



PLAYING FAIR

EXPLORING POVERTY AND GLOBAL JUSTICE THROUGH SPORTS
Educational resource pack for young people





PLAYING FAIR



EXPLORING GLOBAL JUSTICE THROUGH SPORTS

Why explore global justice through sports?

As the hot evening sun beats down on the red dusty Zimbabwean soil, a young boy skilfully kicks his ball along the road, throwing up fine red dust into the warm evening air. His dream is to one day play for his favourite football team. A dream shared by so many children around the world.

The difference is, of course, opportunity.

Even his ball, made up of old plastic bags, tied lovingly together with brown string, is a far cry from the professional leather bound footballs of professionals. Even if he does have a natural talent for sport, the chance of being spotted, supported and coached by a talent coach into a professional player is pretty slim.

But his dream is just as real as any other child's.



This is why we are looking at global justice through the lens of sport. For no matter who you are, or where you live, a passion for sport can be found in communities across the globe, for sport has a universal appeal. In fact, for many cultures, sport is an integral part of life.

And at CAFOD we see the importance of using sport in helping to bring people together. Whether communities are divided by gang violence, ethnic and tribal differences or simply differences in age and backgrounds, sport is a great way of breaking down those divisions, getting people to work together and helping communities to understand and trust each other.

To put it simply, sport brings people together.

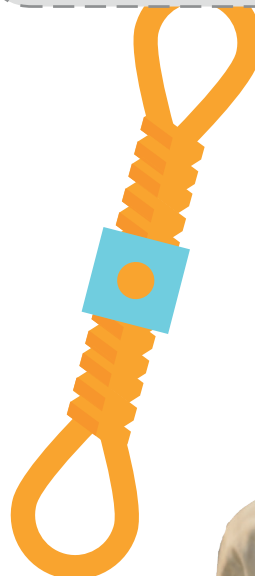
**“To put it simply:
sport brings
people together”**

But just as sport can bring people together, it can also divide, as evident in sport hooliganism and violence. And many sports have been marred with corruption, cheating and the use of performance enhancing drugs, which makes up an all too familiar tale of wanting to win at any cost.

And so it is in our world today with unjust trade rules, conflict, growing inequality, hyper-consumerism of the rich nations... Perhaps it's about time we all rediscover the true value of sport which is about playing fair and enabling everyone to play to their best.

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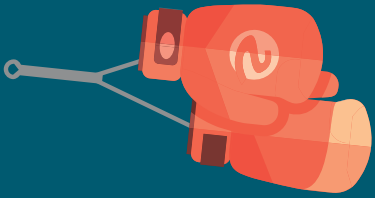
POPE FRANCIS SAYS...

Sport

is a human activity
of great
value

enjoyed by men and women of every nation
ethnic group and religious belonging.

- Pope Francis



Pope Francis emphasises the importance of using our God given talents in sports. "When we develop the talents that God has given us ... sport transcends the level of pure physicality and takes us into the arena of the spirit and even of mystery. And these moments are accompanied by great joy and satisfaction, which we all can share, even those not competing."

But he is also very aware of the many children and young people around the world who are excluded from sports. "I am also thinking about those many children and the youth who live at the edges of society. Everybody is aware of the enthusiasm with which children will play with a rugged old deflated ball in the suburbs of some great cities or the streets of small towns."

I wish to encourage all of you – institutions, sporting societies, educational and social organisations, religious communities – **to work together** to ensure these children can take up sport in circumstances of dignity, especially those who are excluded due to poverty.

At CAFOD, our work is deeply rooted in the dignity of the individual, that is why we use sport to help communities work together and build relationships. We also use sport as a way to offer respite to those who are suffering from a recent disaster, conflict or displacement.

Therefore, our hope is that you can use these resources with young people to help them understand the causes of poverty, to help them think deeply about the issues raised, and to have a wider understanding of the world we live in today - for this forms the first steps needed to help bring about a fairer and just world, and offers hope to young people trapped in poverty around the world. So, let us help young people respond to Pope Francis' call to "live wisely, think deeply and love generously!"

In sport as in life
competing for the **result**
is important

but
playing
well & fairly
is **even more**
important

- Pope Francis



Fairplay

LEADER'S NOTES

CAN YOU MATCH THE SALARIES?

