



How to use football stories to improve your teaching skills?

A GUIDING DOCUMENT

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Inspiring History and Citizenship Educators



**Eintracht
FRANKFURT MUSEUM**



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Preface: the Football Makes History¹ project

EuroClio's 2016 initiative "Football. A People's History of Europe" launched a Europe-wide project in 2018: Football Makes History. The project mobilized history educators, football historians and journalists, pedagogy experts, education policy makers, community workers and football stakeholders from various European countries and backgrounds to work together to deliver innovative teaching and learning materials. This group shared an intense and enthusiastic passion for the game. In addition, each of them had extensive and invaluable knowledge of the history of their 'own' club and national football history. But most of all, the group shared a strong belief that historical learning through the lens of football – that most young people enjoy as well – can develop young people's enthusiasm for history, historical knowledge, competences, skills, attitudes, and values, as well as understanding and appreciation of diversity.

In short: the team behind the project set out to use football history as a door opener to promote historical understanding and social inclusion across Europe.

More specifically, the aims of the project were:

- To help youth in Europe feel a sense of belonging to their local and transnational realities.
- To promote empathy and intercultural dialogue among students, teachers and school leadership.
- To advocate the need for relevance of the history taught to the students.

To pursue these aims, between September 2018 and December 2021, we:

- Developed 24 learning activities and teaching strategies that put football history at the center of the classroom experience
- Provided three background narratives on the origins and spread of the game.
- Published three source collections (on discrimination and on the history of migration and colonialism in Africa through the lens of Football)

The team: Institutional Collaboration

The project saw the cooperation of the following organisations:

- **EuroClio - the European Association of History Educators**, is an International NGO based in The Hague (Netherlands). It represents history teachers' associations from across Europe and beyond, and supports the development of responsible and innovative history, citizenship, and heritage education by promoting critical thinking, multiperspectivity, mutual respect, and the inclusion of controversial issues. The Association advocates for the sound use of history and heritage education towards the building and deepening of democratic societies, connecting professionals across

1. For more information on the project, you can visit the project website: www.footballmakeshistory.eu. Please note that Football Makes History was implemented with the financial support of the Erasmus+ Programme of the European Union as part of the initiative "Football History for Inclusion – Innovative collaborations of school education and youth through the prism of local football history for social inclusion and diversity."

boundaries of communities, countries, ethnicities and religions. It seeks to enhance the quality of history and citizenship education through capacity-building for educators and producing and implementing innovative teaching tools. More information at www.euroclio.eu.

Within the project, EuroClio was represented by Alice Modena, Deputy Director, and Andreas Holtberget, Senior Project Manager.

- The **Anne Frank House** is an independent organisation dedicated to the preservation of the place where Anne Frank went into hiding and wrote her diary during the Second World War. The organisation brings the life story and the work of Anne Frank to the attention of as many people as possible worldwide, partly with the aim of raising awareness of the dangers of antisemitism, racism and discrimination and the importance of freedom, equal rights and democracy. More information: www.annefrank.org.

Joram Verhoeven and Willem Wagenaar represented the Anne Frank House within the project.

- The **Eintracht Frankfurt Museum**. In its permanent exhibition the Eintracht Frankfurt Museum shows the traditional history of the Club Eintracht Frankfurt with all its ups and downs. Within the large trophies and exhibits the sports history of the Frankfurt Club can be experienced from its founding in 1899 up to the present. Various events and a wide range of educational projects are further focal points and round off the offer. Furthermore, the museum is involved in international projects and integrated into various networks with important institutions. More information at: www.museum.eintracht.de.

The Eintracht Frankfurt Museum was represented within the project by Frauke König and Matthias Thoma.

- **Evenzo Consultancy**. Jonathan Even-Zohar worked on the project as an independent historian under the name Evenzo Consultancy. He has experience in complex international history education projects all across Europe and is the co-creator of the Football Makes History initiative. More on his work on www.evenzo.ist.
- **Fare Network**. Founded in 1999 in Vienna, the Fare network (Fare) is a European NGO representing organisations that tackles discrimination in football and uses football as a vehicle to foster social inclusion and promote diversity. United by the commitment to bring about positive social change, the strength of Fare springs from its diverse membership which comprises over 110 NGOs, youth organisations, ethnic minority groups, supporters groups, amateur and professional football clubs, national football associations, etc. in 38 countries. Fare acts as platform for its members to connect and address cross-border issues in the field of anti-discrimination, social inclusion, integration, diversity, LGBTIQ+ inclusion, and gender equality across all levels of football. More information at: www.farenet.org.

The project saw Alexandra Solomon and Niels van Muijden involved as project coordinators for Fare Network.

- Romanian Football Federation. According to its 2021-2026 strategic plan, the Romanian Football Federation intends to become the most relevant social responsibility partner in Romania. Since 2016, the Romanian Football Federation has had an anti-discrimination strategy, having the following pillars: education, prevention and early notification of any discriminatory actions. At the same time, in order to promote anti-discrimination action, the Romanian Football Federation organizes a series of flagship activities: the Diversity Cup, dedicated to combating racism, hate speech and discrimination based on ethnic criteria; promoting football for the blind and making the football phenomenon accessible to people with vision deficiencies; affirmative action for the inclusion in football of categories at risk of marginalization, especially for children and young people. Through social responsibility actions, the Romanian Football Federation reaches over 2000 people annually, direct beneficiaries of these actions and develops partnerships with over 10 organizations from civil society and public administration. More information at www.frf.ro.

Daniel Petcu and Florin Sari joined the project as representatives of the Romanian Football Federation.

The Football Makes History project involved also the following individuals:

- *Gijsbert Oonk*, Erasmus University - academic advisor to the project / developer of educational material for formal education
- *Agustin de Julio Pardo* - developer of educational activities for non-formal education
- *Anika Leslie-Walker*, University of Bolton - developer of educational material for formal education
- *Ansley Manos Hofmann* - developer of educational activities for non-formal education
- *Benny Christensen*, Danish History Teachers' Association - developer of educational material for formal education
- *Christoforos Pavlakis*, Hellenic Sports Committee / University of the Aegean - developer of educational activities for non-formal education
- *Christopher Heim*, KU Leuven - developer of educational material for formal education
- *Cormac Whelan*, Positive Youth Foundation - developer of educational activities for non-formal education
- *Dario Brentin*, University of Graz - developer of educational material for formal education
- *David Webber*, Solent University - developer of educational material for formal education
- *Denver Russell Charles*, Magherafelt High School - developer of educational material for formal education
- *Dolores Galindo Fontán* - developer of educational activities for non-formal education
- *Enrico Cavalieri*, Istituto Comprensivo Zola Predosa (Bologna) - developer of educational material for formal education

- *Ernest Brennan*, National Children's Football Alliance CIC - developer of educational activities for non-formal education
- *Fernando Gallego Pedraza*, Sevilla Fútbol Club - developer of educational material for formal education
- *Gareth Thomas*, Football History Boys - developer of educational material for formal education
- *Geir Ove Halvorsen*, Stovner Videregående Skole - developer of educational material for formal education
- *Gian Marco Duina*, Hopeball - developer of educational activities for non-formal education
- *Igor Jovanović*, Elementary School Veli Vrh Pula - developer of educational material for formal education
- *Inemarie Dekker*, Sivkaworks - developer of educational activities for non-formal education
- *Jakob Fihl-Jensen* - developer of educational material for formal education
- *Juan Carlos Ocaña*, IES Parque de Lisboa - developer of educational material for formal education
- *Kevin Kendall* - developer of educational material for formal education
- *Lennard Bunt* - developer of educational material for formal education
- *Marcel Put* - developer of educational material for formal education
- *Marisa Schlenker*, ENGSO Youth - developer of educational activities for non-formal education
- *Martin Liepach*, German History Teachers' Association - developer of educational material for formal education
- *Peter Bijl* - developer of educational material for formal education
- *Rico Noack*, Gesellschaftsspiele - developer of educational activities for non-formal education
- *Stefán Svavarsson*, Kópavogur High School - developer of educational material for formal education
- *Thomas Auguste Farines* - developer of educational activities for non-formal education
- *Thomas Babila Sama*, African Association of Central Finland - developer of educational activities for non-formal education
- *Ute Ackermann Boeros*, American International School in Cyprus - developer of educational material for formal education
- *Valerio Bernardi*, Ministry of Education - developer of educational material for formal education
- *Zdravko Stojkoski*, Association of History Teachers of Macedonia - developer of educational material for formal education

