



Spirit of the Game

Original Novel by Geoff Francis



Educational Resource Pack

by
Linda Porter

INTRODUCTION

My name is Linda Porter (B.A.,Cert.Ed.,MIPTI.,BFRP,MACTA,DIP.Phy,FMHET)

My background is a teacher, lecturer, therapist and Educational Consultant with a specialist involvement in Special Educational Needs and Behavioural Support. My Post Graduate research was in Evaluation methods when I headed the largest National Educational pilot project in decades – GNVQs!

Having a career spanning over 30 years in Education, the last 14 years have been spent in developing, researching and evaluating HET: Holistic Educational Therapy. A pioneering worldwide programme which has won commendations from OFSTED (UK standards in schools) and winning national accolades and awards. www.HETwebsite.com

I have worked with Geoff Francis for many years and have long been an admirer of his work as a writer and artist. Geoff has supported HET and run workshops to help young people with issues and challenges, in their many forms over the years. Therefore, I was highly delighted to be invited to field test his latest teenage novel with a group of some very complex young people, in my capacity as an ‘in-house’ consultant for an innovative alternative educational provider. Not only has the programme been great fun in which everyone readily engaged, but it has offered a huge insight into how well young people will respond to interactive meaningful and topical materials.

The pilot was carried out at a beacon alternative Educational Provider awarded ‘Good’ status from OFSTED. A very prestigious rating in the current climate! The College provides a unique service for some of the most complex and challenging young people in the country. As such, it proved to be a good and robust testing ground for the ‘*Spirit of the Game*’ programme.

With Geoff Francis’ short, sharp, punctuated writing style, *Spirit of the Game* could have been tailor made to address the limited attention span which is prevalent today. The pilot scheme provided the opportunity to address the many themes that Geoff has embedded and cleverly woven throughout the book, particularly racism, and which have dominated headlines throughout this last football season and in the build-up to Euro 2012.

The pilot scheme was delivered to individuals within a youth culture which is often aggressive, violent and steeped in racism, homophobic bullying, sexism and ageism. My international reputation has been built on turning around the lives of young people like this. The use of *Spirit of the Game* in a curriculum with these young people, proved to be exceptionally successful and throughout the programme I developed a companion teaching resource to accompany it.

This resource pack not only addresses the materials as a series of discussion points and topics which focus on literacy, comprehension and creative expression in young people, but extends their thinking and attitude into a range of curricular based activities which can lead to accreditation packages and qualifications. A further thread from this approach weaves into the HET programme of interactive materials, which I had already independently developed within the renowned Holistic Educational Therapy (HET) programme. HET provides stepping stone solutions which address the underlying issues behind complex, challenging and antisocial behaviour in a proven effective way that also engages parents.

The outcomes of the young person's experience through this programme can be accredited, even for the most disengaged learners (as can that of the parents). Learners have to discuss and explore the story, its themes, characters, author's voice and style at every stage and level. But more importantly they have to address the social issues raised in order to get an ASDAN certificate for a ten hour block of study. This provides a gateway leading to further projects, exploring what lies behind stereotypical attitudes in today's culture.

The participants are invited to explore the issues through media with which they are comfortable like rap, street art and hip hop plus social media such as You Tube and Facebook. This serves to make the book and programme, highly accessible and interactive for its intended audience.

The research projects are also accredited and can lead to short courses of specialist interest in football, sports fitness and peer mentoring programmes, as well as covering PSHE issues on drugs and sexual health awareness. ASDAN qualifications are equivalent to GCSE and AS levels and feature in educational league tables. Uniquely, parents are also able to gain certificates in working with their children through these projects. Completion of the programme has been found to reduce the need for some medications, such as those often prescribed for ADHD.

The fun doesn't stop there as there is also a CPD programme for professionals who can use their certificates towards their own career path, for example: foundation and master degrees.

HOW TO ACCREDIT YOUNG PEOPLE THROUGH THE 'SPIRIT OF THE GAME' NOVEL.

The system of accreditation we use is through an organisation called ASDAN. This stands for: Award Scheme Development Accreditation Network. It is:

- A charitable social enterprise with over 6,000 centres in the UK and overseas
- An Approved awarding organisation:
Registered with NQF & QCF
Regulated by OFQUAL
Recognised by DfE
- ASDAN award formal GCSE equivalent qualifications and are included in league tables.

ASDAN invite organisations to become accredited centres if they are in harmony with their vision and values. HET is one of those organisations, there are 50 of them worldwide. As such we are able to offer customised accredited certificates for 10 hour blocks of study. This programme is aimed at involving parents and carers as learning guides and companions on their child's learning journey.

- Learners are accredited with 1 credit (10 hours learning programme)
- Parents / carers are accredited for guiding and sharing the learning experience with the young person.
- Professional staff are accredited for accompanying the young person through the learning experience

The 10 hour learning projects and activities focus on a range of specific skills and knowledge. These can be applied by a young person and their learning guide within an integrated context through school, home and the community. In this case they have been focused around working with the 'Spirit of The Game' in a meaningful and relevant way that addresses some of the negative issues and demands made upon young people in society today, which often impedes their ability to learn.

On completion, there is scope for these certificates to lead towards full qualifications through short courses in areas such as Football, Sports and Fitness, Peer Mentoring etc. In turn these programmes can be used in gaining a qualification, such as 'Achievement in Personal Effectiveness' or 'Certificates in Personal Effectiveness.' More information in these qualifications can be found on www.HETwebsite.com.

The materials included in this resource are suitable for the 11 – 16 age range and can be adapted accordingly to that young person's level of ability.

To find out more about how to access the certificates for '*Spirit of the Game*'. Please visit www.HETwebsite.com

To find out more about setting up a '*Spirit of The Game*' football team and become part of the HET football league please visit: www.HETwebsite.com/HETfootball

HOW TO USE THESE MATERIALS:

The chapters are very short and as such they are very helpful in using with young people who often have a limited attention span or focus. In this respect it is often better to read one chapter at a time with the young person concerned and then follow up with the discussion points as you go along. This kind of approach is called 'punctuated learning'. In other words it is structured around lots of small breaks and different activities. Just to keep the interest and focus going for some young people. The discussion points could be written down or recorded or just used as points of conversation to explore a young person's understanding or point of view, with them. If you are working within an educational context and looking to get accreditation from the programme it is a good idea to record these responses in some way.

The vocabulary used in the novel 'pushes' young people in terms of comprehension and language skills and the discussion points are designed to ease them into that level of understanding. When working with a group of complex needs and autistic children, I used words from the novel that they didn't understand as a 'word for the day'. We would have reward points for whoever could use it most times throughout the day, in appropriate contexts. We would also follow that up with improving spelling by making as many words as we could from the letters that made up the word they didn't understand. By using techniques like this, I was able to bring each young person up a minimum of two whole national curriculum levels in just over 6 months.

Whilst on the topic of the 'use of language', Geoff has chosen to use very 'real' language and situations that our young people are bombarded with on a daily basis. There is explicit language and racial comment in the novel. I found this approach very helpful as a discussion point in its own right. We were able to explore issues around understanding and intent and to differentiate this in to times when it would cause offence and not be socially acceptable and what various consequences could be as a result of this inappropriateness. Again this was particularly successful with the autism and complex needs group as well as some of the year 8 children.

Some of the older ADHD students (15 + 16) were able to attend sessions as junior mentors to younger children and then they worked alongside each other in practical sessions, ensuring that Stan's approach was being followed to the letter!

A great backdrop to football coaching and establishing their own team / league for this group.

Whichever group I worked with, they enjoyed the story and one young man who aspires to be a writer enjoyed some online time, skypeing Geoff to discuss author's style and got himself some good mentoring and advice along the way – Thank you Geoff!

The discussion points lead into a variety of cross curricular activities and topics. These were adapted to the needs and interests of individual students as well as groups. This leads to tremendous scope and flexibility into how sessions around the novel and resource pack can be utilised.

For the College I was piloting these materials in, it was during the run up to the Olympics and we focused the activities, that could leave a legacy around 'being the best we could be' and creating something that highlighted Stan's message. It covered everything from writing novels, creating street art, recording rap, Dance and animation to playing on the FIFA 12 and Olympic games on X-box Kinect and working out the maths and moves in a game!

These events incorporated the Olympic values: FREDICE: Friendship, Respect, Excellence, Determination, Courage, Inspiration and Equality.

They included an art exhibition, HET football matches, rap sessions and MC – ing, X- Box FIFA 12 tournaments to mention but a few. This part of the project was managed by Ex – Olympic Athletics coach and HET consultant to the PHEW, Allan Jones (Physically Holistic Exercise Workout programme) who can be contacted through www.HETwebsite.com for anyone wanting more information on this.



The follow up activities incorporate numeracy, literacy and IT skills as well as other areas of the curriculum, and personal skills such as working with others, researching, making presentations, problem solving, discussion etc.



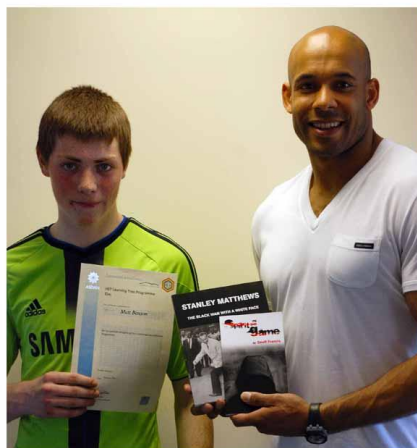
The third strand of this resource pack builds on therapeutic aspects of HET and how they interface with Stan Matthew's life approach. These aspects include; Understanding issues from another's point of view, emotional management, attitude, kindness to animals, dealing with issues positively, healthy eating, nutrition and diet, fitness, massage and complementary therapy. Links are provided for existing HET therapists and can be followed up by 'non HET practitioners', who are interested in learning more and addressing some of the underlying issues in young people.

ACCREDITATION

When you are ready to accredit some of the work that you are doing with young people then please visit www.HETwebsite.com . As you will appreciate 10 hours can represent a widely differing outcome depending on the ability of the young person concerned. Some young people may cover the whole novel and related activities in a 10 hour slot. For others, they may spend 10 hours on producing just one related follow up activity. You will need to download a template form. This will then guide you through setting aims and objectives for the young person and time scaling the project and reviewing the outcomes.

The purpose of creating a personalised learning journey, 'activity', is to build interest and participation with young people and to stimulate a sense of achieving success within a learning context.

The Presentation



One of our students receiving the first HETfootball Certificate based on 'Spirit of The Game' from former Wolves goal keeper legend Matt Murray.

Here are the Activities:

Firstly, you will need to read through Chapter 1

Discussion points after reading chapter 1:

- What is going on in this chapter? What have we found out?
- What do you think is the relationship between Carol and Jamie?
- He appears to be going on a journey from London to Stoke? What do you think is the reason behind this journey?
- What is the connection between Stoke and a famous footballer?

Follow up activities relating to this chapter.

- Jamie is feeling bad about a number of things: not sleeping, being woken up early, being cold, moving to another part of the country, the way people look at Carol.

Which of these things is it easy to do something about?

And which of these things is it hard to do something about?

What could he do to make any of these things better?

- This chapter opens up with the lyrics from an old song by a band called the 'Who'. It is called "I can't explain."