Duration: 20 minutes

Aim: To discuss inequality through the lens of sport, with a view to looking at the vast inequalities found generally in sports, especially in the football industry.

- Make a set of cards for each group using the templates below
- Split your group into teams with a set of cards for each – make sure the cards are mixed up
- Challenge the groups to match each job with the correct wage
- Give out the handout below to aid further discussion

Follow up discussion

- Which is the most surprising wage? Why?
- Choose three wages you think are fair. What makes them a fair wage?
- Choose three wages you think are unfair. What makes them an unfair wage?
- What is a good way of deciding how much someone should get paid for their work?

AGREE OR DISAGREE

Duration: 15 minutes

Get students out of their chairs to play a game of **Agree or Disagree**. Place a sign on each side of the room, one labelled 'Agree' and the other 'Disagree'. Ask students to choose where they stand with the statements in the handout. If they strongly agree, they stand right against the wall, if they are ambivalent about the statement they can stand somewhere in the middle.

Encourage students to mingle and chat about it before they decide where to stand. Ask individuals to feed back why they came to their decision. Feed back to the rest of the group.

PLAY A ROLE

Duration: 10 minutes

Break your group into smaller groups of three. Each individual takes on the role of either Pope Francis, a professional footballer or a sports shoe maker in Indonesia. Get them to discuss the wage disparity as displayed in the infographic. Feed back common themes to the wider group.

Curriculum Links

RE: Curriculum Directory 4.4.2. Different types of justice; Icons Bk1, 1c Pressure point and Christian response.

PE: Use this resource to make links between PE and other subjects.

Citizenship: Key Concepts 1.1b Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict.

£500,000

Highest paid footballer in the English Premier League weekly wage

£22,353

Average weekly wage of professional footballer in UK

Fairplay

Time for you to decide on whether you think it is *fair play* when it comes to wages in sport.

Agree or Disagree?

Do you agree or disagree with the following statements?

- Everybody in sport should be paid the same wage.
- Sport professionals' wages are justified.
- We shouldn't interfere with how much people get paid. If people get a large wage it's usually for a good reason.
- There should be no pay difference between male and female players.

Play a role

Split into groups of three and each play one of the roles below. What would each one of these people say about these wages?

- Player 1:** Pope Francis
Player 2: Professional footballer
Player 3: Sports shoe worker in Indonesia

Sewing machinist in the UK

£270

UK apprenticeship

£170

£521
PE Teacher

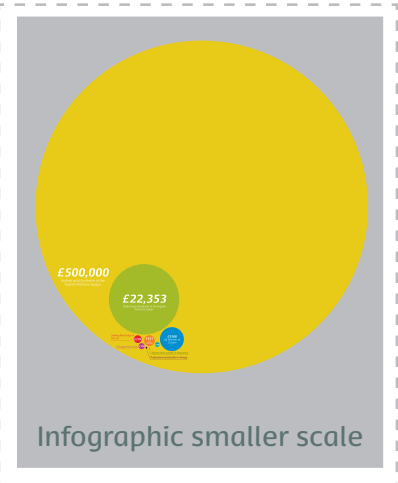
£106

£2588
UK Minister of Culture

Professional footballer in Kenya

Football stitcher in Indonesia

Sports shoe worker in Indonesia



Quick Quiz: Which football player is the highest-paid player in the world?

Weekly Salaries

Highest paid footballer in the English Premier League	£500,000
Footballer in the English Premier League, average weekly wage	£33,868.00
UK Minister of Culture	£2,588.00
UK PE teacher	£521.00
Sewing machinist in UK	£270.00
Average weekly wage for someone on an apprenticeship in the UK	£257.00
Professional footballer in Kenya	£106.00
Sports shoe worker in Indonesia	£13.35
Football stitcher in Pakistan - wage per normal ball	£0.20

