



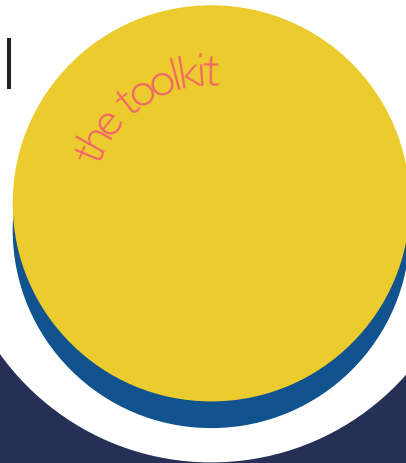
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Inspiring Collaborations

between schools and football

- **1. How your school can cooperate with your local football club and why**
- 2. Teaching history through football**
- 3. Why you should visit a museum when teaching about football history**
- 4. Football unites us**



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Introduction

Football appeals to millions

Sport – and particularly football – appeals to millions of Europeans, regardless of their sexual orientation, 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 issues of societal importance.

With a series of articles and a guiding document, our new Toolkit aims to inspire schools and educators to tap into this heritage and history. These complement the many existing lesson plan ideas combining football and history that can be accessed on historiana.eu, EuroClio's portal for educational resources.

Maria Vlachaki has prepared a handy step by step guide for how you as an educator can collaborate with a football club. In an interview with the toolkit editors, Anna Skiendziel from ZSTIO2 upper secondary school in Katowice, Poland, elaborates on her local football history project that she did as part of the Football Makes History project. Her students in Katowice co-produced three short documentary films highlighting Silesian football history. Could a scaled-down version of this project be carried out elsewhere? Anna says yes!

“from oral history to the collection of club memorabilia

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 issues of societal importance.





Kyra Fastenau, meanwhile, travelled the length and breadth of her native country Belgium, discovering how museums there deal with local football history. How can this local heritage be made educational? A museum educator herself, Kyra sees a great potential in teaching history through visits to museums telling local football stories.

Football unites and provides us with a sense of identity. Anna Skandziel's students discovered a strong sense of regional identity when researching the at times difficult past of 19th century Silesia. Ties to a place is similarly the focus of Maria Vlachaki's final contribution, sharing her experience organising a local history project in Kalamaria, a neighbourhood largely settled by refugees from the Greco-Turkish population exchanges. The project included a number of student activities – from oral history to the collection of club memorabilia.

We hope you will find these stories inspiring. Are you planning to adapt one of these approaches to your own classroom – or by doing a project of your own? Let us know!

The Football Makes History Toolkit is aimed at facilitating collaborations between schools and teachers on the one hand and football clubs and football club museums, on the other. It has been edited by Dr. Martin Liepach (Fritz Bauer Institut, Frankfurt) and Andreas Holtberget (EuroClio), with contributions from Maria Vlachaki (history teacher, Thessaloniki, Greece) and Kyra Fastenau (Kazerne Dossin, Mechelen, Belgium). Anna Skiendziel (history teacher, Katowice, Poland) contributed as an interviewee, while Espen Viken (school administrator, Trondheim, Norway) provided feedback and inspiration in earlier stages of the drafting process.

How your school can cooperate

1 Prepare

Communicate with the football club and identify historical topics
Do preparatory research in archives, museum collections and circles of elderly informants
Connect football club's history with local history
Build cooperations in school and in local community
Plan activities inside and outside the school walls
Engage students, parents and volunteers
Keep an activity - based research diary

2 Introduce

Introduce the issue and incite different perspectives
Map the issue, define concepts, open to new dimensions
Identify students' interests
Acknowledge students' previous knowledge
Embrace differences

5 Reflect

Reflect on the learning and research process and the results
Make new decisions and research hypotheses

6 Share

Share open, interactive, sustainable memory spaces with the football team and the local community

7 Prepare

with your local football club and why

3 Research

- Formulate historical questions
- Compare primary and secondary historical sources
- Enliven old photos and identify environmental and residential changes
- Promote a multi-perspective narrative

4 Create

- Create historical and cultural paths including sports memory sites
- Create a museum collection
- Create posters
- Create podcasts
- Create memory boxes



It was the team of our heart. Children were running down in streets when the team won. Everyone was celebrating, even those who were not fans. We shouted mottos such as ‘Apollo a lifetime with you’.