Find out the full lyrics to this song.

Have you ever felt like this?

When?

Think about some of the times when you may have felt like this. When did that happen?

Do you know what may have caused those feelings?

Did your feelings overflow onto anyone else?

Have a go at writing your own rap lyrics about some of your feelings.

Have a go at illustrating this with emoticons. These are simple drawings that aim to express feelings. Find some emoticons that sum up how you feel at these times or have a go at designing your own.

HET Therapists: (Explore HET stepping stone 3 activities:

http://www.amazon.co.uk/EMOTIONAL-MANAGEMENT-CHALLENGING-BEHAVIOURS-ebook/dp/B007V681G6/ref=ntt_at_ep_dpt_2)

- This chapter talks about Carol being a “true green”, what does that mean? Can you think of anyone who does “green things” – what do they do? Here is a link to a young person talking about what being ‘Green’ means to him. Listen to what he says:

<http://www.hetwebsite.com/file/cache/Louismono1.mp3>

What could you do to be “Green today” ?

(HET Therapists: Explore HETStepping Stone 12 activities

<http://www.hetwebsite.com/ecoprojects/>)

- Jamie has difficulty sleeping at night. Have you ever had difficulty going to sleep?

What does it feel like?

Does affect you the next day?

What sort of things could they do to help themselves sleep?

HET Therapists: Relates to Bach flower remedies – white chestnut and olive also flower formula 4. Relaxation recording etc. contact lin@HETwebsite.com for further information)

He found the “right images to help him ease into sleep” He had taken these off the net at 2 O’clock in the morning.

What sort of images do you think they might have been?

What do you think are some of the issues around these type of images?

- Carol was waiting for a woman who was taking over her alternative health clinic. She handed her the keys.

What is alternative health?

What kind of people may visit an alternative health clinic?

What kind of service would they offer?

- Consider the relationship between Carol and Jamie?

Why do you think he is bothered about how men look at her?

Why does he compare this to girls on the net?

- Who is the most famous footballer connected with Stoke?

Why was this person such a legend?

- Find an address at this postcode. Use Google to see what this area is like and describe it.

When you have completed these activities you can post your research to www.HETwebsite.com and receive your reward points. This work will then go towards your ASDAN accredited certificate which you can collect towards your qualification.

Further information on HET accredited outcomes and qualifications from:
lin@HETwebsite.com

THERAPEUTIC TOOL:



What is happening in this picture?

What happened 10 minutes ago in this picture?

What will happen in 10 minutes time in this picture?

(For HET Therapists: This is a 'One step removed activity'. How does the young person's description of this picture relate to their perception / experience of the subject matter? Follow up by relating to what happened in one of these character's lives 2 years ago? Discuss this as a one step removed scenario of this young person's experience. What will be happening to this young person in 2 years time? Once more discuss as perceptions / options of the young person's experience and relate to the HET football pitch psychoanalytical tool.) Information on HET training – contact lin@HETwebsite.com

Discussion points after reading Chapter 2:

- In this Chapter we meet Amos. What is the first impression we get of him?
- What has happened to Jamie's Dad?
How do you think Jamie might be feeling about his Dad?
- How is Jamie feeling about his Mom's new relationship?
By turning up his iPod to maximum volume, what do you think was the message he wanted his Mom to know, that he wasn't able to directly say to her?
- In this chapter we hear that "An innocent throat was cut in the vision of a fleeting memory". What could this be referring to?
- Jamie was feeling very hurt and vulnerable when he first met the lads in the park.
How was he able to make friends with them?
What were their names?
What can you find out about them in this chapter?
Who do they support?
What is a 'clogger' and a 'spoiler'?

Follow up activities relating to this chapter.

- What is a WOMAD Festival?
What sort of things go on there that might interest you?
- Jamie is new to the area and football is a great way of making friends. Football teams bring people together as supporters.
What club do you support?
Why?
Whose name would you wear on the back of your shirt?
Why?
- Design a shirt for your own 'Fantasy Football' league team.
Write your name and choose a number to wear on the back of it.
What qualities do you have that would make fans want to wear your shirt.



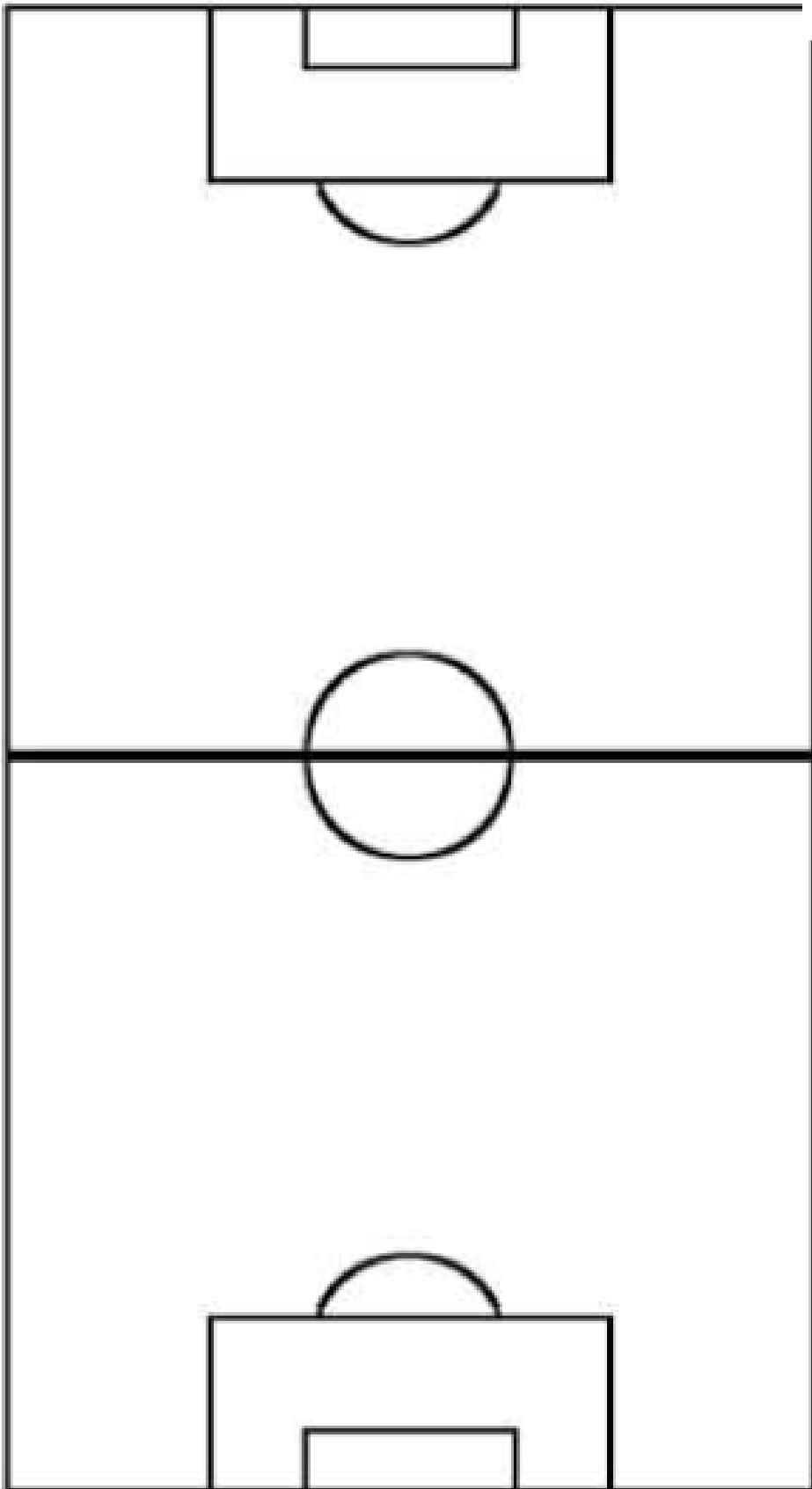
- What position would you choose to play?

Why would you want to play that position?



- Jamie was able to tell a lot about what these lads were like just from the way they played football.
- Fill in the following fantasy football team players diagram.
What players would you have in your team, what position would you play them and why?
What characteristics do they have that would make them play this position well?

THERAPEUTIC TOOL:



HET therapists:

Look at the HET Football psychoanalysis tool. Work through this exercise with your HET football student.

Did they choose the colours because it is a team they support or did they randomly choose colours?

By working from 'the pattern' exercise – what does their choice of colours show about their personality?

If they are working from a team they support – Which is their favourite player?

What is that player's characteristics that makes them a good player?

How does this reflect that child or young person?

Who does their Mom / Dad / brothers or sisters support?

Who do their friends support?

- What impressed the lads in the park most about Jamie?
What is your best ball skill?
Get a picture or piece of film of your best skill and post it to HETwebsite.
What skill would you most like to improve?
How can you do this?

Discussion points after reading Chapter 3 :

- In this Chapter We find out that Jamie has now been accepted by the 'gang'. What has Jamie done to become part of this gang?
- The gang's hero player is 'Allen' 9. What can we tell about this player's character just from the way he plays?
- What is the Team Manager trying to do with Allen?
- What is your opinion of the way the ref handled the situation on the pitch?
Should there have been a yellow or red card?
Should there have been any further punishment by the club or the FA?
- What Allen did on the pitch is called 'Racial Abuse'. What did the fans do in response to this?
Why do you think they did this?
What did Jamie do?
Why do you think he behaved like this?
When did this football match stop being about sport and become about something else?
What was it really about for Jamie?
- If Jamie had dealt with his emotions differently, he wouldn't have been arrested. How could he have handled his anger and his emotions better? (*HET Therapists: Relate this to HET stepping stone 3 available on Amazon Kindle:*

http://www.amazon.co.uk/EMOTIONAL-MANAGEMENT-CHALLENGING-BEHAVIOURS-ebook/dp/B007V681G6/ref=ntt_at_ep_dpt_3

Reference – Bach Flower Remedies Holly, Walnut and Cherry Plum)

Follow up activities:

- What do you think about this kind of behaviour from players?
From Fans?
What could the club or the FA do about 'racist' behaviour?
- In the 2012 Euro football championships, a programme called Panorama featured the level of racist abuse in foreign clubs.

<http://www.bbc.co.uk/i/b01jk4vr/>

In an undercover investigation we see fans in a football ground, demonstrate a Nazi salute. What does this signify?
What do you think about this kind of behaviour from fans?
What policy is being adopted by FIFA in respect of this situation?

- Racism in football isn't a new problem and in the past has held significant consequences:

Here is an extract from Wikipedia

(http://en.wikipedia.org/wiki/History_of_the_England_national_football_team)

which quotes Football legend Sir Stanley Matthews:

Read the extract and suggest what you think the consequence of this particular racist action had upon the world.

“In May, 1938, England toured Europe. The first match was against Germany in Berlin. Adolf Hitler wanted the game to be a showcase for Nazi propaganda. While the England players were getting changed a Football Association official went into their dressing-room and told them that they had to make the Nazi salute during the playing of the German national anthem. Stanley Matthews later recalled:

The dressing room erupted. There was bedlam. All the England players were livid and totally opposed to this, myself included. Everyone was shouting at once. Eddie Hapgood, normally a respectful and devoted captain, wagged his finger at the official and told him what he could do with the Nazi salute, which involved putting it where the sun doesn't shine.