PREMIERE LEAGUE WAGES - COMPARISON

↓
£20
a week

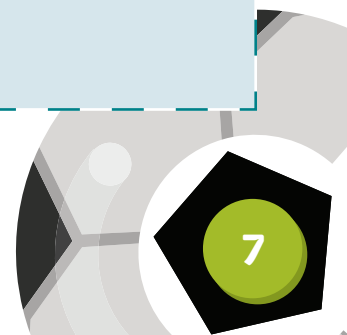
1961
AVERAGE SALARY

£33,868
a week

2018
AVERAGE SALARY

<p>UK PE teacher Weekly wage</p>	<p>£521</p>
<p>UK Minister of Culture Media and Sport Weekly wage</p>	<p>£2,588</p>
<p>Football stitcher in Pakistan Wage per normal ball</p>	<p>£0.20</p>
<p>Football stitcher in Pakistan Wage per Fairtrade ball</p>	<p>£0.40</p>
<p>Sports shoe worker in Indonesia Weekly wage</p>	<p>£13.35</p>
<p>Sewing machinist in UK Weekly wage</p>	<p>£270</p>

<p>Stadium construction worker - Russia Weekly wage</p>	<p>£53.80</p>
<p>Professional footballer Kenya Weekly wage</p>	<p>£106</p>
<p>Footballer in the English Premiere League Weekly Wage</p>	<p>£33,868</p>
<p>Highest paid footballer in English Premiere League Weekly wage</p>	<p>£500,000</p>
<p>Average weekly wage in Bangladesh Weekly wage</p>	<p>£38.71</p>
<p>Average weekly wage for someone on apprenticeship - UK Weekly wage</p>	<p>£257</p>



The Winner takes it all



UNDERSTANDING GLOBAL INEQUALITY THROUGH SPORT

Duration: 30-60 minutes

Aim: To understand the difference between fairness and injustice.

PREPARATION

Set up any one of the following team games: football, hockey, netball or basketball or another team game of your choice. Print and cut out the cards below, shuffle them and place them face down.

Create mixed teams of boys and girls for each side. Each team appoints a team captain.

HOW TO PLAY

Start the game normally, until someone scores the first goal/point. The team captain picks up a card, reads it out and implements the rule. The card is returned to the bottom of the pack and the game continues.

The team who gains more cards will have more a much stronger advantage throughout the game, making it almost impossible for the other side to win. Remind your winning side to be ruthless, after all, it's all about winning!

DEBRIEF

How did the winning team feel? Was it a good victory? Or would they rather play with more equal rules? Remind both teams that at the start either one of them could have won - it was a fair game!

Speak to the losing side, how did they feel towards the end of the game, when all the rules were stacked against them? Did they feel like giving up? Not playing?

How does this relate to what we see in the world today, especially with rising inequality?

What is the difference between unfairness and injustice?



Curriculum Links

RE: Curriculum Directory 4.6 Love of neighbour; Icons Bk1 2a Proclaim the good news; Bk3, 2/3e Witnesses in every walk of life; 3a Love in action.

PE: Use this activity to illustrate that physical activity contributes to the healthy functioning of body and mind, and is essential to a healthy lifestyle.



Players down

Due to poor living environments two players have become ill. Select two players from the other team who can sit out of the game, until the next goal/point is scored.

A significant burden of death, disease and disability – particularly in developing countries - is due to poor living environments. This includes drinking unsafe water, indoor smoke and malaria, all of which can be overcome with simple preventative measures. But poorer countries lack the resources to be able to put these preventative measures into place.



Conflict

Due to conflict breaking out, the other team will be out of action until peace is established. All team members from the other team have to play the game sitting on the floor until the next point is scored.

One of the main constraints to development is the conflict trap. Peaceful countries are managing to escape poverty, but countries riven by civil war, ethnic conflict and organised crime tend to remain in poverty. And because poverty is also a cause for conflict and civil war, it creates a vicious trap that is hard for countries to escape from.



Girls stay home

All girls from the other team have to sit out of the game until the next point is scored, as they are needed to stay home to help with housework.

Life can be very challenging for girls around the world, especially when over 130 million girls are out of school and 15 million girls of primary school age will never enter a classroom. Lack of education is a big barrier to escaping poverty. Gender equality and working with women and girls is therefore very important to how CAFOD works, because equality is essential to tackling poverty where both women and men need to be part of the solution.



Unjust trade rules

Due to unfair trade rules that are stacked against poorer countries, you can choose one of the following rules to apply to the other team for the remainder of the game (depending on which game you're playing).

- no goalie
- one hand only

Some global trade rules are simply unjust. They are stacked in favour of the rich and powerful who put profits before the needs of people and the planet. Many trade policies make it harder for poorer countries to lift themselves out of poverty.