Finally, the project involved the following trainees:

- At Euroclio: Agustin De Julio Pardo, Adriana Fuertes Palomares, Giulia Verdini, Julia Flegel, Lisanne Veldt, Ralitsa Angelova, Valeria Mingardi, Zaira Bulgheroni.
- At Enzo: Lennard Bunt and Kevin Kendall

Introduction

Translating football stories into education is fun. Sport – and particularly football – appeals to millions of Europeans, regardless of their sexual orientation, colour, gender, age, nationality or religion, often becoming a defining factor of identities and communities. The rich local cultural heritage of football and its shared history covering the turbulent 20th century history offers direct access to addressing past and present diversity. In addition, it helps to promote shared values, equality, non-discrimination and social inclusion with an integrated perspective, encompassing and innovating

formal and non-formal learning, as well as youth work. European Football stories can not only excite the football and history fans but in particular create a space where those that are marginalised in European societies are included, feel belonging so that everybody can seek active citizenship. In short, we have developed new educational resources that can help young people explore European history and heritage through the lens of football, as well as use football to tackle social exclusion.



OLYMPIC FOOTBALL AT THE STADIUM.
How England obtained the first goal against Denmark, whom they ultimately beat by two goals to nil

Source: We believe this image to be in the public domain. If you are the copyright owner of this image, please reach out to us.

To mention just three examples. First, most young football lovers have heard of the famous football clash between Barcelona and Real Madrid in Spain. But very few know why this match is labelled ‘el clasico’. At a quick glance (sometimes even just a quick google-search) it becomes clear for students this clash originated in Spanish and Catalan nationalism and their historical context. Therefore, to grasp the basic notions of this background students have to dive in the history of Spain. They explore the nationalist historical narratives between the Kingdom of Spain and region of Catalunya. They might discuss the link between sport rivalry and nationalism and last but not least -they may relate their findings with similar and different examples from their own or other countries.

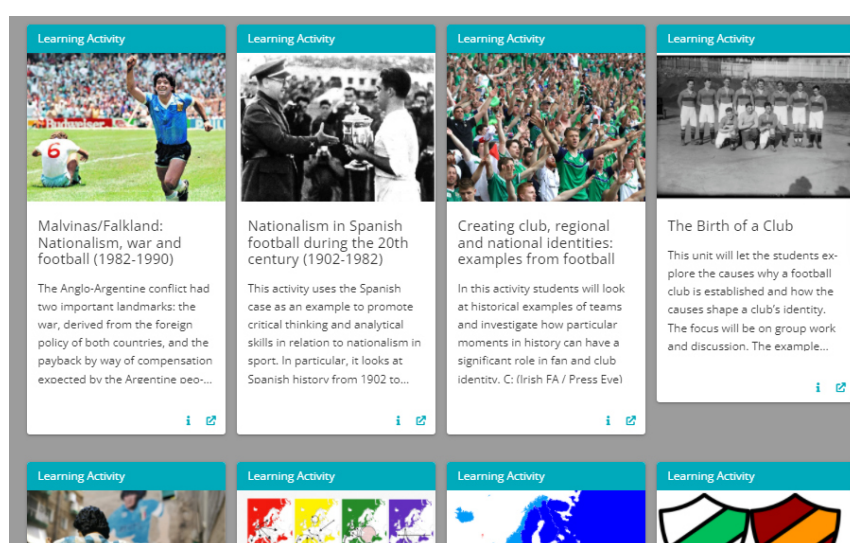
In a second learning activity we ask students to look at the football squad of countries like French, the Netherlands and England. They are requested to find out where the players and the (grand) parents(parents) of these squads are born. If they do this for the French World champions of 2018, they will find out that quite a few players have a background was part of the French empire. In the end, they are able to define the major French colonies and when they were colonized? They also will discover that some players have a background as part of the labour- migration history of that country. Therefore, at the end of the exercise they have debated differences and similarities between colonial migration and labour migration in the context of national identities.

In the final and third example that we like to mention here we build on the increasing popularity of women’s football. Since World War II, women have attained higher levels of education, increased their time in the paid job market, and made significant inroads in the worlds of work and politics, but there are still injustices that remain. This learning activity introduces students to women’s efforts to receive equal

pay and better working conditions through football in the struggle against sexism and gender discrimination. In this learning activity students have to demonstrate awareness of sexism and stereotypes that influence institutionalized gender discrimination. They learn how about the gender pay gap and how it manifests in women's football. They learn how women have fought and are still fighting for pay equity and workplace equality in sports and they reflect on methods to overcome the gender pay gap.

In short, in this project we have looked at issues of racism, gender & sexism, homophobia, migration, poverty & inequality, nationalism, war & peace – all through the lens of the world's most popular game! The shared football history of Europe can generate a sense of belonging and ultimately sense of responsibility for active citizenship, especially for young people who are not normally interested in school or history. The rich history of football makes it possible to build positive cultural contribution to diverse society. The project addresses societal challenges through the transformational potential of football and its history. Its main goal is to keep inclusive education at the forefront, aiming to help young people explore European history and heritage through the lens of football to tackle social exclusion. This was achieved through collaborative design work and piloting.

We have produced historical content and educational resources for use on the [Historiana website](#)². The ready-made and transferable learning activities on European football history are designed to help tackle rising intolerance and engage students in critical thinking. Among others you'll find, lesson plans exploring sometimes overlapping themes like [nationalism](#) and the [links to armed conflicts, borders and national identities](#), [football and identity markers](#), and [economic inequalities](#). Most of the educational material is developed for the age group from 14-18 years. More often than not, this can be easily adjusted to somewhat higher and lower age group.



Some of the Educational Resources available on Historiana.

2. Historiana is an online resource for educators that offers a variety of material to teach inclusive history and citizenship in blended formats. It provides free historical content, ready-to-use learning activities, and innovative digital tools developed by a team of history educators from across Europe and beyond.

Periodisation and Geographical scope

European football has since its inception, inspired millions across the continent to dream, to feel belonging, to be amazed, to be thrilled and to find togetherness in sadness and in joy. Many people's personal memories are thus shaped by football's history, generating a collective memory of past fixtures, players, matches and tournaments. This shared past is reflected in many touching, thrilling and thought-provoking stories, which illuminate wider historical events and developments of European history and indeed Global History. The proximity of the topic of football to our own time and life fosters their sense of empathy and grows our historical consciousness.

Football is one of the oldest sports that is still played today. According to FIFA, "ball games" similar to football were played as early as 200 b.C in the UK. The game changed a lot since then, and it wasn't until 1857 when Sheffield F.C, the first ever soccer club, was founded in England. The oldest soccer competition that is still played today is England's FA Cup which first competition was played in 1871. The first official associated game between two nations was England vs Scotland played November 30 1872. In 1904, FIFA was founded as world football's governing body, and in 1906 England joined the organization. Everything escalated quickly, and it was in 1930 when the first ever World Cup was played in Uruguay.

Nowadays football has become the most popular and most global sport in human history. The last World cup (Russia 2018) was viewed by more than 4 billion people! With a world population of almost 8 billion, this means that half of the globe has had a pie of the 2018 world cup. In addition, more than one billion people saw the finale between (do you remember?...) France and Croatia. And many of you might even remember its exact score. This means that it was of the biggest shared experience around the globe.

Nevertheless, it may not come as a surprise that most of our activities are well centered in the 19th and 20 century and western Europe, as this is where most of the educators who developed the content of our activities are currently based.

Promoted skills, values, and attitudes

History teachers recognize they do not just teach events from the past. In fact, events from the past are usual just a starting point to start conversations and learning exercises about many different topics and skills.

The **skills** acquired in global/ world history courses constitute the building blocks of a liberal education. They can be applied not only to upper division history courses but across the entire curriculum. Chief among these skills are the ability to recognize and analyze change over time and space, to handle diverse forms of evidence, and to master forms of written, oral, and visual expression that facilitate communication with peoples of other regions and cultures. The goal should be to provide all students with ways of approaching the world and thinking about themselves in the dimensions of time and space.