I. Prepare

Communicate with the football club and identify historical topics

You can visit the local football club and discuss with a representative of the professional or amateur team, or of the veterans, about the history of the team, trophies, important players, people of the administration and the connection of the team with the local community and the history.

Identify issues that you could approach through the history of a football club – linking micro history and macro history. These include issues such as refugee and migration movements, conditions in times of war or political crises, economic crises, housing and environmental changes, athletic ideals, as well as humanitarian and democratic values (justice, equality, respect of otherness).

The school and the sports club can decide to conclude an agreement or partnership aiming to address specific educational and societal goals.

Do preparatory research in archives, museum collections and in circles of elderly informants

Look for sources in digital or physical archives, museum collections, educational institutions and find different testimonies - written, photographic, oral - which will help you gain a better approach to the historical issue and use them as additional informative material in the historical research with your students.

Tip: Identify (elderly) people who could tell you more about the history of the team and the history of your region, too.

Connect football club's history with local history

Identify important sites of memory that are linked to the history of your team, that you could visit with your students. Think of educational activities by which the historical significance of those sites could be brought out.

Build cooperations in school and in local community

Communicate with colleagues who teach history and other subjects by promoting cross-curricular approaches. Activities could be carried out in language and literature i.e. biographies of athletes, novels referring to sports, the literal and metaphorical use of language in team's mottos, · music i.e. history of hymns of teams, the origin of music in hymns) · geography i.e. creating maps presenting events and changes in the urban landscape) · new technologies i.e. using digital means to record testimonies, conducting web-surveys, using digital testimonies and creating digital collections), arts i.e. identifying and analyzing football graffiti and murals created in specific space-time contexts that concern the team or the region) · mathematics i.e. describing with diagrams changes that concern the local society and economy, but also the sustainability and the environmental impact of team's activities) · citizenship education i.e. approaching democratic values and human rights.

Plan activities inside and outside the school walls

Create a draft plan of activities and visits (i.e. to the local team's stadium, archives, landscapes, interviews with informants) by examining the possibility of using both teaching time in specific subjects but also time after school. Some activities of the curricula can be combined and enriched creatively saving time and workload.

Tools, Sources, Activities

- *Information letter to parents and invitation to contribute to the project*
- *Agreement of partnership among the school and the football club*
- *Research diary which can be kept by students individually or in teams*
- *Oral History Association*
Archiving Oral History
Informed Consent
<https://oralhistory.org/archives-principles-and-best-practices-complete-manual/>

Engage students, parents, and volunteers

Think about how to enhance active involvement of both your students and their parents and members of the local community who could offer knowledge and services voluntarily.

Take into consideration the process of approving the visit of resource persons and of interviewing within the school class. Consider the appropriate equipment to record different historical testimonies and secure the approval of using them with the informed consent of the creators/owners. Plan to create a digital archive of all the collected sources at school as a new memory space.

Keep an activity-based research diary

Take notes on ideas, goals, activities and any changes or difficulties that may arise during the research. Respectively encourage your students to keep an activity-based research diary in teams or individually and use it reflectively in relation to the activities implemented and the promotion of metacognitive learning and the aimed research competences.

2. Introduce

Introduce the historical issue and identify different perspectives

Introduce and discuss with your students in the class the suggested historical issue. Present different visual sources as stimuli to arouse their interest and identify their previous knowledge. Highlight commonalities but also incite different interpretations promoting multi-perspectivity.

Map the issue, define concepts, open up to new dimensions

Create a mind map that can be used as an evaluation tool both in the beginning (initial evaluation) and at the end of the research, highlighting in a comparative way students' new knowledge/skills (final evaluation). Define concepts for the content (historical knowledge i.e. about the historical issue, the period we investigate) and the procedure of the historical research (i.e. historical questions, sources) and open new dimensions of the issue that can be researched.

Identify students' interests

Take into consideration your students' previous experience and specific preferences as for the content and the learning process of the history lesson. Ask your students:

What's your best lesson in history and why? Which difficulties do you usually confront in history lessons? What would you like to learn more about the local football club's history? How would you like to work during this history project?