The FA official left but returned saying he had a direct order from the British Ambassador, Sir Neville Henderson that the players must make the salute because the political situation between Britain and Germany was now so sensitive it needed "only a spark to set Europe alight". Reluctantly the England team raised their right arms, except for Stan Cullis who refused and was subsequently dropped from the squad.

The game was watched by 110,000 people as well as senior Nazis, Hermann Goring and Joseph Goebbels. England won the game 6-3. The game included a goal scored by Len Goulden that Stanley Matthews described as "the greatest goal I ever saw in football".

On Friday, September 1, 1939, Germany invaded Poland. Three days later Neville Chamberlain declared war on Germany. The government immediately imposed a ban on the assembly of crowds resulting in the end of all league football matches apart from some unofficial wartime internationals played between 11 November 1939 and 5 May 1945, for which the largest crowd was 133,000 on 24 April 1944 and again on 14 April 1945 both at Hampden Park.”

- Here is a clip from a football game involving a talented player called Joey Barton. How is his behaviour similar to the behaviour that ‘Allen’ demonstrated on the pitch?
(<http://www.youtube.com/watch?v=PuWovAi5bzc>)
- The following news article relates to Joey Barton’s brother. Read the article and say what you think might have motivated this horrendous crime?
- Why do you think that these brothers might behave in this way? What could have happened when they were younger that might have helped these boys behave in a different way now?

Youth guilty of racist axe murder

A 17-year-old has been found guilty of murdering black student Anthony Walker, who was found with an axe in his head.

Michael Barton had denied killing Anthony but was found guilty of murder. His cousin Paul Taylor, 20, had admitted his part in the killing.

Anthony, 18, was killed with an ice axe at McGoldrick Park in Huyton, Merseyside, on 29 July.

The judge, Mr Justice Leveson, said the murder was racially-motivated and the pair would be sentenced on Thursday.

Mr Justice Leveson told the court he was "sure this attack was racially-motivated and pre-meditated from the moment that the two men set off in the motor car".

Barton, whose brother is Manchester City footballer Joey Barton, and Taylor face a mandatory life sentence and the minimum tariff for racially motivated murders is 30 years.

Anthony's mother Gee, said outside the court "justice had been done".

The court heard Barton had shouted racist abuse at Anthony as he waited at a bus stop near the Huyton Park pub with his cousin Marcus Binns and girlfriend, Louise Thompson.

The three walked away to go to another bus stop, but Barton and his cousin Taylor ambushed them near McGoldrick park.

Marcus and Louise escaped, but Taylor caught up with Anthony and drove the ice axe into his skull, the court heard.

Outside court, Detective Chief Superintendent Peter Currie, of Merseyside Police, said: "A young man with his girlfriend and cousin minding their own business, doing absolutely nothing wrong, subjected to a torrent of racist abuse, they go to another bus stop... everything they did was right but it ultimately turned out wrong.

"It is beyond belief."

" I knew from the start there was only one verdict "

Gee Walker

Taylor, of Elizabeth Road, Huyton, inflicted the fatal blow, and pleaded guilty to murder but Barton, of Boundary Road, Huyton, was convicted on the grounds he supplied the weapon and started the confrontation.

He was found guilty by a jury at Preston Crown Court, sitting in Liverpool, on Wednesday.

Home Office pathologist Dr Brian Rodgers told the court the axe had smashed a 5.5cm-wide (2.1in) hole into Anthony's skull, penetrating his brain.

Barton had claimed he was not there when Anthony was murdered but it emerged in court that Taylor had swung the ice axe at the student because he was getting the better of Barton in a fight.

He phoned his girlfriend after the murder telling her he struck Anthony "because Michael was getting battered and I had to stop him".

During the trial Andrew Menary QC, defending, said Taylor had gone along with Barton to back him and race was not an issue.

Joey Barton told his brother's trial that three days after the attack, he received a call from a number he did not recognise.

He said: "It was Michael. He asked if I could get him £1,000.

"I said I couldn't and asked him where he was. He wouldn't tell me. I told him he had to go home. He said he would go to prison and he hadn't done anything."

The court heard Michael Barton and Taylor had driven to Dover almost immediately after the attack, then taken a morning sailing to Calais and driven on to Amsterdam.

They agreed to meet Merseyside Police detectives and flew back to Liverpool five days after the attack.

Outside court, Anthony's cousin David Okoro said: "Anthony was a wonderful young man who had everything to live for and his murder has subjected my family to a living nightmare.

"Anthony posed no threat to these people. They chose to kill him purely because of the colour of his skin.

"We are satisfied with the verdict but we are not celebrating. We have no reason to be jubilant, because that will not bring Anthony back."

His mother Gee said: "I knew from the start there was only one verdict.

"I've got to forgive them, my family and I still stand by what we believe - forgiveness."

Story from BBC NEWS:

<http://news.bbc.co.uk/go/pr/fr/-/1/hi/england/merseyside/4477156.stm>

Published: 2005/11/30 19:39:49 GMT

© BBC 2012

- 2012 was an important year for English Football with the Euro Football matches and the 2012 Olympic matches. This is also the year that John Terry's England captaincy came into question due to an alleged racist incident.

Here is a question that a HET Football student asked a celebrity footballer during his interview for his Certificate in HET football.

<http://www.youtube.com/watch?v=7gpDjbiOjlo>

- Research the allegation and what is your opinion on this matter?
- Racism is a CRIME!
Find out what Sir Stanley Matthews did to promote racial harmony.
- Design your own poster aimed to stop racial abuse on the pitch.

Discussion points after reading Chapter 5 :

- Mark Allen is in a bar and showing off in front of his mates. Why does he think he is irresistible to girls?
Why do you think the blonde girl is attracted to him?
Do you think that Allen's approach towards her is 'cool'?
Why?
- Do you think the lad who was with the young girl previously did the right thing?
How do you think he was feeling?
What was the girl feeling?
How else could it have been handled?
- When the security bouncer got called in the chapter reads "*Their night had started relatively early. But it was often that way when footballers were in.*"
What does this say about the footballers?
Do you think they can be looked up to?
Why do you think fans look up to footballers who behave this way?
- Why was Jamie still angry with Amos after he had helped him out at the Police Station?
- Why did Allen come out of the Night Club and racially abuse Amos?
What could have been the reason behind this?
What had just happened to him?
- Why did Jamie give Allen the 'salute'?
- Allen caused pain to two people that night. One was the violence he inflicted on Amos and secondly was the look of pain Jamie saw on the girl's face. He saw she looked very young and was taken away by Allen and his friends with a look of pain and fear on her face.
What do you think might happen to her?
What could she have done to prevent the situation from happening?
- Do you think this kind of thing might have happened to Amos before?
When?
What might have been done about an incident like this in Amos' past?
- Jamie had many opportunities that night to have done something that could have made a difference. Name some things that you think he could have done?

FOLLOW UP ACTIVITIES:

- Underage drinking is the cause of a lot of crime and violence. What is being done to prevent this?
Are these measures effective?
What are the reasons behind so much underage drinking?
What else could be done?
This is classed as a 'risky' behaviour. What are the risks associated with excessive alcohol abuse?

- In the chapter we read that "Allen stepped out of the gents, rubbing at his nose and sniffing hard." What do you think he might have been doing?

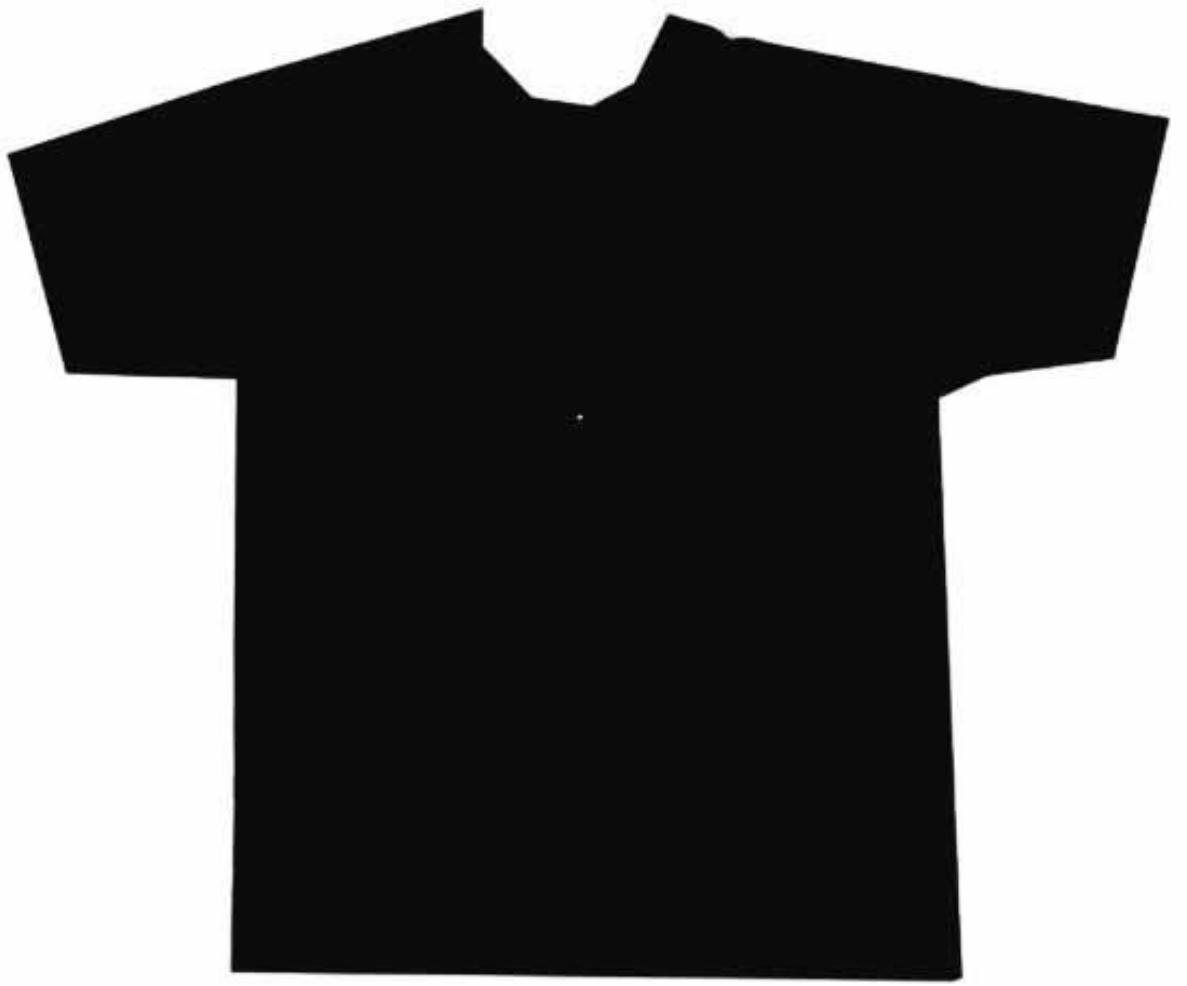
How might this have affected his behaviour?

HET Therapists relate to online module on drugs www.HETwebsite.com

- Can you think of any famous footballers that have behaved badly when they are out and got into trouble?
What do you think should happen to them if they do? Give your reasons.