These are skills that will both enhance their own lives and enrich the global communities of which they are a part:

- a. Identify how causation relates to continuity and change in global frameworks
- b. Recognize connections between the past and the present; i.e., locate both self and others in time and spaces
- c. Acquire familiarity with the uses—and the limitations—of historical comparison as an analytic tool
- d. Appreciate the constructed nature of geographical categories when thinking about geographical space
- e. Demonstrate the capacity to deal with differences in interpretation
- f. Critically analyze narrative structures and construct narratives
- g. Demonstrate an ability to recognize and interpret multiple forms of evidence (visual, oral, statistical, artifacts from material culture)
- h. Recognize the distinction between primary and secondary sources, understand how each are used to make historical claims

The educational material presented in this handbook will help students grow to:

- a. Value cultural diversity
- b. Understand and learn how to approach sensitive and controversial history
- c. Promote and uphold human rights and dignity
- d. Appreciate and protect democracy

These **values** are the cornerstone of democratic cultures: students who understand, appreciate, and uphold these value will fully embrace their role of active citizens in multicultural and plural societies. However, at times these values can be too abstract and look too far removed for students to grasp their meaning and their impact on everyday life. By using concrete and relatable examples rooted in local football (hi)stories, which are known to most of students and beloved by many of them, the lesson plans developed by the Football Makes History team will help bringing the values listed above closer to students, making them easier to appreciate and internalize.

How to use this guiding document

All the educational resources that we have developed in the project are available on the Historiana eLearning Platform or on the EuroClio website. Each resource is presented in a dedicated page, with free-to-download step-by-step instructions, worksheets, and additional content. Using this guiding document, you will be able to identify what is the activity that is most suited to your classroom's needs.

Are you looking for an activity that asks students to analyse primary sources? For an activity that helps them better understand the Spanish Civil War? Or do you want your students to develop empathy? This guiding document will help you identify which activities to check out.

We divided this guiding document into four main quarters that represent major subjects in 19th and twentieth century history events. The first chapter is related to the emergence of nationalism and the creation of local, regional and national identities. Students are- for example- asked to discuss the migration background of the players of the French World Champions of 2018. This -eventually enables them to reveal the colonial context of national identities. The stories are taken from major countries in Europe, but can also inspire histories of other countries and regions. The same applies for the second chapter on the role of football in War and Peace making in Europe. On the one hand -like in the example of the famous Christmas Truce- during the First World War the game of football may contribute to potential peace making processes and on the other hand the football game itself become part of a narrative of war making, as I in the example of as the '[Maksimir riots](#)' of May 13th 1990, after game between the 'eternal' rivals of Yugoslav football, Dinamo Zagreb and Red Star Belgrade. In the third quarter we provide stories that may help us to explain emancipation and liberation through histories.

By telling the histories of how women, people of color and lesbians and gays created -and are in the process of creating- their own space and safe environment to play and enjoy the game, we open the conversation on equality, discrimination and exclusion. In the final quarter we open debates on local and regional developments of the game as well as processes of migration and identity. Last but not least, we emphasize that there is some overlap in the chosen categorization of the chapters.

A final note before we start: we have added direct hyperlinks to all educational resources referred to. You will be able to easily open the activities or external links on your browser by clicking on any text in [this color](#).

Chapter 1: Learning activities related to Nationalism, National Identity



Photo: 1939. General Moscardó hands over the Copa del Generalísimo (Spanish Cup). [Sevilla FC Archive]

Throughout the history of the nation-state, political leaders have used sport as a means of promoting individual and national agendas. The players in the national team represent their nation with the national flag and hymen. Football's high-profile international competitions have become the highest rated telecasts worldwide. To illustrate the tremendous impact national football teams have on the lives of football fans, look no further than the streets themselves in the aftermath of the telecast of a national team match that has ended in victory, as tens of thousands of fans take to the streets in frenzied celebration ([Kuper 2012, 138](#)).

Within nation states rivalries between clubs (Real Madrid vs Barcelona; Glasgow Rangers vs Celtic) become symbols of national controversies. The royal family (Madrid) against the Catalunya separatists; the protestant Rangers against the Catholic Celts. Despite the fact that these antagonisms are part of stereotyped oppositions the histories of these clubs; the colors and symbols of the shirts they hold over sport appears to have weakened over the last few decades.

The same applies for international sport events. In an era of commercialization, individualism, and globalization, many sport fans have access to matches from all over the world at all hours of the day. While the broadcasting of international football tournaments remains highly profitable for national television networks, their close relationship with national political agendas will continue to weaken.

From a historians' perspective this only shows that we may arrive at a globalized world in 'full circle'. Historians are aware that nation-states were never stable and unified entities. The borders of countries and national identities change over time. Nation states – as we know them now- emerged in Europe in the 18th and 19th century. But they were never fixed and stable entities. Borders changed because of two World Wars (1914-1919/ 1939-1945) like for example the border of between Poland and Germany. In addition, Germany became separated during the Cold War between East and West Germany after the second World War and reunited again after the fall of the Berlin Wall (1989). The breakup of Yugoslavia (1991-2001) once again shows that borders between countries are in constant flux and not self-evident. While some countries have disappeared from the political field (Yugoslavia), new ones (like Croatia and Serbia) arrived.

In addition, the emergence of nation-states was closely related to the fall of empires, especially after the Second World War. The fall of empires and the rise of nation-states was a defining political transition in the making of the modern world. The rise and fall of empires and the emergence of nationalism and the

process of nation-building was usually related to defining ‘us’ and ‘them’. Moreover, migration within empires have shaped the national identity of countries like France, United Kingdom and the Netherlands. Among others, these countries happen to include black citizen in their national teams. Therefore, these citizens became national representatives of the nations. More often than not, however, that’s was not without debate and often contested.

Through the lens of football and football histories we highlight some of the complexities involved and make them tangible, relevant and practical for students.

Example 1: Changing Borders in Europe through the lens Football.

Europe in 1871; 1922 and during the Cold War.

Developed by: Stefán Svarvasson

Major Question: Since nationalism has moved and changed borders, what would the European Championship today look like, if Europe’s borders had remained unchanged at different times in history?

High school students are provided with a map of Europe from 1871; from 1922; a map from the cold war and a map of 2016. In addition, they are introduced to The European Championship of 2016 that was held in France (or later). National teams from 24 countries participated. On the [UEFA](#) website you can see which countries played in France, and by clicking on this link you can see the groups and a list of players picked from each country. In this project students contemplate just how fluid European borders have been in the last 150 years, and how concepts like nationality and ethnicity can be difficult to define and are not easy to establish. The first European Championship was held in 1960, but what students try to imagine what the Championship had looked like had it taken place with Europe's borders unchanged at different times in history.



Guiding questions for students are:

C: Alexander Altenhof. Source: https://commons.wikimedia.org/wiki/File:Europe_1871_map_en.png. CC BY-SA 4.0

1. Take a close look at the map of Europe from the year 1871. Now let’s imagine that Europe's borders were unchanged in 2016 and that only independent states can form Football Associations.

- ☐ What states could not have participated in 2016 because they didn’t exist?
- ☐ What states that did participate in 2016 could also have participated if the map from 1871

was still valid?

- According to the map of 1871, what 24 nations would have made it to the European Championship?
- Try to figure out which national teams change a lot and which national teams change very little were the map from 1871 still valid in 2016. How many national teams from today would otherwise have been a part of Germany, Russia, Austria-Hungary and Turkey? Make a list of them and which part of which empire they were from.

2. Now look at a map of Europe from the year 1922.

- Which national teams which did not participate in 1871 could participate in 1922? Remember we are only looking at national teams which qualified for the Euro 2016.

3. Now look at a map of Europe from the Cold War. The main changes in the political map is that Germany is now two states and the borders of Poland have moved to the west where they are today.

- Divide the German national team between East- and West-Germany. Which national side would have been stronger?
- A player's nationality is determined by his place of birth. If a player was born in a third country, try to determine nationality using his amateur or professional club history.

Learning outcomes:

Students learn how difficult it is to define nationality and ethnicity; get an oversight of the effects of politics on nationalism: during the 19th and 20th centuries; learn about border demarcation in the 20th century; understand the rise of nationalism and the idea of the nation state.

Example 2: French colonialism and national Identity through the lens of Football.