Talent migration

There are better paid jobs to be found elsewhere around the world. So talent and expertise migrates from poorer countries to richer ones. Select one of the best team members from the other side to join your team.

Better standards of living and quality of life, higher salaries, access to advanced technology and more stable political conditions in developed countries attract talent from less developed areas. The result is what is called a 'brain drain' where all the talent from a developing country moves elsewhere. This can impact on a country's ability to develop.



Emergency

A disaster has hit the other team. They don't have enough resources to respond to the emergency. The other team are all to lie down for 10 seconds as they recover.

In all types of emergencies, the poorest and most vulnerable people suffer disproportionately. 25% of global emergencies occurred in less developed countries, but resulted in 44% of all deaths worldwide. Less developed countries have limited capacities to prepare for and respond effectively to emergencies and take much longer to pick themselves up to get back on their feet.



Debt

Due to the country's debt and high interest rates, they have cut back on essential services such as education and healthcare. Choose 3 members of the other team who are to play on their knees until the next goal/point is scored.

International debt puts huge pressure on developing countries, due to high interest rates some developing countries are paying up to \$13 on debt repayment for every \$1 it receives in grants. This has a huge impact on basic services such as infrastructure, housing, health and education.



Get to choose the rules

Since you scored a goal/point, you get to make up a rule of your choice. Choose from one of the following:

- choose a player from the other side - only they are allowed to score the next point
- other team can only move backwards until the next goal/point is scored
- other team are only allowed to walk - no running!

Developing countries have little influence over world trade rules. These are usually made by richer countries which make it almost impossible for developing countries to compete on an even and just basis.

mini World Cup

FUNDRAISER



Duration: 1hr+

Aim: To enable young people to take the lead in fundraising for CAFOD using football-themed activities.

WHAT?

You can go all out and set up a full tournament, but if you have limited time or participants, you could organise five-a-side matches, or even penalty shoot-outs.

Give each team a country to represent and make sure you include Columbia, Honduras, Nigeria or Brazil. Check out cafod.org.uk/about-us/where-we-work for more information on our work in these countries.

WHERE?

Check with the PE teacher that you can use the school pitch, or with the youth leader whether you can use any space in the church grounds.

WHO?

Make sure you recruit some helpers for your Mini World Cup so that you're not doing everything yourself.

- You will also need to recruit a referee or somebody who can be trusted to keep score.
- Sign up the teams beforehand so that you know how many matches will be played and can draw up a schedule. It might be worth having a spare team slot for any last-minute players to team up!

PROMOTE YOUR WORLD CUP

- Once you've set a date and time for your fundraiser, download the CAFOD Fundraising Guide from cafod.org.uk/fundraise for advice on how to promote your event through the local press and social media.
- Make sure you also use CAFOD posters, ask if you can put the event in the parish or school newsletter, and encourage people to bring their friends and family along to watch.



A Sporting Chance

VIDEO

UNDERSTANDING SPORT AND DEVELOPMENT

Duration: 30 minutes

Aim: To gain a deeper understanding of how sport is used in development to help bring communities together.

PREPARATION

Watch the short video A SPORTING CHANCE, available on CAFOD TV. After the video give out the handout below to the group and get them all thinking about the issues raised.

Break your larger group into smaller discussion groups, and encourage them to reflect on the highlighted quotes below.



REFLECTIVE THINKING

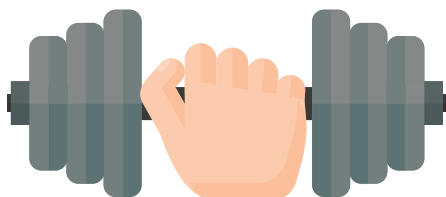
Encourage each group to read through the quotes, selecting:

- one that is the most surprising
- one that is the most challenging
- one that is the most inspiring

Then finish off the sentences found at the bottom of the sheet. They can either write their answers or feed them back in their small discussion groups.

FEEDBACK

Each group to feed back to the wider group on what they found most inspiring or surprising from the video and the quotes. Probe the group to think deeply about the issues. Why is CAFOD's work not about giving people handouts? How can sports help restore people's dignity?