Acknowledge students' previous knowledge

Some students are probably fans of the local team. Ask them to think of important events and people related to the team nowadays. Facilitate connections with their own lives, as the learning approach will start from the present and then will go back to the past. Perhaps they can suggest relatives, members of the sports' club and the local community, who can contribute to the research with useful historical information. Football is played everywhere, and you can discuss their experiences of their games on the streets too. You may use photos of street football and highlight the rules they know and that way be different in other places.

Embrace differences

In case female students in your class are not particularly interested in football, discuss life stories of female players and experiences of gender discrimination. In multicultural classes ask students of different cultural backgrounds for teams, conditions, traditions and styles of playing football in different countries. Discuss about disabilities and football presenting examples of disabled football players who overcame difficulties and play football in different ways (i.e. Learning disability football, visually impaired and blind football, Hearing impaired and deaf football, Amputee football, Cerebral palsy football, Dwarf football, Wheelchair and powerchair football). You can organize such games with differentiated football rules in your school yard developing your students' empathy.

Tools and Activities

- Know, Want to Know, Learned, Reflect (KWLR) Worksheet
- Mind map
- Plan and timeline of the activities and visits

Suggested sources

- Disability football
<https://invacare.eu.com/blog/disability-football-rules-get-involved/>
- Intercultural approaches of football - International Centre for Sports Studies
<https://football-observatory.com/?lang=en>
<https://football-observatory.com/Performance-and-playing-styles-in-35-European>
- Official academy of FC Barcelona in the US
<https://fcbarcelona.us/how-different-countries-approach-soccer/>
- Gender approaches of football - Football Makes History
A game for equality. Already a century ago, women were advocating for change, using football
<https://footballmakeshistory.eu/a-game-for-equality/>
- The Football Association's Board - The story of women's football in England
<https://www.thefa.com/womens-girls-football/heritage/kicking-down-barriers>
- Confederation of African Football (CAF)
<https://www.cafonline.com/womens-football/news/gender-should-not-be-a-barrier-jackline-juma/>
- Football Supporters Association
<https://thefsa.org.uk/our-work/womens-football/>
- Football street
<https://90soccer.com/street-soccer-and-the-first-teams-of-legendary-players/>
- The documentary Soccer City
<https://www.starsandstripesfc.com/2021/2/13/22281602/black-history-month-soccer-city-alexandra-johannesburg-south-africa-football>
- Football street art and murals
<https://www.nssmag.com/en/sports/23733/la-parabola-dei-murales-calcistici>
<https://www.theguardian.com/football/gallery/2020/nov/17/art-house-celebration-football-murals-in-pictures>

3. Research

Formulate historical questions

Analyse the topic in subthemes and define historical questions according to an inquiry-based learning procedure (Scheme 1). Ask questions related to the content (i.e. events, persons) and historical concepts (i.e. evidence, causes, consequences, changes, continuities, historical perspectives). Specific chronological and geographical terms (first order concepts) can be used as keywords for finding out historical sources and to analyse them taking into consideration the particular historical context in which they referred to or were created. For instance, when looking at the history of a neighborhood club in Thessaloniki possible questions are: Why was the foundation of the team related to the refugee movement in the area after World War I? Which were the links of the team to the local orphanage that was founded in 1926? (Refugee children who lost their parents during Greco-Turkish War (1919-1922) were living in the local orphanage and participated in the football team's activities as athletes or fans). Which were the conditions for playing football in the 1950s in this area; What kind of restrictions were imposed on the team's activities during the 1970s, and why? Students can ask open ended questions themselves too, using Wh-words (i.e. What, where, why, who, which), promoting and reflecting the research process.



Figure 1. Children play barefoot in dirt streets football with a ball made of rags, Thessaloniki, 1955.

Suggested tools - Activities

- Causes of a football club's establishment

- Interrelating football history's club with national and global history

- Historical sources analysis

- A photograph as a historical source

- The identity of an informant: An Interview with a veteran

- Reflecting on an interview

- Thematic analysis of an interview

“ In the old days, children played ball everywhere, in the yards, in the streets, in the alleys. I was always playing football after school. Nowadays children have no space to play. Huge buildings, roads full of cars and little time for playing with friends.