Developed by: Gijsbert Oonk

Students are introduced to French national Football (men's) team of 2018 by showing a picture that was taken just after they won the World Cup. Teachers ask students what they see and what this picture might have to do with colonialism and migration. The answers are debated in class.

In the following part of this learning exercise, the students are provided with the names of the players and the place of birth/ birthplace parents and an empty state map of Africa. They are requested to color the countries where the (parents) of the players are born and find out when these countries were colonized and achieved their independence. Students will find that most French players have family background in former French colonies. They are then invited to discuss French national identity in the context of post-colonial world. Which European football teams are diverse? Which not? Why?

Learning outcomes:

At the end of this activity:

- Students can name the major countries/regions that were part of the French empire in Africa. What were the major French colonies and when?
- Students debate differences and similarities between colonial migration and labour migration in the context of 'national' identities.

Example 3: Nationalism in Spanish football during the 20th century (1902-1982).

Developed by: Fernando Gallego Pedraza

This activity uses the Spanish case as an example to promote critical thinking and analytical skills in relation to nationalism in sport. In particular, it looks at Spanish history from 1902 to 1982, a period in which the country has known three different forms of government: monarchy, republic and dictatorship. The activity is composed of a text on the Spanish case and six exercises for students. During this exercise students need to define or describe various forms of government and control, including monarchy, republic, dictatorship, democracy, fascism and nationalism. In addition they read about various phases and events of the Spanish and how this affected its Football History (including the history of Real Madrid, Barcelona and many other clubs. They will discuss questions like: What do the exposed cases of nationalism suggest to you? To what extent is nationalism Good or Bad? Are you aware of similar practices in your country or region?

Learning outcomes:

At the end of this activity, students will:

- Highlight the interference of political power in sport
- Recognize the importance of sport independence
- Evaluate negative and positive aspects of nationalism through the case of Spain

Hungry for more?

If you are interested in more learning activities related to Nationalism, National Identity, you can check out the following activities:

- [El Clasico: Barcelona vs Real Madrid: Nationalism in Spain and Spanish Football](#), activity by Juan Carlos Ocaña

With this activity, your students will learn about Spanish and Catalan nationalism and their historical

background; learn about the history of Spain; assess the role of football clubs as a vehicle of nationalist confrontation; understand nationalist confrontation as a fight of historical narratives; discuss about the link between sport rivalry and nationalism.

Indicative age of students: 15 to 17

- **Understanding (football) migration's push and pull factors**, activity by Igor Jovanovic

With this activity, your students will understand what are the root causes of human migration around the world; deepen their vocabulary on migration movements; understand the connection between migration and football.

Indicative age of students: 14 to 16

- **Football, the national team and national identity**, activity by Dario Brentin

With this activity, your students will learn factual details about the transformation of modern Europe through migration and diversity, representation and nationalism; discuss the question of integration and national identity; identify, evaluate and respect different, as well as conflicting viewpoints ; identify the opportunities of diversity/multiculturalism and social inclusion, as well as the dangers of nationalist exclusion of minorities for modern societies.

Indicative age of students: 14 to 16

- **We are the Best! – Defining nationalism by looking at popular culture examples**, teaching strategy by Marcel Put

This practice uses historic football pictures to learn about and recognize the characteristics of nationalism. In connection to this activity, students will learn to ask different kinds of questions about the sources, organizing the sources and formulating a hypothesis about them. The activity has different difficulty levels, includes several assessment rubrics, and can be easily modified. It can be used to introduce the topic of nationalism, or to conclude a module on it.

- **The history of Congo through the lens of football: from independence to the Present day**, collection of resources by Chris Heim

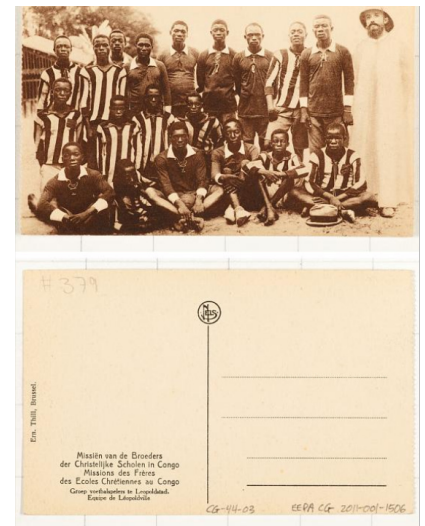
This collection of resources has been developed to help students learn about migration, with a special focus on the topics of: race, ethnicity and (de)colonization, culture and sport. In particular, it focuses on migration in the European-African context, looking at the relationship between Congo and Belgium from the establishment of the Congo Free State (1885) until Congolese Independence (1960) as an example. The sources and narratives collected here are not exhaustive, but highlight specific moments that can help discuss migration and injustice.

Indicative age of students: 14 to 18

- **Example of discrimination in football**, collection of resources developed by Enrico Cavalieri

This source collection provides a range of the unfortunately large number of episodes in which football-related discrimination has taken place. The selection tries to cover a large spectrum of victims (mostly players, but also coaches and referees), who had suffered various forms of hostility because of the colour of their skin, because of their gender, ethnical or religious beliefs and political ideas.

Many of the episodes take place in strictly contemporary times, but some of them are related with 20th century dictatorships, such as Italian fascism and Spanish francoism. Analysing them, students can have an idea of the many reasons why a player can suffer discrimination, but also how it changed during the last century, how many “steps forward” have been done and how many are yet to be done.



Congo Belge (CG), African Postcard Collection, National Museum of African Art, Eliot Elisofon Photographic Archives, Copyright Details Unknown

Chapter 2: Learning activities related to War and Peace

During the First and Second World War in the twentieth century football continued the pitch, despite some temporary suspensions here and there. Politicians, rulers and administrators recognized, while being criticized on this issue, that football would keep people healthy, fit and united. During the recent COVID-19 crises we have seen similar developments. Football was one of the last industries to stop during the First Lockdown in 2020. The Champion league was eventually suspended, some countries postponed their national competitions like Italy, England and Germany, whereas other countries like France declared a champion (PSG) without playing all the matches. The Euro 2020 and the Copa America were postponed to 2021. The sometimes-hefty moral debates on the do and don'ts during crisis show a fascinating fenster on the rule of football during wars and in crises situations.



One of the many photographs of the Christmas Truce of 1914, which included a spontaneous game of football. Robson Harold B, Public domain, via Wikimedia Commons. Available at: <https://commons.wikimedia.org/wiki/>

On 8 September 1939, the British Football Association (FA) declared that all football except that organised by the armed forces was suspended 'until official notice to the contrary'. This was in contrast to 1914, when professional football had continued during the first year of war. Nevertheless, just three weeks later Home Office allowed a revised and limited football program as long as it did not interfere with the national service and industry. Overall, the importance of football was recognized as a way to keep troops and the Homefront fit, active and entertained. In addition, if we as historians wish to understand 'every day' life in time of wars and disruptions, we need to recognize that major evacuation and rescue of British troops from Dunkirk by the armada of little boats, the football match between Chelsea vs. West Ham drew a crowd of 32,797 in London. **Simon Kuper** cites the he Daily Mail after the fall of France in June: "The people were stunned by the news just after the first race at Wolverhampton yesterday but, of course, carried on and presumably the meeting today will go through, if only as a gesture of stoutness." (The crucial phrase in this sentence is "of course."). **Kuper** finalized his ESPN article with some observations from his book on football during war times in the Netherlands:

“ In much of occupied western Europe, football didn't merely survive the war; it actively boomed during it. In the Netherlands in 1940, the year of the German invasion, a little over 4 million tickets to sporting events were sold. In 1943, the figure exceeded 8 million. The mania for soccer astonished contemporaries. Before a crucial game between the Amsterdam club De Volewijckers and Heerenveen on Whit Monday of 1944, Volewijckers director Ph. K. Corsten wrote: "Certain foodstuffs are hard to obtain. However, people don't go to the Beemster [an agricultural region] for themselves, but solely with the intention of exchanging the vegetables and potatoes they obtain for . . . match tickets." Dutch amateur sports clubs couldn't cope with the flood of new members. During the war, the Dutch read more books and attended more plays, films, concerts, and probably church services than before, but no other form of entertainment grew as quickly as sport. What else was there to do?”