THINK DEEPER! - EXPLORE THE QUOTES FROM THE VIDEO BELOW



“ Sport is a really powerful way of getting people together, unifying them, building relationships. And when those relationships are built they will last. ”
- CLODAGH

“ Sports gives me the strength of knowing how to live with people, how to cooperate and it has enabled me to make many life skills that help me to live a happy life in Korogocho, even though it is very difficult. ”



”
- JOYCE



“ In places of conflict we are able to get gangs or communities to get together in a different way. We can get things to happen that you cannot get to happen at that political level. ”
- GEOFF

“ Sport is a great way of making a difference ... it not only changes the people’s lives that you’re helping but it adds something to your own life. ”



”
- HOLLY



“ I would say we are more like a family than a group because we tell each other our problems and we help each other out. I prefer not to be part of the problem but part of the change. ”
- DAVID

FINISH OFF THE SENTENCES:

I believe...

I really admire the way...

My point of view is ...

I would never have thought...

I agree with ...

I hope I can...

“Sports make people equal. Everyone gets the same rules and no-one is discriminated.” - Do you agree or disagree with the girl’s statement? Why?

Sport: a force for good?

DOES SPORT HAVE A DARK SIDE?

Duration: 40-60 minutes

Aim: To evaluate the positive and negative impacts of sport around the world.

WARM UP

Put 'agree' and 'disagree' signs on either side of your room. Ask four or five 'agree/disagree' statements. The young people then stand next to agree or disagree or somewhere in the middle, depending on their point of view.

- Try the following statements, or make up your own.

"Football is the best sport in the world" / "Keepy uppies should be an Olympic sport" / "Boys are better than girls at sport" / "Winter Olympics is better than Summer Olympics" / "Any athlete caught taking sport enhancing drugs should be banned for life" and so on.

- Introduce the debate question: 'Sport is a force for good in the world.' Do you agree? Vote on the debate question.

Watch the [CAFOD World Cup video: Fair Play or Foul](#) on CAFOD TV and ask the group to listen out for arguments for and against sport being a force for good.

DEBATE

Run the debate. Divide the group into half. One half arguing 'for', the other arguing 'against' the debate question. You could run this debate in pairs or smaller groups too.



DEBRIEF

At the end of the debate, hold a vote on the debate question.

- Did anyone change their mind? Why?
- What was convincing or not?

In school, you could follow this up with a written response to the debate question, which could then be peer-levelled.

Curriculum Links

ENGLISH: Pupils should be taught to speak confidently and effectively, including through participating in formal debates, summarising and/or building on what has been said.

RE: Curriculum Directory 4.4.3 Human solidarity; Icons Bk2, 3c Making the world a better place.

PE: Use this resource to make links between PE and English.

Citizenship: Key processes: 2.2a Express and explain their own opinions to others through discussions, formal debates and voting.

Sport: a force for good?

Sport:
a force for
good?

Arguments FOR

We love sports! All sports. You name it, football, netball, rugby, running, throwing, jumping, sliding - whatever it is, we just absolutely *love it!* So it is our job to make sure we convince the other side that sport is a force for good in this world. Here are some arguments to get you started. But you have to come up with your own convincing reasons why you think sport is a force for good.

Team sports can bring communities together, even if they don't share a common interest.

Sports are a great way to get fit and healthy.

Some sports, especially football, are a route out of poverty for a few.

Sports helps to foster leadership qualities and values of fairness. Team sports are a great for team building, they help to bring so many people together.

Teams sports are a great 'leveller', where rich and poor are equal on the field.

Our talents are a gift from God, and we should use them to our very best - including our sporting abilities.

The sports industry provides jobs and steady employment worldwide, including people in developing countries.

Sport:
a force for
good?

Arguments AGAINST

It's not that sport is bad, but we are realists and know that sport can, like all things, have a dark side to it. Having our eyes open to this reality helps us to see that sport really isn't a force for good as it can also be a force for harm, and in some cases great harm. It is your role to convince the other team. Here are some arguments to get you started. But you have to come up with your own convincing reasons why sport is *not* a force for good.

The millions of pounds spent on sporting events, especially World Cups and Olympics, divert much needed money away from helping those who are in poverty. The Sochi Winter Olympics cost an eye-watering \$21.89 billion, which was 289% over budget. Imagine if a fraction of that was spent on social housing or social projects.

Team sports, especially football, are a cause for huge rivalry and divisions - sometimes breaking out in fights and even rioting.