- What do you think Jamie might have written on his facebook page next day?
What do you think Allen might have tweeted?
What might the blonde girl's friend have written?

- Design your own tee shirt logo that you think could make young people aware of the dangers of underage drinking.



Discussion points after reading Chapter 6 :

- When Carol arrived at the hospital wanting to see Amos we are told: “The automatic standard reply came back from the other side of the desk, *“I’m afraid only relatives...”*. What point is the author making here?
- Why did Jamie feel even more excluded from his mother’s life? Was this to do with the hospital curtain or was it more emotional? Why was he thinking of the gang?
- What do you think was Jamie’s greatest need at this point in the story?

FOLLOW UP ACTIVITIES:

- What advice would you give to Jamie right now?

In your opinion do you think his choices are helping his own hopes for a football career or hindering them?

Why do you think this?



Discussion points after reading Chapter 9:

- When the boys broke into 10 Weggerton street, Jamie felt sad. Why do you think this was?
- Why did Jamie smash the photo frame?
- Why do you think Will kicked the old dog?
- Why did Jamie shout “No”?
- Do you think that Jamie is feeling good about this situation?
So why did he run away?

FOLLOW UP ACTIVITIES:

Describe the family who live in this house:



HET therapists what does this response reflect about the student's perception or experience?

Discussion points after reading Chapter 10:

- When the boys meet up after the break in, they are picking on Peter. Why do you think that is ?
- When Jamie arrives there, he is showing a complete change in character. What has caused this to happen?
- How are the other members in the gang responding to this turn around in Jamie?
- Will made comments about Jamie's Mom and Step Dad? How do you think he felt about those comments?
- Jamie starts to do the right thing. The dog has been the point at which he turns himself around. We hear a mention about his Mom. This is the first positive attitude he has shown towards his Mom and he turns to her for help. What does he want his Mom to do?

FOLLOW UP ACTIVITIES:

The remedy that Jamie wants to give to Laddie is called 'Rescue Remedy'. It is very popular and was discovered by a Dr Edward Bach in the 1930's. Find out all you can about it. What else can you find out about the Bach Flower Remedies.

HET therapists relate this to preparing a Bach blend for young people in the HET Stepping Stone 3. See http://www.amazon.co.uk/EMOTIONAL-MANAGEMENT-CHALLENGING-BEHAVIOURS-ebook/dp/B007V681G6/ref=ntt_at_ep_dpt_3



Discussion points after reading Chapter 11:

- After Jamie returns to help the old man and his dog, he again strikes up a friendship through football. This time it is very different. How does Tom start to change the way Jamie sees football?
- What does Jamie start to do here that shows a very different side to his personality?
- We find out that Jamie plays winger, the same position that Stanley Matthews played. What skills are needed to be a good winger?
- What do we find out about Stan that blows Jamie's mind about this footballer?
- How does Tom feel about Jamie at the end of this chapter? Why do you think he still doesn't trust Jamie?

FOLLOW UP ACTIVITIES:

- Find out 5 amazing facts about Stanley Matthews. Which team did he play for?

Discussion points after reading Chapter 12:

- Why do you think that Joe and Will hang back and leave Peter to knock the door at Jamie's house?
- Carol is a 50 year old Alternative Therapist. How old was she when she had Jamie? Do you think that Jamie, who is an only child felt different because of this? How else is Jamie's mom different to most other Moms? What is the name given to a group of people who grew up in the 1960's and have a philosophy of peace in the world and enjoy certain types of music and art?
- Will makes his presence known eventually by making unpleasant comments about Carol. What do you think he is meaning when he talks about 'witches brew' and 'black magic'?
- Why do you think Peter 'grassed' Jamie up?
- How is Will bullying the rest of the gang?



FOLLOW UP ACTIVITIES:

HET Therapists refer to the Willow story and materials on bullying. See:

http://www.amazon.co.uk/problem-behaviour-children-managing-ebook/dp/B007QUWAQO/ref=sr_1_1?s=digital-text&ie=UTF8&qid=1338630160&sr=1-1

- Make a list of all the different types of bullying you can think of. Why might someone be doing these things to another person. Give the reasons behind the behaviour.

The piece of street art below is found on:

<http://www.blogger.com/profile/17290670041563379822> by an artist called *Fatima Violet Ghadder*



- Design a piece of Urban street art work on canvas or wood or a spare wall (with permission- not having permission first can get you into trouble!), that you feel shows the theme of street bullying.

When you have completed it, send a picture of it to www.HETwebsite.com

- Below here is a picture of a garden that was designed by the inmates of a prison. It was designed on the theme of knife crime. There is a 'hoody' hiding behind the bushes that is intending to commit a knife crime and the stream has red tiles in it, to represent the spilling of blood. The bridge is designed to depict the handle of the knife . A box is available as an amnesty for people on the streets to give up their knives so they don't get tempted to use them. The right hand side of the garden shows there is another choice and that is a more peaceful part of the garden. Even the colour and shape of the flowers represent the choice. The spiky plants and colours being at the left hand side 'crime choice' end and the soft peaceful colours at the 'better choice' end of the garden.

HET therapists relate to the model garden design projects in Stepping stone 12, which can be related to a full garden patch design in this programme. Download from this link:

<http://www.hetwebsite.com/file/cache/linsthings/CreatingagardenforWillowhelpers.pdf>



Discussion points after reading Chapter 13:

- In this chapter we see the relationship between Jamie and the gang members start to change. How is Jamie's relationship changing with Will and with Peter?
- Jamie and Peter's friendship is now developing through football but in a different way to how it did before. What has Jamie been able to show Peter through his choices?
What has Peter learned?
- What are the hardest things for Peter to believe about this legendary footballer? What does that say about people who make comments about other people regarding their age?
- The statues outside the Britannia Stadium have a big impact on Jamie at the end of the chapter. How do you think his relationship to his newly discovered football hero might influence him?



FOLLOW UP ACTIVITIES:

- We see Tom at the beginning of the chapter take some of Laddie's remedies because he is not feeling well. He has taken Rescue Remedy for this reason. Remember that these remedies can also be used to help the way you feel. Which ones do you think would help Jamie and why?

HET therapists refer to HETties and HET stepping stone 3 to support your student(s) with this. http://www.amazon.co.uk/EMOTIONAL-MANAGEMENT-CHALLENGING-BEHAVIOURS-ebook/dp/B007V681G6/ref=ntt_at_ep_dpt_3

- The contents of the suitcases had no financial value to anyone else but they were priceless to Tom. Jamie knew this and took it back to Tom. He "Put it Right!" Think about an example of when you have been able to 'put it right' and describe how you did it.
- Peter and Jamie have taken their friendship to a whole new level. In some ways their needs were the same. What was that need? How could you teach someone through better choices and use football as a way of doing this? Discuss these thoughts.

HET therapists support and link here with HET Junior leader concept. Stepping Stone 5 PHEW can be an introduction to this. See http://www.amazon.co.uk/EXERCISE-BEHAVIOUR-CHILDREN-STEPPING-ebook/dp/B007W4NW20/ref=ntt_at_ep_dpt_7

Discussion points after reading Chapter 14:

- How do we see Jamie's relationship changing with his Mom at the beginning of this chapter?
Is he able to be honest with her yet?
Why not?
- What does the headline 'Allen England's weapon of mass destruction' suggest?
What are two possible meanings we could understand are attached to this?
- At the end of this chapter Jamie is beginning to understand something more serious about his football hero. What are his choices at this point and what are the consequences of the choices he could make?
- What is the news report that Jamie catches on TV?
What do you think the report is about?
Why do you think he switched channels?

FOLLOW UP ACTIVITIES:

- Here are some news reports about football heroes.
Read them.
Who do you think should have a statue made of them?
Why?
Have a go at making a 3D statue to represent the qualities of this statue.

England 22 March 2012 Last updated at 01:25

Pitch to Plinth: Why do sporting statues exist?

By Stephanie Barnard BBC News



Three nine-foot statues were made of former Stoke City player Sir Stanley Matthews after his death in 2000. Footballing legends including George Best, Stanley Matthews, Billy Bremner and more recently Thierry Henry are just a handful of men who have all been cast in bronze.

More than 100 statues have been made dedicated to sportsmen across the United Kingdom.

Sheffield University has spent the past year researching the monuments, creating the first ever database of sporting statues.

From Pitch to Plinth: The Sporting Statues Project asks why they exist.

Dr Chris Stride, a statistician at the university, said the erection of statues to sporting greats was a very recent phenomenon.

"There were just a handful, maybe four or five that had been erected before 1980 and then maybe another 10 before 1995.

"Suddenly there has been about 100 of these statues built of sports people in the last 15 years."

'Basking in reflective glory'

It is believed that the first sporting statue was made to honour Reading motorcycle ace Bernard Lawrence Hieatt, who was killed in a crash at Brooklands in 1930.

The recent popularity of sculptures dedicated to sportsmen is thought in part to be due to the rise of celebrity culture.

"Sports people are seen as celebrities, they never used to be. The sort of people who would have been statue subjects, such as politicians and people of the church and royalty are less popular now," said Dr Stride.



Sir Steve Redgrave is one of only five male Olympians believed to currently have a statue

The university found that the recent surge in footballers being depicted in statues was mainly down to the football clubs appealing to nostalgia and "basking in reflective glory".

"Fans want to hold onto their past, especially if they move to a new stadium," said Dr Stride.

In 2005 Coventry City moved from Highfield Road to the Ricoh Arena and installed a statue of TV presenter Jimmy Hill.

He was honoured not for his skills on screen but as manager for six years who was widely credited with responsibility for Coventry City's promotion to the old Division One in 1967 and his subsequent work to see players better paid.

Strangely it is thought that no sporting women have been replicated in bronze.

The nearest example that could be found was of 15-year-old Camilla Hamilton who died in 2003 in a car accident.

A memorial of the teenager playing hockey was created at her school in Essex, however the statue was stolen several years later in 2010.

'Sport is our religion'

Despite some very successful UK Olympians no females have been celebrated in this way and only five male athletes have been cast in bronze.

Dr Stride said: "Who is going to pay for a statue of an Olympian? It would have to be a group of fans.

"Do fans support an individual in that way? It has to be done by public subscription that someone has to have the idea to do."

Many people use the celebrated casts as a focal point, some laying flowers to mourn the death of a member of the football club or to protest against the latest manager.

But Dr Stride believes there are bigger forces at play in the increasing popularity of statues dedicated to sporting heroes.

Dr Stride said: "There is definitely a link between the development of statues and the role of religion in our society and the change in the way we mourn.

"It used to be that if a great player died there was a minute's silence and so when you have a really great player who dies you need something more.

"Perhaps sport is our religion now, with the decline in organised religion, sport has filled that gap."

There are currently 120 statues in situ dedicated to specific sportsmen in the United Kingdom with a further 20 currently being planned.

The Sir Stanley Matthews statue

When Stoke City's most famous son, Sir Stanley Matthews died in 2000, work on a permanent memorial at their Britannia Stadium home began.

Three nine-foot statues were made by local artists, showing Sir Stan at different stages of his 30 year career.

The statues look out over the club's old Victoria Ground, where he played.

The figures, which took a whole year to craft, were fashioned from clay dug up less than four miles away from where they now stand and then cast.