The [British Imperial War Museum](#) developed a website in which they summarize major facts of the importance of football during the wars and times of disruption. They include:

- Football was an important form of recreation for soldiers in Britain
- Footballers helped support recruitment
- Many factories set up women's football teams
- Football was popular with prisoners of war
- Football was an important form of recreation for civilians
- Many professional footballers served in the armed forces
- Football helped maintain fitness
- Football was used to encourage work place productivity
- Football boosted morale
- Footballers played in exhibition matches to support the war effort

Example 1: Three Presidents - Stories of Discriminations after the Racial Laws in Italy in the 1930s.

Developed by: Valerio Bernardi

Despite the unifying potential of football in many countries during war time, there were potential downsides as well. In Italy and Germany (but under nazi-rule eventually everywhere in Europe) especially Jewish people were forced to stop playing or representing clubs.

In this activity we will try to discover the stories of three important actors of Italian football history and of Jewish Italian history. The first story focuses on Giorgio Ascarelli, founder of Naples football team and Neapolitan Jewish entrepreneur whose memory was cancelled also by changing the name of the stadium. The second and perhaps most tragic story is that of Raffaele Jaffe, president of Football Club Casale (a club from Piedimont who won the only championships during his presidency), who died in Auschwitz. The third story follows Renato Sacerdoti, president of Roma Football club, who saved himself partly because he recanted his faith, and partly because he was protected by the Catholic Church in Rome. The three stories depict the different effect that racial laws had on people in Italy. egion?

Learning outcomes: These three life stories guide high school students towards primary and secondary

historical sources. They will learn about the effects of racial discrimination in the field of sports; they learn about the history of racial laws in Italy and they develop their civic competencies and understand the value of democracy without exclusion.

Example 2: A game of football that started a war?.

Did a football game cause the break-up of socialist Yugoslavia and the wars of Yugoslav dissolution?

Developed by: Dario Brentin



Photo by Dario Brentin

Very few sporting events in Yugoslav history, if any, have attracted as much intensive and continuous inter/national interest as the ‘**Maksimir riots**’ of May 13th 1990. It was an event, some commentators suggest, of global significance. After all, it is listed by CNN as ‘one of five football games that have changed the world’. It was exactly 25 years ago today that the game between the ‘eternal’ rivals of Yugoslav football, Dinamo Zagreb and Red Star Belgrade, had to be suspended at Maksimir stadium in Zagreb due to violent clashes between opposing sets of fans. More than two decades later, the dominant narrative in post-Yugoslav societies is that the riots represent the symbolic date when the dissolution of Yugoslavia began – ‘the day the war started’.

Back in 1990, interpretations about who was responsible for the escalation of violence were diametrically opposed in Croatia and Serbia. According to the majority of Croatian accounts, the police – widely perceived as a mechanism of Serb domination – acted inadequately, intervening ‘suspiciously’ late, focusing solely on the BBB and openly protecting the Red Star supporters. The Serbian press held a counter-narrative, which saw the events as a meticulously planned incident orchestrated by Croatia’s new government whose officials wanted to exploit the riots politically. What effect that racial laws had on people in Italy. region?

Learning outcomes:

At the end of this activity, students will:

- Learn factual details about the history of the first major war on European soil after World War II;
- Learn about various entanglements of football and history, using the ex-Yugoslav region as a

particular example;

- Critically engage with dominant narrative and re-evaluate “mythologised” stories about the Yugoslav dissolution;
- Learn about the difference of cause and consequence within historic processes and the importance of contextualization.

Example 3: Disappearing from football and the world: Jewish players in the second world war.

Developed by: Enrico Cavalieri



a 1935 Italian Newspapers' article on Árpád Weisz. Public Domain <http://dlib.coninet.it/bookreader.php?&f=2287&p=1&c=1#page/4/mode/1up>

gassed immediately upon arriving at Birkenau.

At the then house of Weisz on Bethlehemplein in Dordrecht, four so-called stumbling stones were placed in 2018, in memory of the four family members. People in Dordrecht are working on a petition to build an Árpád Weisz path at the old DFC site. In January 2020, Chelsea FC unveiled a mural by Solomon Souza on an outside wall of the West Stand at Stamford Bridge stadium. The mural is part of Chelsea's 'Say No to Antisemitism' campaign funded by (Jewish) club owner Roman Abramovich. Included on the mural are depictions of footballers Julius Hirsch and Weisz, who were killed at Auschwitz concentration camp, and Ron Jones, a British prisoner of war known as the 'Goalkeeper of Auschwitz'.

Árpád Weisz's biography is connected with both football history and history at large. For the former, he was an innovator, a genius, and a trophy-winner; for the latter he was an anonymous, forgotten victim among millions of others. In this activity, students will reconstruct his life, with the help of the few

Árpád Weisz was a brilliant Hungarian football player and coach, who spent the best years of his coaching in Italy. He won 3 Italian championships, an EXPO Tournament, discovered several champions, and innovated how football is played in Italy. He was also Jewish, and he suddenly disappeared after fascist Italy issued the racial laws in 1938. Weisz finished his career by coaching FC Dordrecht in the Netherlands, leaving in 1940 following the outbreak of the Second World War. Four years later he was arrested by the SS and murdered by the Nazis at Auschwitz concentration camp, with his family of four (including his wife Elena, his son Roberto, and his daughter Clara) when they were

historical sources about him that are available.

Learning outcomes:

At the end of this activity, students will:

- compare, and evaluate historical sources;
- develop the biography of an historical figure;
- write a short historiographical text;
- cooperate by working in groups.

Example 4: Malvinas/Falkland: Nationalism, war and football (1982-1990).

Does a country's foreign policy influence the way football is experienced?

Developed by: Fernando Gallego Pedraza

At the beginning of the 1980s, both the United Kingdom and Argentina were undergoing a deep change. The UK was going through a severe economic crisis, which was affecting the image of the Conservative Party and of the Prime Minister Margaret Thatcher. Strikes by coal miners, a high unemployment rate, and concerns from the Navy about the reduction of the fleet added up to the general discontent of the population.

Argentina, on the other hand, had been a civil-military dictatorship, called the “National Reorganisation Process” since 1976. In March 1981, President Jorge Rafael Videla was to be replaced by Roberto Eduardo Viola. Only 9 months later, the latter would be succeeded by Leopoldo Fortunato Galtieri. The country was also suffering a serious economic crisis and there was growing opposition to the regime, motivated by constant violations of human rights.

The Argentinian government decided to plan a military action to reclaim the much desired Malvinas, possibly with the intention of distracting the popular attention from what was happening on the mainland. They calculated that the United Kingdom would never respond to the attack.

The aim of the military action was to re-establish Argentina's sovereignty over the Malvinas, Georgias and South Sandwich Islands, and to assert its dominance over the South Atlantic. Once the military plans were ready, the operation was considered feasible, and the start date was set: May 15, 1982.

The plan was to carry out a bloodless attack, in order to force the UK to enter into diplomatic negotiations. Once the archipelago was taken, Argentina would withdraw its troops and maintain a small defense garrison. It would end differently. The British took actions and won the war within a few weeks.

The Anglo-Argentine conflict had two important landmarks: the war, derived from the foreign policy of both countries, and the payback by way of compensation expected by the Argentine people, represented

by a football match. To address the issue and understand the relationship between the two events, a dynamic activity is proposed consisting of a mini football match with a special format.

Both in terms of viewership and of geographic scope, the World Cup is one of today's biggest sporting events. The 1986 edition was hosted by Mexico, and saw 24 countries fighting for the cup. Among them, two of the most important countries in the football scene: England, winner in 1966, and Argentina, winner in 1978.

The emotional charge of the 1982 events was still there, albeit latent. In Argentina, the population wanted revenge for the lost war. The game looked like the perfect opportunity for this. Football became, in this way, a new stage for the conflict. The game, a second war that would allow the people to recover from the defeat suffered in 1982. For everyone involved, including players and supporters: the match of the century.

The eyes of the whole planet were set on the match, which saw two very important players facing each other: Diego Armando Maradona and Gary Lineker.

The atmosphere was tense. Officials from both the UK and Argentina tried to prevent the exaltation of the diplomatic tensions between the countries, and its comparison with the match. Before the match, the English Minister of Sport met with players from the national team to advise them not to make any political statement. On the Argentinian side, the government decided not to intervene.