Extract of elderly fans' narrations

Compare primary and secondary sources

Acquaint your students with diverse types of sources, primary (made during the historical period that is being searched) and secondary (made after the historical period that is being searched) and allow them to compare various tokens of the past. They can verify the credibility of historical sources and identify who created them, when, where, and why.

Enliven old photos and identify environmental and residential changes

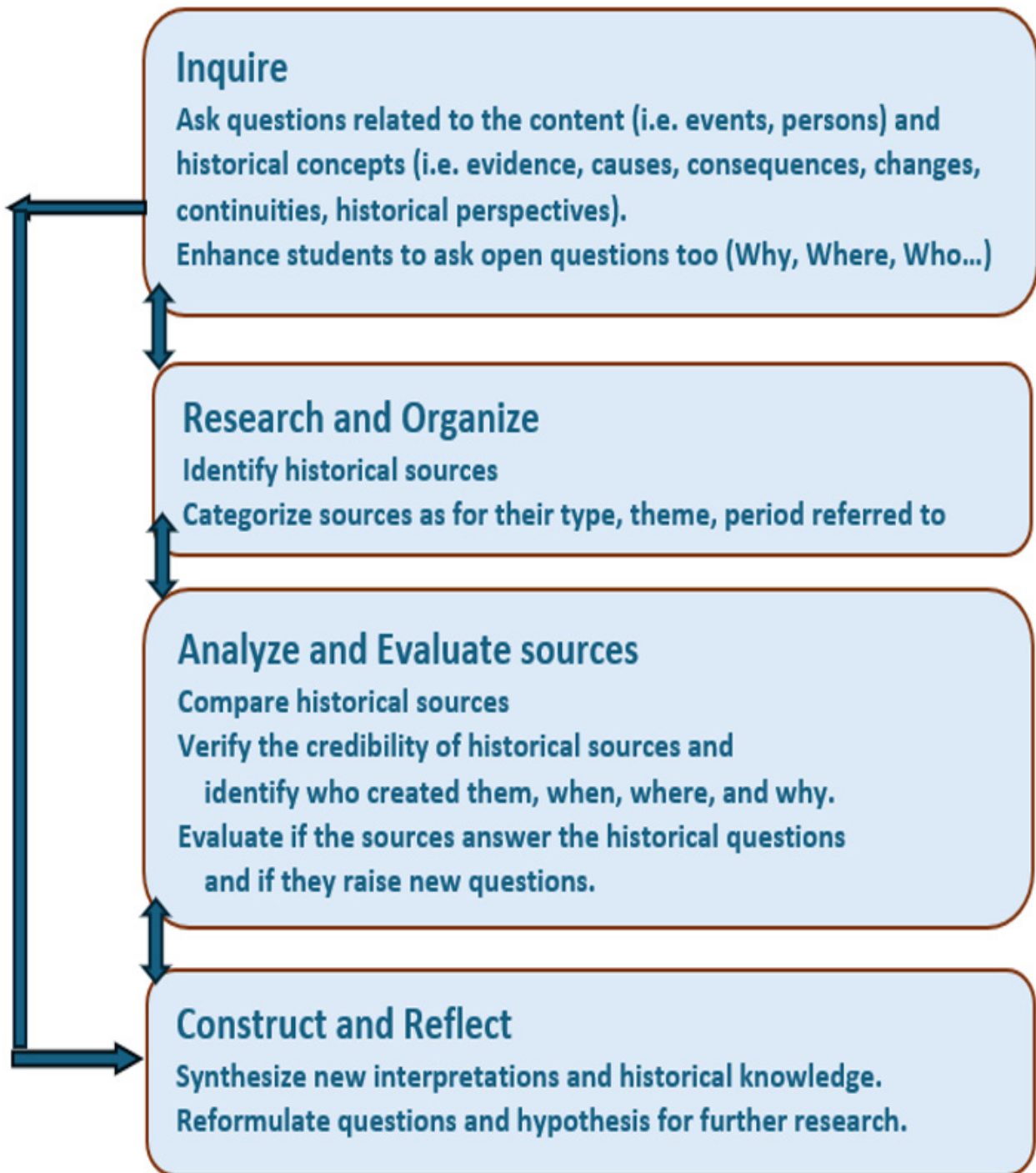
Photos of football playgrounds or buildings of a team in former times and nowadays can be used as sources for discussing environmental and residential changes in the local area and also their causes and consequences, different perspectives (i.e. second order historical concepts). Ask students to identify the location of the presented memory spaces. Visit these memory sites with your students and make comparisons among the conditions in the past and in the present (Scheme 1).