Much of the initial work was carried out at the Britannia Stadium, with the help of Stoke City fans.

The Wizard of Dribble

Carl Payne, one of the sculptors, refers to the work as The Evolution Of Sir Stan As The Wizard Of Dribble.

He said: "Historically it is absolutely correct. People who knew Stan even donated his old football boots so we could get it authentic - right down to the last eyelet."

"All the balls are in the right era and the strip, even the rope around the shorts of Sir Stan when he was a young lad and made his debut for Stoke."

The statue was officially unveiled on October 27, 2001, before Stoke City's home Second Division match against Bristol City.

Thousands of football fans attended the unveiling and there was a huge round of applause, when the covers were drawn back and the monument was revealed.

Movement and balance

Former England manager Kevin Keegan, helped Sir Stanley's daughter, Jean Gough, take the wraps off.

The Sir Stanley Matthews' Foundation enlisted the help of England captain David Beckham, the Professional Footballers' Association and the Football Association to raise funds for the tribute.

Foundation committee chairman and Stoke City commentator Nigel Johnson said: "The committee has worked tremendously hard to reach this stage and appreciates the support it has been given from many quarters."

Sir Stan's daughter, Jean Gough, was delighted to see the finished memorial.

She said: "It's absolutely magnificent. It's so lifelike and the movement and balance is there. It kind of makes me want to cry. It's come home."

Story from BBC NEWS:

http://news.bbc.co.uk/go/pr/fr/-/local/stoke/hi/people_and_places/history/newsid_8520000/8520438.stm

Published: 2010/02/18 12:53:22 GMT

© BBC 2012

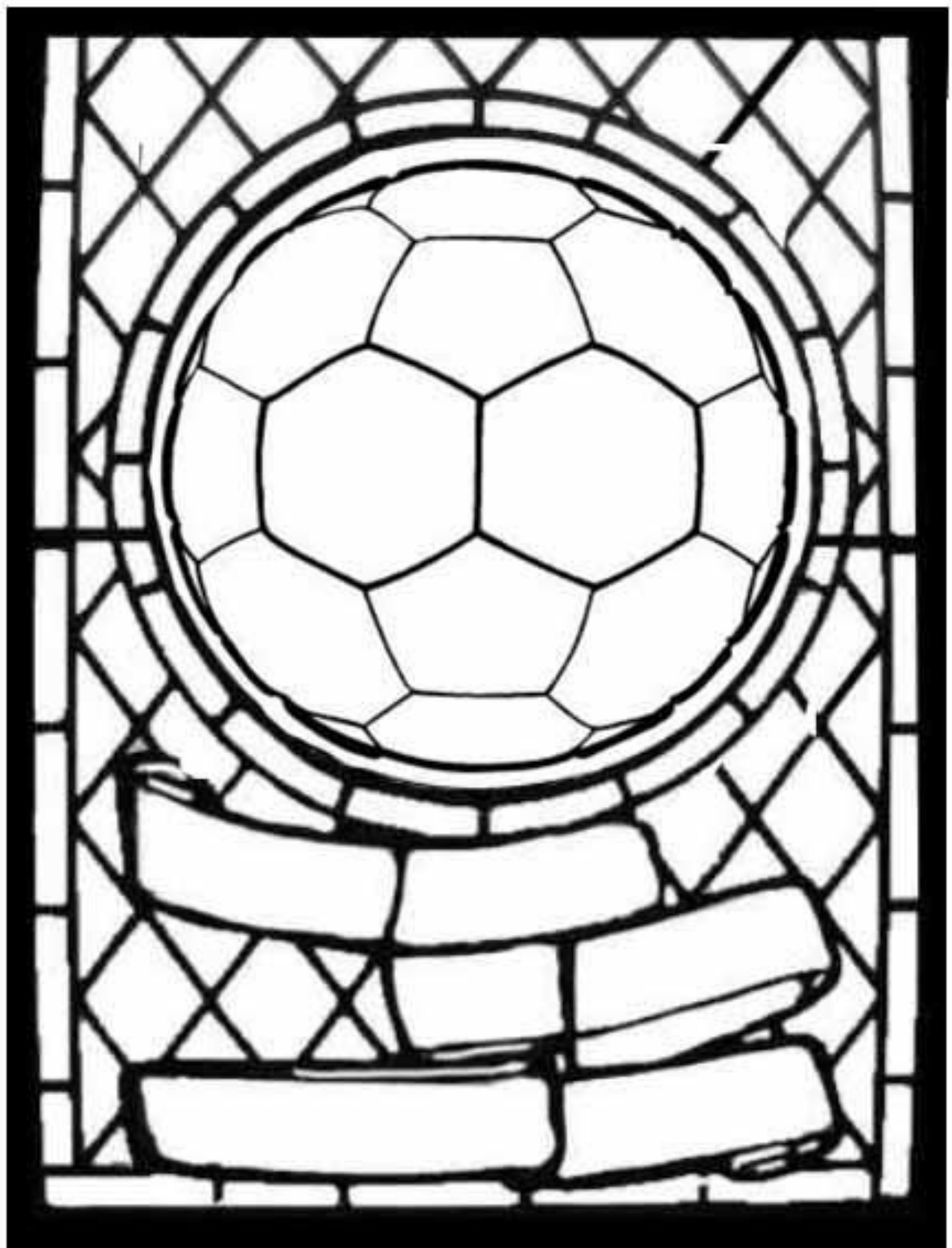
Discussion points after reading Chapter 15:

- In this chapter Tom takes Jamie on two journeys. The first, to some physical places. Where is that?
The second is to a different place. This is a place of understanding a different aspect of football. Tom refers to Stanley Matthews as a 'gentleman'. How did Stan behave with integrity?
Why does Jamie say that "Rules are for Fools?"
How is Stan's behaviour different to Mark Allen's?
What is Stan remembered for?
What is it likely that Mark Allen will be remembered for?
- Jamie says he has studied 'Save the Earth' at school. Do you think he has understood what the lessons were about from this conversation with Tom?
Why Not?
- When they went to visit Stan's old primary school, what point does Tom make about Stan's football skills?
What skills did you learn at primary school?
What impression did the stained glass window make on Jamie?
- Why did the town meet to protest against Stan's transfer?
How many people attended the meeting?
- What do you think that Jamie is starting to understand differently about football in this chapter?
Why do you think he hears the crowd calling Stan's name?
- Jamie is changing. How would the way he returned the ball to the little boy show that?
- When they return to Tom's house Jamie starts to feel a different emotion?
What is that?
Why do you think he is feeling that emotion now and not before?
- Why is the badge that Tom gave to Jamie so special?

FOLLOW UP ACTIVITIES:



- Compare this old football ground to a new ground. How has football changed since Stan's game?
- *HET therapists can follow up with the save the earth projects in HET stepping stone 12. See www.HETwebsite.com/ecoprojects*
- Design a stained glass window that you think portrays all the positive qualities of football. You can do this on paper or make a model with plastic.



Discussion points after reading Chapter 16:

- This chapter focuses on an important football game. How do we know that?
- The crowd are singing the National Anthem at the beginning of the match why do they do that?
- The Mark Allen supporters are adding extra words – ‘No Surrender’ and ‘to the IRA’.
Who are the IRA?
What do they represent?
Why would the ‘Mark Allen’ supporters sing this?
What does it mean – that the ‘crowd looked at them in distaste’?
What did the others signify when they smiled in ‘quiet acquiescence’?

FOLLOW UP ACTIVITIES:

- How does the IRA chants compare to the England / Germany games in 1938 which Stan played?
Are there any similarities or differences?
What are your thoughts on this?

This report appeared during the 2012 Euro Championships. Do you think UEFA are doing enough to change this?
What would you do?

Euro 2012: Uefa acknowledge 'isolated' racist chants directed at black Holland players during training session

Uefa have acknowledged that Holland's black players were the victims of racist abuse during a training session in Krakow.



Maintaining focus: Holland players block out the monkey chanting as they train Photo: AP

By [Telegraph Sport](#)

12:17PM BST 08 Jun 2012

Members of Bert van Marwijk's European Championship squad were subjected to monkey chants during an open training session on Wednesday, with captain Mark van Bommel yesterday branding the incident "a real disgrace".

Having initially been satisfied by the Dutch FA's belief that the abuse was not racially motivated, Uefa announced this morning they had been made aware of "isolated incidents of racist chanting".

European football's governing body said in a statement: "Uefa has now been made aware that there were some isolated incidents of racist chanting that occurred at the open training session of the Dutch team.

"Uefa has not yet received any formal complaint from the KNVB."

Uefa vowed to act should there be a repeat.

Their statement continued: "Should such behaviour happen at further training sessions, Uefa would evaluate the operational measures to be taken to protect the players.

"Uefa has a zero-tolerance policy when it comes to discriminatory behaviour and has given the power to referees to stop matches in case of any repeated racist behaviour."

It is understood Uefa's stance changed following lobbying from the FARE (Football Against Racism in Europe) network.

The chief executive of European football's leading campaign group against racism, Piara Powar, said: "Van Bommel has no reason to invent such a claim. It's quite clear it happened.

"And if there's some confusion within the governing bodies, the KNVB or Uefa, then that's regrettable. In our view, the incident took place."

He added: "If the captain says, 'My team-mates were racially abused, I heard it, I was there at the ground level', then one expects any FA to back the captain.

"We're very clear with Uefa that any incident of this kind needs to be looked at."

The Dutch FA were not immediately available for comment but reports claim they will not make a formal complaint and consider the matter closed.

Uefa were yesterday satisfied by claims the abusive chanting from the stands was actually a protest against the fact Krakow had not been made one of the host cities for Euro 2012.

Another theory put forward was that Wisla's supporters did not want their stadium being used by anyone but their own club and were simply booing the Dutch players.

The problems reportedly occurred when players began Wednesday's training session by doing laps of the pitch only to be greeted at one end of the stadium with monkey noises and loud jeers.

The abuse was said to be bad enough for the squad to move their equipment and training drills as far away as possible from that area.

Van Bommel told anyone who denied it was racially-motivated to "open your ears", adding: "If you did hear it, and don't want to hear it, that is even worse."

Holland were due to travel to Kharkiv, Ukraine, today where they will hold a press conference ahead of their Euro 2012 Group B opener against Denmark tomorrow.

There were already fears over racism at this summer's tournament, with BBC's *Panorama* programme last week highlighting the problem at Krakow's two major clubs, Wisla and Cracovia, as well as in Ukraine.

Uefa president Michel Platini said on Wednesday referees would halt or even abandon matches if there was serious racism from the stands during Euro 2012.

Mario Balotelli - whose Italy side are also based in Krakow - had threatened to walk off in protest if he was racially abused during games but Platini warned any player who did so would be yellow-carded.

The families of two of England's black players, Alex Oxlade-Chamberlain and Theo Walcott, have already decided against travelling to the tournament because of the potential problems.

Powar called on teams to play their 'open' training session behind closed doors if necessary.

He said: "Public displays of intolerance like this - xenophobia, anti-semitism and racism - can't be allowed to go on.

"If that means playing behind closed doors and closing down that whole open-training system then I think that needs to be done."

Powar said on Wednesday he was more concerned about Euro 2012 than any previous tournament because of the well-documented problems with racism and anti-semitism in Poland and Ukraine.