Several political groups in Argentina, however, tried to suggest possible demonstrations: a minute of silence before the start of the match; for Argentina to play with a drawing of the Malvinas Islands on the jersey, even to withdraw from the tournament. None of the proposals was supported widely enough.

Learning outcomes:

At the end of this activity, students will:

- understand the influence of foreign policy on football rivalries
- evaluate negative and positive aspects of nationalism through the Malvinas/Falklands war
- interpret how society relates geopolitical and sporting events

Chapter 3: Learning activities related to identity and emancipation and liberation

Football and football history is a fruitful and productive way to start conversations about women's liberation, race and racism and LGBTI emancipation in the classroom. Just by telling stories about pioneering women, black football players and LGTBI role models in football we aim to open the conversations and minds of the high school students. These chosen examples may also show that 'fixing' human rights and rights to equality is part of larger human histories with unexpected paradoxes, constraints, and outcomes.

Just to present one example based on the history of women's football. Historians are well aware that women's football flourished in Britain during the First World War, but it then was banned by the Football Association. Why, the First World War? And why a ban? Women's football grew rapidly between 1917 and 1922 in Britain largely as a result of the changing nature of female work. War-time industrial welfare schemes sought to monitor women's leisure as well as their work. While the men went to war, the women worked in the factories. In addition, they started to do sports, more than before and this resulted in women playing matches in front of crowds of up to 55,000 in aid of charity between 1917 and 1921. The most famous of these teams was Dick, Kerr Ladies FC from Preston. Founded in 1917, their first match drew a crowd of 10,000 people. By 1920, a Boxing Day match against St Helen's Ladies was watched by 53,000 spectators at Goodison Park, with another 14,000 locked outside the ground trying to get in. Nevertheless, after the war the nation was devastated by the loss of so many and attempted to put itself back together. One by one, the factories closed and women who had been galvanised and liberated during wartime, found themselves being quietly shunted back into domestic life, returned to their "right and proper place" in society. Football was no longer a health benefit - it was now seen by top physicians, such as Dr Mary Scharlieb of Harley Street, as the "most unsuitable game, too much for a woman's physical frame" and some experts believed that it could lead to infertility. On 5 December 1921 the FA cited strong opinions about football's unsuitability for females. It called on clubs belonging to the associations "to refuse the use of their grounds for such matches". The ban changed the course of the women's game forever. Despite these measures, women continued to play football but outside the auspices of the FA and not on their grounds. In 1969, the Women's Football Association (WFA) is formed with 44 member clubs and the FA Council finally lifted the ban which forbade women playing on the grounds of affiliated clubs in 1971.

In other words, we have come a long way. And football and the history of women's football in particular shows us that we are not there yet. Despite the increasing popularity of women's football especially since the inauguration of the first women's world cup in 1991 (Men's First world cup was in 1930) new urgent matters - that also reflect issues in larger society - is the quest for equal pay for equal work. Should national sport federations pay their women's team the same as the men's team? There are different ways of defending the claim that national football associations ought to pay their men's and women's football teams the same amount. Some argue that it is not 'equal work' because men run faster, the men's game is at a higher energy level or 'faster' and -therefore- it attracts a larger crowd and audience (though is not

necessarily true for at least the US women's team). Nevertheless, others consider the moral argument that appeals to the principle of equal pay for equal work. This 'labor rights' argument provides a good reason for some national football associations to pay their men's and women's teams the same amount but that these are the exception rather than the rule.

Example 1: Women's struggle for equality and respect in the game.

To what degree have women been successful in drawing attention to their game, and gain respect and equality?

Developed by: Stefán Svavarsson



Emma Clarke (back row, second from left) made her British Ladies team debut in 1895 (Photo: Stuart Gibbs / Wikimedia Commons)

In Iceland attendance at women's national football team matches has been significantly lower than the men's games, despite the women's better results. In order to increase attendance, the national women's team launched a series of publicity campaigns in the early 2000s. These advertisements raised controversies about explicit and stereotypical content and its use for promotional purposes. On the other hand, the debate also raised questions of discrimination, unequal pay and sexism in Football.

Is it ethical to use sensual language and imagery or use historical stereotypes for promotional purposes? Why do female football players commonly receive less pay, attention and respect than the men's teams? How do football organizations publicly deal with issues like sexism, inequality and discrimination when they are confronted with them? These are the central questions

that students will deal with in Stefan Svavarsson's activity plan that uses the analysis of controversies to promote discussion skills and understanding of polarising topics.

The author devised this activity for 15 to 19 year old students. The presumed length of the activity is around 2 hours, with additional material for further discussions. The lesson provides clear instructions for activities in 5. steps as well as question sheets, group activities and discussion points.

Imagery sources are the central element. The activity provides teachers with a PowerPoint presentation consisting of 7 images of a publicity campaign by the Icelandic women's football team. Each of the advertisements depicts a different portrayal of a historic event and stereotype or sensually suggestive content (e.g communism in Russia, the team posing in underwear for a photograph).

Basic knowledge of 20th century European history is required for this activity. One of the sources depicts the "Cod Wars" that are largely unknown outside of Iceland. By engaging with these controversial

advertisements, the students try to answer the questions as to what degree women have been successful in drawing attention to their game, and gain respect and equality.

Learning outcomes:

In this activity, students think about the ethics of using stereotypes and sensual imagery for promotional purposes; they ultimately deal with difficult topics such as discrimination, sexism and inequality in football, and critically.

In addition, students learn to deconstruct controversies and social issues from different perspectives and contexts. Debating the women's team's advertisements and the succeeding controversy, they can improve their understanding of complex social contexts and develop discussion competencies.

Example 2: Creating Symbols of Identity. Badges, insignia and colors of club-identities.

Developed by: Geir Ove Halvorsen

Like a company logo, a football badge is the public face of any major European football club. Color schemes and symbolism such as FC Barcelona's blue and purple or the Chelsea lion make the clubs immediately recognizable and provide inspiration for countless football fan tattoos. Thanks to Norwegian history teacher and avid football fan Geir Ove Halvorsen, these badges now provide inspiration for history education as well. He devised the learning activity 'Identity Through a Badge', which stimulates students to analyze football badges as primary sources and trace their historical origins. After the lesson, students should be able to understand the connection between modern day football clubs and broader historical developments, know how to approach primary source material and develop their discussion and presentation skills.

Maker of this approach Geir Ove Halvorsen:

The reactions I received from my students after using football as an example in my history class were positive. Both those students who were interested in football and those who were not into football said that they had learned something from the lessons!

The activity works best as an introduction at the start of a new year, block, or theme. In groups of four or five each, students receive a poster with a unique football badge and accompanying research questions. Through group discussions, the students determine what the badge is about, how the badge reflects the club's identity, and present their analysis to the rest of the class. You can easily adapt the activity to your curriculum by altering the badges: the she-wolf suckling Romulus and Remus on AS Roma's badge is a perfect introduction to ancient Rome, while the double headed eagle on AEK Athens' badge refers to its origins in Greek Constantinople, an ideal segway into a discussion on identity and migration or the dissolution of the Ottoman Empire. Of course, you could also use different sources entirely, such as football shirts, flags, etc. Originally intended for students anywhere between 13 and 19 years old, the activity can easily become more and less advanced by varying in sources and questions.

Learning outcomes:

By using the learning activity 'Identity Through a Badge' teachers will be sure to engage students in one of the many historical themes reflected in modern football badges. Moreover, students will learn the historical significance of football, learn how football can communicate group identities, and develop key historical research skills on the way. And of course, using football as a new perspective will include students who would normally rather be outside chasing a ball.

Example 3: Imitators of Men - Reflecting on how public figures impact social change.

Developed by: Jakob Fihl-Jensen

In our daily life, we encounter many obstacles and hardships on our path to make our dreams come true. But for some people, that path is even harder. There are always people who are marginalized or face obstacles just due to their socio-economic situation, physical appearance, colour of their skin, gender and many other labels people put on them.

Some people struggle to find their place in society, their endeavour to do something different is quite often crushed by socially-rooted norms and the status quo. Not too many dare to attempt to make a positive impact. For instance, for a long time, women could not play football. They had to fight to have this right. For too long, football was considered a masculine sport. A sport to show virility, and very much incompatible with the social image of women. There was a special role for women, and football was not considered to be suited for them. Fortunately, some women stood up and took on the whole world.

