

### *Instructions for Group A:*

In the column on the right, list all the stereotypical qualities about a specific group of people e.g. gay men. At this stage, there is no discussion within the group about whether they believe them or not; they are just creating a list. The title of the column could be "Some people think that gay men are..."

### *Instructions for the Group B:*

Give this group the same instructions as above but use a different group of people e.g. black people, gay women.

When the groups have completed this task, move on to the next part.

## Part 3 – Challenging stereotypes

The groups swap their sheets over and should list all of the celebrities / famous people that they know who belong to the category e.g. gay men, black people. They list their answers in the left hand column and use a column heading such as 'Famous gay men' and 'Famous black people'.

When the columns are full, the two groups gather together for a discussion. The trainer folds the two sheets so that only the column headings are shown e.g. "Gay men are..." and "Famous gay men".

The trainer asks each of the groups to choose a reporter and they both read out the items listed in

each column. The trainer then challenges stereotypes by asking questions such as:

"Do all of the stereotypes works for all the celebrities you have mentioned?"

"Is Thomas Hitzlsperger camp? ", "Was Nelson Mandela lazy?" and so on.

The conclusion is inevitably that, it is wrong to judge or pre-judge someone according to stereotypes. It can lead to injustice, stigmatisation and discrimination.

### Suggestions

- 1 Choose categories of people related to the dominant topic of discrimination e.g. homophobia, biphobia, transphobia.
- 2 Explain clearly that the listed stereotypes are NOT necessarily the opinion of the group that wrote them.
- 3 The trainer can help the groups to identify celebrities, but you might allow the group to use their smartphones to help with this part.
- 4 When the reporter read the list of stereotypes from his group, he/she could be asked to explain some answers e.g. What does this stereotype mean? Who is this celebrity?
- 5 If the group is larger than 20 people, it could be divided in three or four subgroups which allows for multiple categories of people. However, try to keep the duration of the exercise to 30 minutes.



### 3 Draw me a ...

**Participants:** *Young people or adults; any size of group*

**Duration:** *10 minutes*

**Equipment:** *Each member of the audience must have some paper and a pen. The trainer should have something like a watch or smartphone to keep time.*

**Goal:** *This exercise introduces the fact that a lot of us make assumptions about people based on stereotypes. Introduce the subject at the start of the session in a lighthearted way to relax the audience.*

#### Part 1 – Drawing exercise

Check that everyone has a sheet of paper and a pen. Explain that they will be asked to draw something but they will only have 20 seconds to draw it, and they will not be judged on the quality. Take your watch / smartphone and say: "You have 20 seconds to draw a gay man"  
After 20 seconds, the trainer says: "Stop your

drawing, take a new sheet of paper and now you have 20 seconds to draw a gay woman". This can continue with a number of different groups of people.

#### Part 2 – Drawing discussion

At the end of the exercise, the trainer asks the audience to take the first of their drawings e.g. the gay man, and give them 30 seconds to explain their drawing to the person who sits next to them. They should explain why they've chosen to draw them in that way.

The trainer asks to see all of their drawings and asks some questions based on their observations e.g. do all gay men have earrings, do all gay women have short hair? The trainer continues the debate using the other drawings to highlight that stereotyping people is wrong.