He added today: "It's a great shame for this to happen on the eve of the tournament."

Action Uefa could take is understood to include ejecting fans as well as tighter security checks and increasing steward numbers.

- Anti-Semitism – is a topic that has featured with some Euro 2012 football fans. What does it mean?
- Read the article below and say whether or not you agree with the England team visiting Auschwitz and what it says to England supporters. Give reasons for your opinions.

England squad to visit Auschwitz and Schindler's factory before Euro 2012

By [Daily Mail Reporter](#)

PUBLISHED: 15:16, 29 May 2012 | **UPDATED:** 16:41, 29 May 2012

Members of England's Euro 2012 squad will visit the former Nazi death camp at Auschwitz when they travel to Poland ahead of the European Championship.

Soon after their arrival on June 6, and before their opening fixture against France, they will go to Auschwitz, where more than a million Jews died during the Holocaust.

The players will sign the museum's guest book before lighting a candle of remembrance on the train tracks at Birkenau, the small village that was destroyed to make way for the camp.

Other squad members will make a trip to the factory in Krakow once owned by Oskar Schindler, the German who helped to save over a thousand Jewish people from the death camps.



England players will visit Auschwitz ahead of their opening fixture against France in Euro 2012



Other members of the squad will go to the factory owned by Oskar Schindler



The trip to the Nazi death camp will be made ahead of the European Championships. Pictured is the main gate to Auschwitz II-Birkenau



Oskar Schindler (above) helped to save over a thousand Jews from the camps

Later this week, senior players and staff will speak to Holocaust survivor Zigi Shipper and meet fellow survivor and weightlifting champion Ben Helfgott MBE, before departing for their pre-tournament preparations.

More...

- ['You could end up coming back in a coffin': Sol Campbell warns England fans to stay away from Euro 2012](#)
- [Nazi mob lies in wait for England fans: Riot police march into battle against thugs on Euro 2012 terraces - but turn a blind eye to racist chants and violence](#)

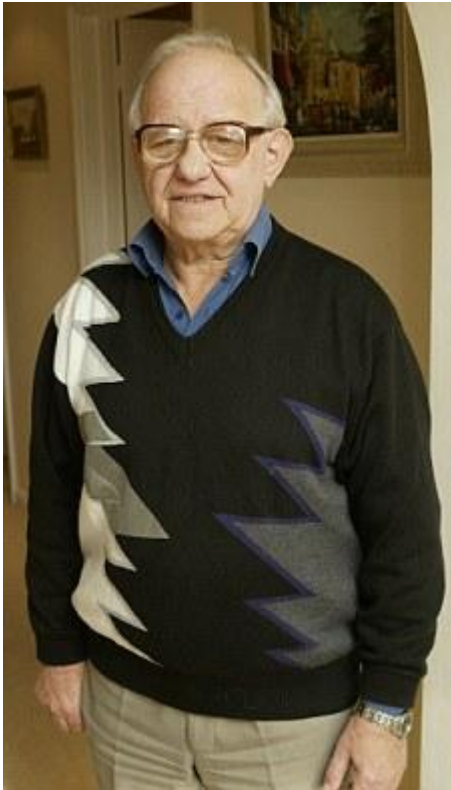
The Football Association and Holocaust Educational Trust have entered into a partnership to produce an educational resource on the Holocaust for all secondary schools and colleges in England.

The initiative has been welcomed by FA chairman David Bernstein.

'This educational partnership brings together the important work of teaching future generations about the horrors of the Holocaust, using the ability of football to interest and engage young people,' he said.



The late Oskar Schindler's factory in Krakow, Poland





Later this week, senior players and staff will speak to Holocaust survivor Zigi Shipper (pictured now and as a youth after the war, in 1945)

'There are so many lessons to be learned and understood, and we believe football can play its part in encouraging society to speak out against intolerance in all its forms.

'I am proud that Roy Hodgson and the England team are supporting such an important initiative and I would encourage all English schools to take advantage of the learning materials that will be created.'

Karen Pollock MBE, chief executive of the Holocaust Educational Trust, added: 'It is a credit to our national team that they have set aside time to pay their respects to those who died during the Holocaust and it's fantastic that they are so committed to building an educational legacy for young people in schools across England.'



Children at Auschwitz in January 1945, where over a million Jews died during the Holocaust

Read more: <http://www.dailymail.co.uk/news/article-2151639/Euro-2012-England-squad-visit-Auschwitz.html#ixzz1xCslgKrZ>

Discussion points after reading Chapter 17:

- Jamie is playing a game of football. Look at the supporters. What does the opening paragraph tell us about the followers of this game?
What is Tom doing there?
Who is he supporting?
Why?
What are Will's father and grandfather doing there?
What are they supporting?
Do you think they are there to support Will?
Is the reason that they are there, anything to do with football or sport?
- Who is Tom talking to?
Why do you think he is doing that?
- Why was Tom disappointed with Jamie's play?
What was the point that he made about Stan?
- In this chapter we are told: "When the two Sikhs stood up to them, father and son turned on each other in a 'handbags at ten paces' fashion." What does this indicate?
Is this behaviour against the law?
- Why do you think Jamie wanted to go with the other lads when he saw them with their fathers?
- How do you think Jamie feels about the comments made about his Mom?
How are the comments racist?
How are the comments sexist?
What can happen legally to people who make racist or sexist or ageist comments?
How else are Will's relatives breaking the law in the van?

FOLLOW UP ACTIVITIES:

- Yellow cards and red cards are used as penalties for when a player commits an offence.
What are the advantages and disadvantages of this system?
- Find out about 'Fair Play' Criteria. What does it mean?
How could it improve the public image of football?
What significance would it have on the standard of football playing?
- Find out about a recent 'Red' Card incident in a team that you support or involving a nationally respected player? Give your opinion on this.
- Jamie has talent as a football player but he was still booked for fouling in the game.
Post some football film of you playing well on HETwebsite.com

Discussion points after reading Chapter 18:

- Why was Jamie the “Worse for wear”, when he returned home?
How do you think he might feel when he is sober?

- In this Chapter, Tom was desperate to make a phone call. Who was he phoning and why?
Why is there such a sense of urgency?

Follow up activities:

If you are interested in football and want to make a career out of it, what options do you have and how can you follow them up?

What do you need to do?

Discussion points after reading Chapter 19:

- How is Jamie feeling about Tom's death?
- When he rushed home we are told that " Hope was rising for the first time since he had left London." What do you think this means?
- What was Jamie's response to his mother's reply, that she would talk it over with Amos?
Do you agree with this or not?
Why?
- Jamie's feelings at this time translated into racist hatred for his step father. This created a link with Stan. What happens next?
- How does this relate to Jamie's beliefs?
What does it show us about beliefs?
- How does Jamie behave on the way to the match?
Why do you think he helped the gang bully and abuse the boy with the wrist bands?
What important message do you think the wrist bands are taking out?
- What do you think is the real reason why Jamie behaved so badly at the match with the gang?

Follow up activities:

HET therapists – Here is a point where you could introduce Ruby's Heart Mind Page – a place on HETwebsite where anyone who has lost a friend – Human or animal can always connect with them there through a picture / film or piece of writing etc. Read through Ruby's page to get the background to : <http://www.hetwebsite.com/heartmindplace/>

- Laddie also lost his closest friend. Many animals like Laddie are often then sent to an animal rescue centre if there is no one to look after them. Is there an animal rescue centre near you – How could you help out?

You might not be able to adopt an animal but there are plenty of other ways you can help out. Find out about this and what you and or your friends can do and post this to HETwebsite.

HET therapists refer to Daisy's page, HET Pet Programme and Act of Random Kindness. See <http://hetwebsite.com/Daisy>

- Stan speaks of “... a movement that released hatred in people who didn't know they had it within them.” Football today has also been shown to do that very thing. What organisations exist to stop racism in football?

What do they offer?

Discussion points after reading Chapter 20:

Chapter 20

- Why was Jamie wearing different colours to the 'United' colours when he came in?
- Jamie had been drinking. At this point we hear him release a lot of the bad feelings he carries around with him. What do you think has made him so angry?
- How does his mother feel about what he has to say?

Who does she blame?

Is she right?

Follow up activities:

There are other ways that Jamie could deal with his anger that don't involve hurting people. What would you advise him to do? Who or what could help him? Research your answer.

Discussion points after reading Chapter 21:

- For the second time we see Jamie very upset and feeling there is no one in the world able to help him. Once again Stan, who is not of this world, is there for him. How does this connection in Jamie's life impact on his belief system this time?

How is Jamie reacting to Stan's presence?

- How does Stan feel about his father?

How does Jamie feel about his?

Follow Up activities:

At this point either write or record the 'Voice' of Jamie's dad – think about his story, what happened to him? Why isn't he in touch with Jamie. This 'Voice' needs to be spoken from his father's point of view and written in the first person.

Discussion points after reading Chapter 22.

- In this chapter we see Mark Allen trying to 'chat up' another girl. This is a very different situation to when he was in the nightclub. How is it different?

- How do you think the girl felt about him?

What do you think about the way he behaved towards the girl?

- Why is the waitress doing a job that she hates?

What did she mean when she said "*My little brother idolises you! He should see you now.*"?

Why did she rip his picture up in front of him?

Discussion points after reading Chapter 23

- Why does Will treat Jamie rougher than the other gang members?
- What effect does the crowd of girls have on the way the boys are behaving?
- Jamie was distracted throughout the whole situation. Why was that?
- Why did he feel a chill at the end?

When was the last time he felt that chill?

What do you think that means?

Follow up activities:

What do you think has happened to Jane Burtenshaw?

Either write a news report of what happened to her,

or film yourself as a newscaster talking about a news item on TV of what happened to her,

or write her blog about that night at the nightclub.

Discussion points after reading Chapter 24:

- When Amos comes home from hospital and talks about Jamie, he says *“I’ve got a pretty good idea of what he might be going through. Trust me, it takes a strong character to deal with it.”*

What do you think he means by this?

- What were Jamie’s feelings about Amos being home?
- How did the Moslem girl feel about being bullied?
- The words are now being used to “No Surrender to Al Qaeda” – What does this mean?
- Why didn’t the teacher do anything about the situation going on in class?

Follow up activities:

How would you say ‘No’ to bullies?

Write what you would say to a bully on the hand in the picture.



Lend a hand:

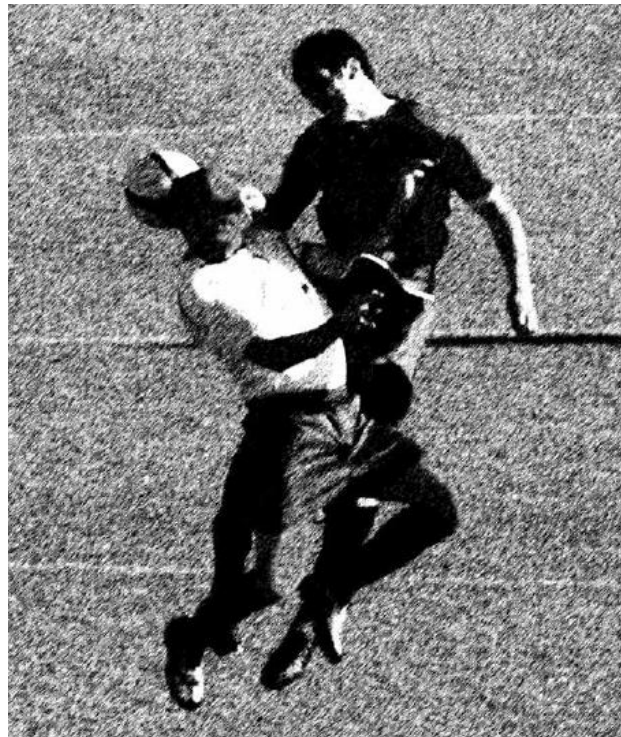
Carry out a survey on bullying with your friends. Think carefully about the questions you want to ask. What have you found out from your research.