In the activity students will delve into a world full of controversies. The students will be able to learn about gender stereotypes and what is the impact of these stereotypes on the lives of women in sports, mainly football. Understanding gender stereotypes will help students think deeply about historical change and the obstacles of gender stereotypes. There will be quotes on how women and football were perceived throughout time and how the perception evolved with time. Students will investigate the story of Lucy Bronze, a female football player who made it to the top and became a world-beater. The trials and tribulation that she circumvented made her a hero. Students will get acquainted with her interview and will be incentivized to share their views on gender stereotypes in our society.

Learning outcomes:

These learning activities aim to promote gender inclusion and remove gender stereotypes. To put it bluntly, using Lucy Bronze's words :

‘If you want to get rid of any discrimination you have to really go to the heart of it and it can't be about doing things because they look nice or enhance somebody's reputation’.

Specifically, in this activity students will:

- learn about gender stereotypes;
- analyse how the role of women has changed through time;

- discuss whether pioneers fighting gender stereotypes changed and brought positive impact;
- work in groups and discuss how to understand and tackle the persistent gender stereotypes in societies.

Hungry for more?

If you are interested in more learning activities related to identity and emancipation and liberation, you can check out these activities:

- **Creating club, regional and national identities: examples from football**, activity by Denver Charles

With this activity, your students will explore that nature of personal identity by discussing what team they support; investigate how history can have a significant role in fan and club identity; highlight how the problems with NI Football Fan Identity were transformed by constructive dialogue with the Fan base; consider the positives and negatives of linking identity to football.

Indicative age of students: 14 to 16

- **Revealing the Historic Inequalities within Women's Football**, activity by Anika Leslie Walker

With this activity, your students will identify the historic gendered stereotypes towards women playing football; understand the effect of Inter-War Britain upon Women's football; analyse the social issues within the play and reflect upon key changes since 1921.

Indicative age of students: 14 to 16

- **Football and Hooliganism**, activity developed by Ute Ackermann Boeros

With this activity, your students will analyse the causes of hooliganism; research one example/case study; suggest how hooliganism can be addressed.

Indicative age of students: 13 to 18



Bundesarchiv, Bild 183-1990-0408-011 /
Kasper, Jan Peter / CC-BY-SA 3.0

- **Chants in Football: Can we connect racist and discriminatory football chants to images of ‘the Other’ and suggest ways of inclusion instead?**, activity developed by Lennard Bunt

With this activity, your students will define what a “fan” is, and what are the implications of being a fan; develop awareness about the concepts of “the other” and of othering mechanisms through the examples of football chants in the stadium and the connection with football teams; analyze an actuality and discover a historical development process; be able to recognize elements that foster inclusion in football; be able to write and present their findings clearly and concisely.

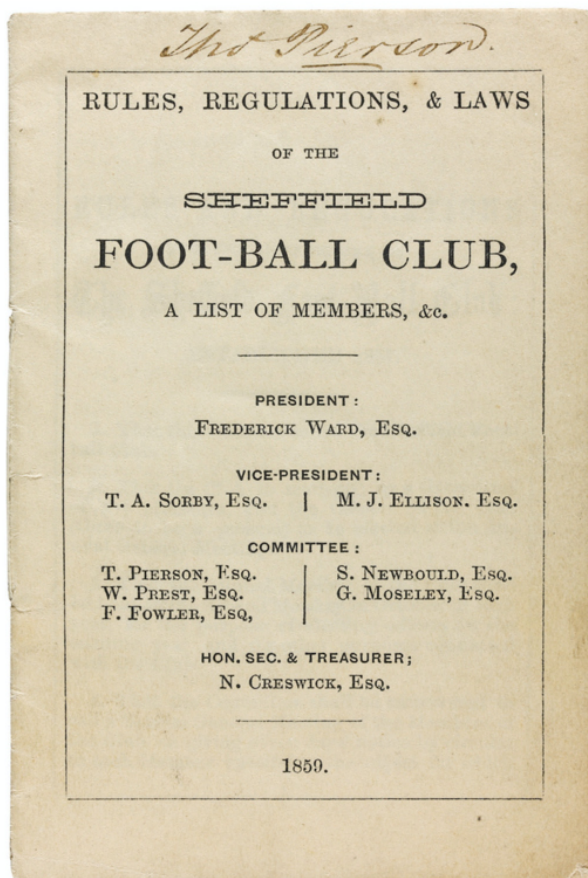
Indicative age of students: 16 to 18

- **Equal Pay for Equal Play**, activity developed by Kevin Kendall

With this activity, your students will demonstrate awareness of sexism and stereotypes that influence institutionalized gender discrimination; demonstrate understanding of the gender pay gap and how it manifests in women’s football; demonstrate a broad understanding of how women have fought for pay equity and workplace equality in sports; reflect on methods to overcome the gender pay gap

Indicative age of students: 14 to 18

Chapter 4: Learning activities related to football and its local and regional connections



Sheffield Rules: Source: WikiCommons
 Author: Sheffield Football Club
 Date: 1 January 1859

One of the fascinating historical legacies of football and football history in Europe is the fact that the first European football clubs often were founded by “foreigners”. Most famously, FC Barcelona is based in Barcelona, Catalonia, Spain. The team was founded in 1899 by a group of Swiss, English, German and Spanish footballers led by Joan Gamper from Switzerland. AC Milan was founded as the Milan Football and Cricket Club on December 16, 1899, by a group of expatriate English businessmen led by Alfred Edwards and Herbert Kilpin. The defining feature of the first football clubs in continental Europe was their cosmopolitanism. In a French novel published in 1932, the author described the atmosphere of Lyons Football Club at the turn of the century. It was, he wrote, ‘A mixed society in which the German-speaking Swiss was together with the Italian, the Englishman with the Egyptian, and the man from Lyons with the man from Marseilles.’ (See Matthew Taylor 2007). In short, many of Europe’s first club founders and players were migrants. In other words, the most important signboard of city branding and the city identity, the local professional football club is created and founded by migrants.

Footballer migration cannot be isolated from the general trends and patterns of migration. In general, we can divide two patterns. The first one relates European clubs with larger global connections, especially related to Empire, colonization and decolonization and the second one is the migration of football players within Europe. Lets, start with the global patterns. The first wave of football players that played in Italy were Argentinians and Brazilians from Italian descent. And up to today we say many players from Brazil and South America start their European career in Italy, Portugal and Spain. A similar pattern can be found with migrants from Africa. Many African football players came through (former) colonial channels. French clubs mine football talent from Algeria, Morocco and Tunisia, while Portugal and Belgium -albeit to a lesser extent build on their colonies in Mozambique (Eusebio) and Congo. And last but not least, the famous ‘Orange’ Dutch team usually has attracted a number of Surinamese players from the late 1980s onwards.

The migration of football players within Europe was usually fueled by institutional constraints and opportunities. The Italian league did allow only a limited numbers of ‘foreigners’ in their club teams,

except for the above-mentioned players of Italian descent from South America. The FA in England introduced a two-year residency qualification for non-British professional players. This effectively meant that foreigners could only play as amateurs. In Germany, when Hitler came to power after 1933, the German Football federation banned foreign football players. But at the same time, the French competition did allow up to five players to play in their professional teams. In short, the histories of institutional control and empire are easily emphasized through the lens of football history. In this chapter we provide a few examples on pull and push factors in migration; regional differences and traditions that can be highlighted.

Example 1: Understanding the history of migration through the lens of Football.

Developed by: Igor Jovanovic

By using examples of famous football players who moved across borders, students will learn about how migration across Europe has changed since the 19th century. This learning activity focuses on four periods in time: 1815 – 1914; 1914 – 1945; 1945 – 1990; 1990 – today. Students will look at examples of several football clubs to discover the historical explanations of different kinds of migration, learn about the push and pull factors and the impact of Industrial Revolutions and Wars on the movement of people. This is done through multiple group brainstorming sessions and discussions, as well as with help of various exercises and worksheets to consolidate the knowledge.

Students will relate the migration patterns with the Industrial Revolution, the First World War, the Second World War, and the Cold War. It can be used to teach about all four periods by spreading the learning activity over two lessons, or focus on only one given period. The lesson plan will be highly beneficial for students who struggle to understand that migration has different types and has existed throughout all history. Teachers can tailor it to their classrooms by selecting examples of football clubs that resonate the most with their students.