The huge pressure to win means some athletes take performance enhancing drugs to get ahead.

Corruption is rife in many highly paid sports. Whether it be cricket, boxing, football, Olympics, rugby, tennis... you name it, all these sports have experienced huge scandals.

Opportunities to become a professional sports player are easier for the rich to access than the poor.

Most sports are dominated by men and exclude women.

The drive for cheap sportswear is met by unfair wages and conditions for workers in developing countries.

Show poverty the red card



DOES SPORT HAVE A DARK SIDE?

Duration: 60 minutes

Aim: To analyse scripture and Catholic Social Teaching (CST). To apply scripture and CST to football and the football industry.

Give each pair or group of young people a set of scripture/CST cards below. You could add in the 'themes' cards to make it easier. Use the extension cards to make the activity more challenging. Cut out six 'red cards' per group.

CST Card sort

Ask pairs or groups to sort the cards in the following ways:

- Whether the quote is from the Bible or from the Pope.
- Match a biblical and papal quote. They are printed in pairs on the following sheet. However, there is not a definitive answer about how they match.
- Whether the quote is relevant to footballers and coaches, or to football manufacturers, or both.
- Ask groups to underline what they consider to be the most important one or two words in each quote. Discuss their reasons.

Red card rules

Give each group six blank red cards.

- Ask them to write three rules for footballers and three rules for football manufacturers to help them trade or play football according to scripture and CST.
- Encourage them to look at their underlined words if they need help to get started.
- Feedback each group's rules. Discuss similarities and differences.
- Compare the young people's 'red card' rules to normal football and trade rules. Which would you prefer to follow? Which are more challenging? Are they both attainable? If not, does it matter?
- Ask each group to decide one thing they can do to help their own sports matches reflect scripture and CST.

Curriculum Links

RE: Curriculum Directory 4.6.6 Major themes of CST; Icons Bk1, 2c Making the witness real; Bk2, 2c One world; Bk3, 3d Living the gospel; 3a Common good – team members; Way, Truth, Life Bk2, 5 Go out to the whole world; Bk3, 6 Social justice.

PE: Use this resource to make links between PE and English.

Citizenship: Key Processes 2.3b Negotiate, plan and take action on citizenship issues to try to influence others, bring about change or resist unwanted change, using time and resources appropriately.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CARING FOR THE POOR</p>	<p>“It is precisely the parts of the body that seem to be the weakest which are the indispensable ones... you together are Christ’s body.” <i>(1 Corinthians 12:22, 27)</i></p>	<p>“In teaching us charity, the Gospel instructs us in the preferential respect due to the poor and the special situation they have in society.” <i>(Pope Paul VI, A Call to Action, 1971)</i></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SPORT IS FUN AND RELAXING</p>	<p>“I have come so that they may have life and have it to the full.” <i>(John 10:10)</i></p>	<p>“Together with work, there must be leisure. People who work must take time to relax, to be with their families, to enjoy themselves, read, listen to music or play a sport.” <i>(Pope Francis, ‘His life in his own words’, 2010)</i></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">FOLLOWING THE RULES</p>	<p>“...take an athlete - he cannot win any crown unless he has kept all the rules of the contest.” <i>(2 Timothy 2:5)</i></p>	<p>“Dear players, you are very popular. People follow you, and not just on the field but also off it. That’s a social responsibility.” <i>(Pope Francis, an address to the Argentinian and Italian football teams, 2013)</i></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TEAMWORK (EXTENSION)</p>	<p>“Be at peace among yourselves... you must all think of what is best for each other and for the community.” <i>(1 Thessalonians 5:14-15)</i></p>	<p>“As a real instrument of reconciliation, sport brings people together... the ideals of fair play, honesty, friendship, collaboration and mutual respect are the building blocks of a new civilisation of peace.” <i>(Pope John Paul II, 1986)</i></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TEAMWORK (EXTENSION)</p>	<p>“Whatever your work is, put your heart into it as if it were for the Lord and not for people... It is Christ the Lord that you are serving.” <i>(Colossians 3:23)</i></p>	<p>“Live your sport as a gift from God, an opportunity not only to improve your talents, but also a responsibility.” <i>(Pope Francis, an address to the Argentinian and Italian football teams, 2013)</i></p>