Further discussion points after reading Chapter 24:

- In this chapter Jamie scores the winning goal, this shares a special moment with Stan, who having done this many times in his career, is watching him play. Why does Stan turn and walk away from Jamie at this point?
- What does Jamie now realise?

Follow up activities.

Either Research your favourite 'Winning goal' or describe one of your own.



Discussion points after reading Chapter 25:

- Whilst Stan and Jamie are out together they encounter the drunken Will and family. Stan plays a trick on them. What does he do?

- Why is Jamie distressed?

- What is the significance of mentioning 'voodoo and straw dolls'?

- He asks Stan if he got it? What did Stan need to 'get'?

What is the point that Jamie is making to Stan?

Discussion points after reading Chapter 26:

- What does this chapter tell us about the relationship between Amos and Carol?

What does Amos think that Jamie is feeling?

- Amos jokingly asks Carol if she has fallen prey to racial stereotypes. What is a 'racial stereotype?'

What did he mean when he said *"You've fallen prey to racial stereotypes and you are driven by nothing but lust in your pursuit of me!"*

- We find out in this chapter that Carol is 50 years old. Does this mean she is too old to be behaving in this way?
Why?

Follow up activities:

If Amos is right in how he thinks that Jamie feels – why do you think he suggests to Carol that *"You will lose him for a while. It's bound to happen."*

Follow up activities:

In your opinion was Carol right to marry Amos?

Jamie has told his Mom that she should have just stayed friends with Amos – Was he right?

What could Carol and Amos do to help Jamie feel better?



Discussion points after Chapter 27:

- In this chapter we find out what job Amos does. What is that job?

Follow up activities:

Research that job title and find out what his work involves.

How could this have a bearing on Jamie now and in the future?

Discussion points after reading chapter 28:

- Amos attempts to win Jamie over and makes a suggestion. How does Jamie respond? Why do you think he would respond like this when it is something that he so wanted to happen?

- Why is Stan referred to as 'A black man with a white face'?

What does this mean?

- Finally Amos manages to get through to Jamie by talking about Stan's career. This was a side of Stan that Jamie didn't know about. What did he learn about Amos' connection to Stan?

- What do you think that Amos meant when he said "*You'll find all sorts of people enjoy wielding power on both sides of a problem. 'Might is Right' and 'Rules is Rules' are convincing arguments for those who don't want to be bothered to find another way.*"

- Jamie says to Amos that it is stupid that the 'powers that be' in international sport decreed that black players should play football behind closed gates. How does this comment contradict with his behaviours in earlier chapters?

- How does talking politics help Jamie to connect with Amos for the first time?

- What was Jamie left to ponder at the end of this chapter?

Follow up activity:

Watch the following clip:

http://news.bbc.co.uk/sport1/hi/football/world_cup_2010/8773356.stm

Now check out the following links:

[http://www.bonobo.tv/index.php?option=com_hwdvideoshare&task=viewvideo&Itemid=1
&video_id=1086](http://www.bonobo.tv/index.php?option=com_hwdvideoshare&task=viewvideo&Itemid=1&video_id=1086)

[http://www.bonobo.tv/index.php?option=com_hwdvideoshare&task=viewvideo&Itemid=1
&video_id=1085](http://www.bonobo.tv/index.php?option=com_hwdvideoshare&task=viewvideo&Itemid=1&video_id=1085)

Who is Desmond TUTU? What is he famous for? Why does he admire Stan?

<http://soundcloud.com/6townsdowney1/angela-geoff-francis-interview>

<http://soundcloud.com/6townsdowney1/angela-paradise-interview-8-2>

In your opinion what did Sir Stanley Matthews do to overcome racial prejudice in the world?

How did he get his message across?

Discussion points after reading Chapter 29:

- In this chapter Stan agrees to coach Jamie. He realises that other things are just as important to his success as his actual football skills. What else played a role in Stan's success?
- How does talking to Stan about alternative approaches help him re connect with Carol?

Follow up activities:

How does Diet make a difference to sport's performance. What should people eat?

HET therapists link to stepping stone 4:

http://www.amazon.co.uk/Nutrition-Behaviour-managing-behaviour-ebook/dp/B007VQAPJ2/ref=ntt_at_ep_dpi_5

Why would taking nutritional supplements be helpful?

Stan learned reflexology but massage plays a big role in professional football today. How could massage and natural aromatherapy help your sports performance?

HET therapists link to Stepping Stone 9:

<http://www.amazon.com/dp/B008QEKKAW>

Discussion points after reading Chapter 30:

- Why is Carol finding it harder to massage these days?
- Amos wanted to get her on side with what he was thinking. What did he do to ensure that was the case?

What did he want to achieve? Why was he so pleased with the result?

What does that say about his relationship with Jamie?

- Why does Jamie really want to go to Blackpool?
- Why did Jamie not want to go with Amos?
Why did Amos not feel comfortable taking them to Blackpool?
What was Carol trying to achieve in this situation?

Follow up activities:

In this chapter we hear about an early memory that Jamie had of his father. What was that memory?

Does this show us that Jamie is changing the way he perceives situations?

How will this help the way he sees Carol and Amos?

HET therapists link to Stepping Stone 6 :

http://www.amazon.co.uk/GETTING-CORE-BEHAVIOUR-PROBLEMS-ebook/dp/B007W4SUPY/ref=sr_1_33?s=books&ie=UTF8&qid=1343507653&sr=1-33

And Stepping Stone 7:

http://www.amazon.co.uk/Overcome-Negative-Behaviour-behaviour-ebook/dp/B008E8SJ1C/ref=sr_1_39?s=books&ie=UTF8&qid=1343507750&sr=1-39

Discussion Points after reading Chapter 31:

- In this chapter we find Carol and Amos sharing intimate time together in their relationship. Because massage involves touch it can also be used in different ways. In what other ways do you associate how massage can be used?

- Why do you think there are very strict rules and codes of conduct which govern professional massage for therapy, relaxation, sports and injuries?

- Why does Amos think it would be good for Jamie to be influenced by Stan?
Why does Amos think so highly of Stan?
How did Stan put a 'dent in Apartheid'?

Follow up activities;

Touch and personal space play a very important part in the way people interact with one another socially. What is 'body language' and how can we learn whether or not someone is comfortable with anyone being near them?

What could someone do if they feel uncomfortable with someone being too close or touching them.

For example the waitress in the café with Mark Allen?

Discussion points after reading Chapter 32:

- The chapter opens with Amos feeling very pleased with himself. Why do you think that is? What is the significance of this for Jamie?

- When they enter Blackpool there is an incident that brings back feelings around the time of when Amos was beaten up by Mark Allen. We read that:-
“When he was in control again, Amos moved away sharply, ignoring the cyclist. Jamie watched the departing scene through the rear window”

How does this relate to the previous experience?
What has changed?

- What is the significance of Stan meeting Jamie at Blackpool Football Ground?

- Jamie makes another racist comment, Stan disapproves and Jamie says that “he didn’t mean it”. What is he really struggling with?

- Stan has another parallel in his life to share with Jamie. He tells the story of Mila. What does this parallel in Jamie’s life and what is Stan’s message about.

- The author tells of the poem: *“And so, I missed my chance with one of the lords of life”*.
What is the relevance of this to Jamie’s situation?
Think about his parents’ relationship and his football talent

- At the end of this chapter we hear that Jamie wanted to come to Blackpool for a reason. Think about what his actions were at the end of this chapter and say what you think that reason was?

Follow up activities.

Make a wrist band to promote a message that you think needs to ‘made’ today.

Discussion Points after reading Chapter 33

- Who was 'Reifensthal'?
- Why do you think that the author makes this reference with the violent opening of this chapter?
- During the family's day out Carol suggests visiting Stanley Park Zoo. This is the first time we see Carol and Amos in disagreement and Jamie takes Amos side. Why do you think that Amos is so against keeping animals in a zoo?

Follow up activities:

Stan's hotel is now called 'The Feng Shui'. Find out about Feng Shui

When Stan and Jamie are training along the beach, Stan is not only teaching Jamie how to be a good footballer but he is also teaching him about life lessons too.

What does he mean when he says:

"That's the problem in life. We work so hard to make everything constant."?

How does this relate to what Jamie was doing in the story?

HET Therapists Link to 'Negative Patterns':

http://www.amazon.com/Overcome-Negative-Behaviour-behaviour-ebook/dp/B008E8SJ1C/ref=sr_1_15?s=digital-text&ie=UTF8&qid=1343551398&sr=1-15

He says that:

".....Each wave creates a new shore."

How does this relate to the experiences Jamie has had throughout the story.

Stan explains that:

“Sometimes in the mornings the sea mists are so thick I wouldn’t be able to see you walking there. Then you really are alone.”

How does this seem significant to the friendship they have developed?

Stan also describes that:

“The really scary stuff is what we create outside, or others create for us and expect us to live up to.”

HET Therapists refer to ‘Or-Kids’ section in:

http://www.amazon.com/Overcome-Negative-Behaviour-behaviour-ebook/dp/B008E8SJ1C/ref=sr_1_15?s=digital-text&ie=UTF8&qid=1343551398&sr=1-15

How does the saying above relate to footballers in the public eye today?

When Amos asked Jamie for a ‘kick around’ it was a big decision for Jamie. Why?

How would the reaction of the local women make Jamie feel about that decision?

What did Jamie know about the news report?

Why do you think he couldn’t talk about it?

Discussion points after reading Chapter 34:

- Explain what you think is meant by: *“The Ugly Face of the Beautiful Game’.*

Follow up Activities:

Find an example of something that you think typifies the comment:
‘The Ugly Face of the Beautiful Game’.

How has Jamie’s relationship changed with the other gang members?
With Peter? With Will?

Jamie has made a very powerful discovery about Will. He realises that it isn’t all about Will.
He says:

“Yeah, but we’re allowing his Dad to set the pattern of our lives. A fearful man who has a drink to save himself from thinking!”

Explain what Jamie has come to realise and why he isn’t frightened of Will anymore.

HET therapists refer to Willow’s story and materials:

http://www.amazon.co.uk/problem-behaviour-children-managing-ebook/dp/B007QUWAQO/ref=ntt_at_ep_dpt_3

Discussion points after reading Chapter 35

- Stan has asked Jamie to help him but Jamie doesn't feel very happy about it. Why not?
- What happened as a result of Jamie's good deed?
- What did Amos mean when he suggested that this "Wouldn't do Jamie's street 'cred' any good"?

Follow up activities:

Do a good deed for someone and then write about it or record it with a picture or a film.