Use this learning activity if you have high school students that:

are studying the history and causes of global migration; are studying the Industrial Revolution, the First World War, the Second World War and the Cold War; would benefit from connecting the concept of migration to a familiar topic of football; struggle to understand the types and timeline of migration.

Example 2: How football presents the answer: Explaining regional differences between the North vs South in Italy.

Developed by: Peter Bijl

This activity is developed for classrooms dealing with the Second Industrial Revolution and its long term

consequences, with the history of Italian Unification, and with the concept of capitalism. It is divided into two parts. The first part focuses on “the North”, and investigates whether teams based in wealthier cities are more likely to win football championships or not, and why. This is done looking in particular at Juventus, and at what happened to the team when Cristiano Ronaldo joined in 2018. This question helps students form an opinion on capitalism, and make connections between this abstract term and its impact on their personal interests. The second part is focused on “the South”, and analyses the impact and long term consequences of the Second Industrial Revolution in regions where industries did not develop. To do so, it uses the example of Naples and Diego Armando Maradona, and why he was (and still is) considered a God in Naples. **Both parts** of the activity make use of images and videos.

The impact of economic inequalities on a team’s likelihood to win the title is not unique to the Italian case. After having looked into the examples of Ronaldo and Juventus, and of Maradona and Napoli, in fact, students are asked to reflect on similar cases in their own countries, as well as on the roots of other famous football rivalries. For this reason, you can use this activity to promote students’ understanding of the relationship between football and society throughout Europe.

Learning outcomes:

At the end of this activity, students will:

- Get insight into power structures in capitalist societies;
- Get some insight into globalization;
- Learn more about the Unification of Italy;
- learn more about the Italian mass emigration to South America;
- Learn more about the Italian cities of Turin and Naples;
- Learn more about the career of football legend Diego Maradona;
- Be able to discuss social and economic inequalities in their own countries.

Hungry for more?

If you are interested in more learning activities on football and its local and regional connections, you can look at the following activities on Historiana:

- **The birth of a club**, activity by Geir Ove Halvorsen

With this activity, your students will learn how social, political, economic and cultural causes influenced the establishment of a football club and shaped its identity; identify arguments from given information and use the arguments in a discussion, and together agree on the most important arguments and give reasons for their choices; Learn to discuss historical causes; Learn about industrialization, urbanization and the social, cultural and political history at the beginning of the 20th century, using Norway as an example.

Indicative age of students: 17 to 19

- **Can Football explain the twentieth century?**

Understanding history and society using football pictures as a source collection, selecting them and preparing for an exhibition, activity by Zdravko Stojkoski

With this activity, your students will understand the value of football and European Football Championships in modern European history and society; create historical consciousness through learning about football and football competitions; learn innovative ways of understanding history and society using pictures as a source collection, selecting them and preparing for an exhibition.



<http://www.futbolgrad.com/1960-year-soviet-union-conquered-europe/uefa-euro-1960-soviet-union/>. No known copyright restriction

Indicative age of students: 15 to 19

- **Is there always someone to blame when something goes wrong?**, activity by Gareth Thomas (The Football History Boys)

With this activity, your students will consider whether there must always be someone to blame when tragic disasters happen; highlight the importance sport has played in society; recognize the importance of sport as an outlet for protest in history.

Indicative age of students: 11 to 13

- **A little history of football: the beginnings**, source collection developed by Chris Rowe

Association football was an expression of social change, population growth and urban development in 19th century Britain, especially the growth of leisure in mass society that followed the Industrial Revolution. Football teams were based on schools and universities, factories and church youth clubs. The railway age made it possible for teams to travel in order to meet opposing teams from other places; this was also true of spectators wanting to watch football rather than play. In 1863 the Football Association (FA) was established, slowly gaining acceptance of its codified laws that widened the popularity of the game. From 1872, there was the FA Cup, a nationwide knockout competition. From 1885 there was the growth of professional football, with talented players migrating to industrial towns in the Midlands and North West England to play for money. In 1888, the Football League was

founded, with twelve professional teams from Lancashire and the Midlands competing over a season of 22 matches. The first champions, Preston North End, became famous as the 'Invincibles'. From 1892, the Football League widened across England, joined by teams from the North East, Yorkshire and London. The Scottish Football League was founded in 1890. Football began to take hold across Europe. In this collection, you can find several sources that can be used to show students the impact of the Industrial Revolution on everyday life through the lens of football.

- [A little history of football: the spread of the game](#), source collection developed by Chris Rowe

Football had mass appeal outside Britain, wherever the industrial revolution had started to change society. The organisation of leisure followed a similar pattern across Europe and its colonial territories. Famous teams were founded in Spain, Germany, Italy, the Netherlands and the Austrian, Russian and Ottoman Empires. Football, both amateur and professional, became part of the rhythms of social and community life. In many cases the spread of the game was accelerated by British players and coaches who travelled abroad as 'missionaries' for the sport. One early example was Robert Whitehead, a naval engineer from Lancashire who set up a business at Rijeka in Croatia. Whitehead brought British workers to Rijeka; with his encouragement, they started kickabout games of football involving local young men and boys. A plaque was unveiled in 2008, commemorating the 'first football match' that took place in 1873. There were similar developments in places where workers, seamen or students spread enthusiasm for the game: Amsterdam, Athens, Barcelona, Bilbao, Bucharest, Genoa, Istanbul, St Petersburg and many more.

- [A little history of football: the international game](#), source collection developed by Chris Rowe

As football took hold on the public imagination in Britain and across Europe, the game appealed to national pride and sentiment. The first international match was between England and Scotland in 1872; this rivalry rapidly became an annual institution; by the early 1900s it was attracting vast crowds of more than 100 000 spectators. There was similar enthusiasm for international fixtures in Europe: Fixtures between Austria and Hungary began in 1902; France played Belgium in 1904; the Dutch national team played its first 'official' international in 1905. International football tournaments began at the Olympic Games. (The World Cup did not begin until 1930). Football was first played at the Olympics in Paris in 1900; though those competing there were not truly national teams, just scratch amateur sides representing their nation. In the 1904 Olympics at St Louis, only teams from Canada and the United States competed. By the time of the 1908 London Olympics and Stockholm in 1912, international football was more established (though professional players were, of course, not eligible to play). In 1909 and 1911, a British businessman, Sir Thomas Lipton organised an international tournament for club teams. From 1914, the expansion of international football was halted by the First World War; after the war, the emergence of rise of new national states would make football ever more important as a peaceful expression of national identity.

Concluding observation and next steps

My pupils could not imagine that by learning about Eintracht Frankfurt, they can gain historical thinking skills and develop empathy.

– Martin Liepach (high school teacher in Frankfurt)

Our European Football stories, starting with your local neighborhood club, can not only excite the football and history fans but in particular create a space where those that are marginalized in European societies are included, feel belonging so that everybody can seek active citizenship. Football gives as an opportunity to explore the 20th and early 21st century history – full of migration, conflict and change – in new and meaningful ways.

Football history has a lot of untapped potential to promote inclusivity and tolerance by providing positive examples and role models, and by serving as a basis for discussing current topics. Moreover, including football history in the normal history curriculum can help raise students' interest in the subject, as Professor Oonk's experience confirms. This is why EuroClio is currently preparing teaching materials for formal and non-formal education, with useful resources soon to be made available on the project's website. However, as all educational tools, football history has some limitations. First, its use is limited to the teaching of recent history. Although some forms of football already existed, it is during the twentieth century that this sport became as popular as it is today and that its history started to be documented systematically. Moreover, much like films and video games may also fail to capture some pupils' attention, football history too does not always improve engagement and participation in the classroom because not all students are interested in the sport in first place. Therefore, students preferences should be taken into account by educators before including football history in the curriculum. Done right, however, football history can be a very useful tool to highlight issues of historical importance that are fit for history curricula.

We provided ready made and innovative educational resources that use football's history to advance social inclusion and equality, raise awareness on such and similar educational practices and offer historical and societal perspectives on how educators can engage meaningful conversations.

Do you like what you see? Have you tried any of our learning activities? Would you like to develop your own lesson plans or to contribute to the project website? Let us know on our social media!!

You can find us at footballmakeshistory.eu, or on the social media below.



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Unknown author

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