HET therapists refer to Pat's Garden:

http://www.amazon.co.uk/problem-behaviour-children-managing-ebook/dp/B007QUWAQO/ref=ntt_at_ep_dpt_3

Discussion points after reading Chapter 36:

- In this chapter we see that there is some disgraceful racist abuse and taunts targeted at Jamie and his family. Can you identify what and where this is?
- How did Stan help Jamie to cope with this?
- Who is Jimmy?

Follow up activities:

In talking about Jamie, Jimmy says:

"I think he could be a great asset. As well as the future stars like Jamie, we're set up to help the kids who don't always get picked but still want to play the game Stan loved."

Find out about HET football and how you could start a 'Spirit of the Game league'
What would you need to do?

HET Therapists refer to :

www.HETwebsite.com/HETfootball

Discussion Points after reading Chapter 37:

- Why did the FA impose a ban on Mark Allen?
What other criminal offences could he be charged with?
What did he do to justify these charges?
- What was it that drove Stan to play football for so long?
- Stan talks about the 1953 cup final. What is the point that he makes about 'team work'?
- Jamie makes a very important gesture in his growing up in this chapter. What is the significance of taking down the Allen poster?
- Amos explains that prejudice can be a two sided issue and that Stan's work had broken down prejudice from black people towards white people at the time. How has this happened?
- In talking to Amos, Jamie makes another comment that shows how much he has grown up – *"I wouldn't bet on that. Guess you just have to decide who really is a hero."*

Explain how this shows that Jamie is becoming mature.

- Why was Mark Allen losing all his media appointments?
What are his agent's feelings towards him now?
What does this say about Allen's football career?

The end of the chapter reveals a secret about Amos Matkoni. Who was he?
What is the connection between Amos and Stan?

- We read that:

"Father and grandfather's faces fell as one." Who was this and what is the significance of it?

Follow up Activities:

In this chapter Stan explains something to Jamie about why footballers play football:

"You play because it expresses something in you. Your body and mind take pleasure in what you are doing. People who have never kicked a ball can identify with what you're doing."

What do you think playing football meant to Mark Allen?
Can you think of anyone today who plays like Stan?
Can you think of anyone today who plays like Mark Allen?

Discussion points after reading Chapter 38:

- In this chapter we realise the role that Tom had played in Jamie's career. What had he done?
- Jamie becomes aware of the second thing that Stan wanted Jamie to do for him:
"No it's a lot more difficult than that, son. I want you to pass on everything I've taught you about doing it right. Promise me you'll find a way to do that for me."

What was it that Stan now expected him to do?

- What was Jamie's next task?
How does he feel about coaching girls?
What are your thoughts about this?
- Stan says at the end of the chapter:
"This time he's on his own!" He shook his head, *"Football I understand."*
What do you think that he means by this?
- What prejudices has Jamie overcome in his life at this point of the novel?

Follow up activities:

As Jamie's football career starts to take off with his change in attitude and his maturity in understanding, we see Mark Allen's football career finish.

The novel is the crossing over point for this to happen. Go back over all the discussion points in the book and write or speak about prejudice. This can be a story, a rap, or it can be a picture. Find away to express your understanding of what prejudice is.

Give a background to what you think Mark Allen's childhood and teenage years were like. What do you think will happen to him now?

Find out about Sir Stanley Matthews – A good place to start is here:

<http://www.spiritofthegamebooks.com/stan.html>

http://www.bonobo.tv/index.php?page=shop.product_details&flypage=flypage-ask.tpl&product_id=1487&category_id=24&option=com_virtuemart&Itemid=42

What coaching programme would you put in place to teach other people “Stan’s way” of playing football?

Practice these principles in your own football team and setup your own league of matches based on this way of playing football.

Stan says:

“Football can bring up some strange emotions. When it’s played right, it really can bring people together.”

How did this happen for Jamie?

Give an example of this from your own experience.

APPENDIX

This educational resource pack is aimed at supporting young people and their learning guides and companions through the 'Spirit of the Game' novel. This is based purely on my experiences in trialling how Geoff Francis' novel can help some of the most challenging young people in the country today. It is not the intention to be overly prescriptive in the way these materials and their messages are used and the important outcome is that it helps young people question some of the more negative attitudes and media messages within their own culture and society in general today.

Follow up work and understanding should always focus on sensitivity to the young person concerned and support their understanding, their confidence in questioning things that appear to be wrong and empower them to make better choices in life. Whilst reading the novel may well lend itself to a themed project which can be submitted for accreditation e.g. a project on Racism. It is also the intention to improve practical football and other sports skills which could also be accredited. For example, a young person could agree to play football (or other sport) in a particular way for a length of time and evaluate the practical improvements through positive play and attitude.

The choice and decision of how to go about this and what to do rests with young person and their learning guide / companion. For further help or support on educational projects and resources relating to 'The Spirit Of The Game' – please contact lin@HETwebsite.com

I have included below a template that could be completed after each chapter and can be submitted for certification. You may need to complete this over additional sheets if necessary. This can be completed by the learning companion / guide and the young person and kept in a separate physical folder or can be submitted online. The reference box in the template refers to what that evidence is and where that information is stored for assessment and moderation.

As part of the HET programme, young people are encouraged to open their own webpage to submit and celebrate their evidence of positive HET based projects. If you would like to open a page on the social networking aspect of HETwebsite, please let us know and we will email you the login details, which you can change when you receive them. This is part of our

safeguarding policy and ensures that we know you are who you say you are. Every time a young person uploads something to the site, they earn reward points which can be used towards their personal incentives programme. For more information on this please see:

http://www.amazon.co.uk/Behavioural-Management-techniques-behaviour-ebook/dp/B007V4F9D6/ref=sr_1_5?s=digital-text&ie=UTF8&qid=1349272973&sr=1-5

I have also included a form below to record functional or core skills which relate to how a young person carries out some of the follow up activities and completing this can also contribute towards other qualifications at a later stage. Further information on how the ASDAN accreditation and certification scheme works is available from:

www.HETwebsite.com/accreditation

SPECIAL NOTE FOR HET THERAPISTS:

Working through the 'Spirit of the Game' gave me a great insight into the mindset, values and pressures that were being placed on some of the young people I work with in HET. Not only was that invaluable to me in delivering the therapeutic support to young people in creating positive emotions and perceptions, but it also gave me a way in to reach some of the vulnerable families and communities in society today. This was done in powerful 'partnership focused' ways. Using the inflatable pitch for example, through coaching and mentoring skills led to powerful bonding sessions with Dads and Lads which levered the opportunity to explore family dynamics and heal at some of the deepest levels. Using football as a currency to access some of the hardest to reach young people proved how effective the language, the medium and the tool of football culture is and how empowering working with materials like 'Spirit of the Game' proved to be.

Anyone interesting in finding out more about HET training can contact me on

lin@HETwebsite.com

NAME..... DATE.....

CHAPTER.....

TIME TAKEN.....

Evidence reference:

RESPONSE TO DISCUSSION
POINTS:

FOLLOW UP ACTIVITIES
UNDERTAKEN:

THERAPEUTIC COMMENTS:

This is my project!

When I have finished my project :-

I will have:

To do this project I will need:

These tools to help me:

Tools:

These people to help me:

People:

I will need to have a certain amount of time:

Time:

I will need to be in certain places:

Places:

I can turn my project into a stepping stone journey. To reach the first stepping stone I need to think about these things:

My thoughts on getting started:



Other things that I may need to happen before I start my project

Getting underway:

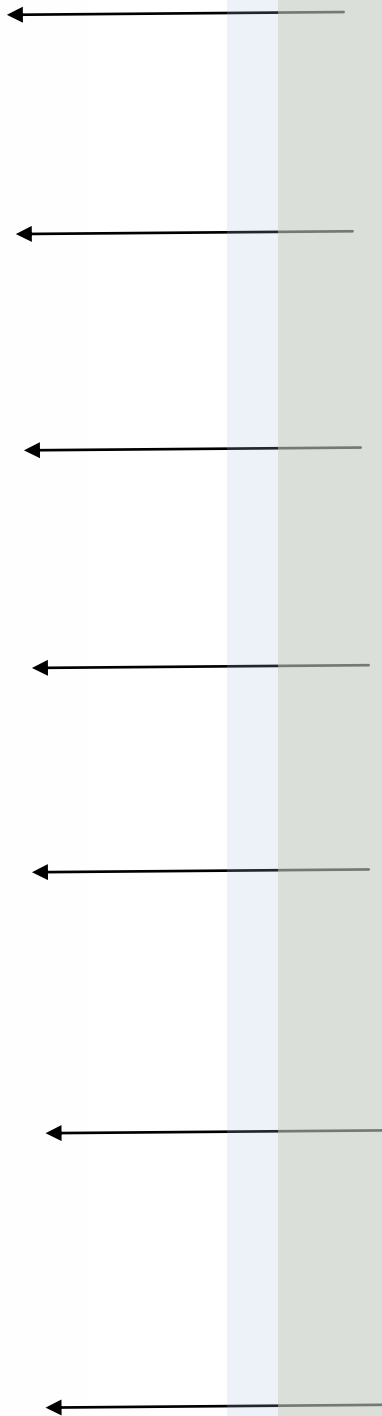


Congratulations on reaching the first stepping stone.

Now you are able to do something called an action plan. What this means is that you will come to different points in your project when you may have to rethink what you need to complete the next stage.

Here is one way you can do this.

You can fill this in on your stepping stones chart. Breaking your project down into smaller steps can be very helpful.








When you have finished all the stages of your project. You can look back over the stepping stone journey and see how easy it was or how hard it was, what you could have done to make it better and what you would do differently next time. In other words if you were to help someone else doing the same project what advice would you give them?

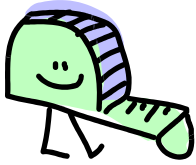

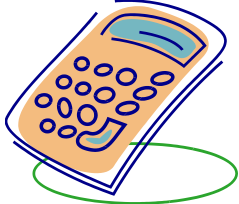
This is called an evaluation or a review.

When you have finished your project, you can look back over your stepping stone chart and do a review.




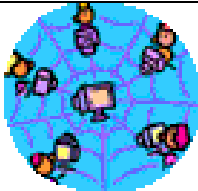
During your project you will probably have used lots of other skills. For example – you will have communicated to different people. This may have been by

		v or X
	Directly talking to them	
	Using a phone	
	Using a computer	
	Writing things down	
	Taking photographs or filming or recording.	
OTHER WAYS		

You may have used numbers:

		✓	or	X
	Measuring things			
	Timing things			
	Working things out using numbers			
OTHER WAYS				

You may have used IT

		v or X
	Using a computer	
	Camera	
	Recorder	
	Accessing websites	
OTHER WAYS		

All of these things will need to be noted somewhere as evidence that you have achieved them and then they can go towards your qualification.

Here are some ways you can record this on HETwebsite;

- Take a video and upload it to the site
- Take photographs and upload them onto the site
- Make a podcast and upload it to the site
- Get other people to write about what they have seen you do – this is called a testimonial
- Get into the habit of blogging about your project – this is a diary of what you are doing along the way

All of these things will earn you reward points as well as providing evidence for your project.

MOST IMPORTANTLY OF ALL – HAVE FUN AND ENJOY YOUR PROJECT!