Promote a multi-perspective narrative

Try to combine different types of sources - visual, written and oral sources - aiming to promote historical understanding and the creative synthesis of a multi-perspective narrative (Figure 2). For instance, the record (archive) of players in a football club can be combined with the team's photos and veterans' oral testimonies to present the team's athletic and societal activities in specific periods of time. Searching in the team's archive, students might notice players' transfers but also migration from different countries. Cultural values, disciplines and techniques in football can be discussed. As for the transfers, students can compare motives and fees in playing football in the past and today, the amateur and the professional football.



Figure 2. Students drew fans of the team Apollon in 1965 interrelating old photos and narratives.



Scheme 1. Historical Inquiry Based Learning.

4. Create

You may use digital tools for creating story maps, digital collections, e-posters and podcasts according to your students' digital skills and the available digital media at school.

Historical and cultural

paths including sports memory sites

Find spaces that do not exist today such as vacant lots and alleys where children used to play football. Create your own map of the area in old days. The map can be digital and combine interactively with different narrations and photos. It can also depict new historical and cultural paths including monuments, and unknown places of leisure time such as sports monuments, buildings and stadiums.

A museum collection

Create a digital collection of the selected testimonies about the football club's history and the local history using a simple presentation software or digital tools for making a museum exhibition. Post the museum collection on the school's website and share it with the sports club. Combine sources of the football club's history with tokens of the local history. The school's collection can be supplementary to the football club's museum collection.

Posters

Create and share area posters highlighting the environmental and residential changes you found during the research. On the posters include photos of older buildings and places that are lost or degraded both due to the passage of time and the indifference of people.

Podcasts

Create podcasts using narrations of veterans and elderly members of the local community. With the consent of the people you interview, share them in social media and present life in old times.

Memory boxes

Create memory boxes by selecting oral, visual and written sources and enrich the existing sports club's collection with new tangible and intangible tokens of the local history heritage. An easy-to-use recording device and a camera can be included in the memory box in order to encourage more members of the local community to record their own photographic and oral testimonies.

5. Reflect



Reflect on the learning and research process and make new decisions

Reflection is a key feature in both the research and learning process. It contributes both to the improvement of all the participants' critical thinking and to opening up new research questions. The research diary at this phase can be used to strengthen students' reflection on their role in the project, the advantages and the disadvantages of the learning and research methods that were applied, the difficulties they encountered by collecting testimonies and aspects of the issue that they did not manage to investigate. In addition to what they have already learnt about the history of the area and the club, students working in teams can evaluate their findings and suggest ways to use and present them. Supporting questions can be: What did we not know before about the history of the team? Have we answered our initial research questions? Are there issues on which we must collect additional information? What would be more interesting to investigate next? How can we present our findings and share them to the school and our local community?

Tools and Activities

- Guided reflection with supporting questions
- Peer reflection in teams
- Research diary
- Know Wonder Learned Reflect Worksheet

6. Share

Share open, interactive, sustainable memory spaces

The program aims from the beginning to encourage openness to the local community and enrich the representation of the past with diverse testimonies from sports and the local history. Sustainability and inclusiveness of the project can be ensured with activities that promote communication, interaction and new interpretations.

To increase the societal impact of your research, share your results. Invite members of the local community's authorities, representatives of educational institutions, historical archives, museums and local sports teams to your school to discuss and provide feedback on your research findings.

Organize in cooperation with the local football club a sports celebration at school and have your students present to other members of the school community the history of the local football team and its interrelations with the local, national and global history. At the event veteran players can be honored. In addition, you can organize a workshop for teachers, students, and parents, including experiential learning activities.

A shared memory space can be created such as a website or a blog in order to present the visual, written and oral sources you have collected. The collection can be renewable, providing new sources and aspects of the history of both the sports club and the local community.

Research on football history can continue by involving other clubs and schools, creating a wider network of cooperation in the region.

Suggested Activities

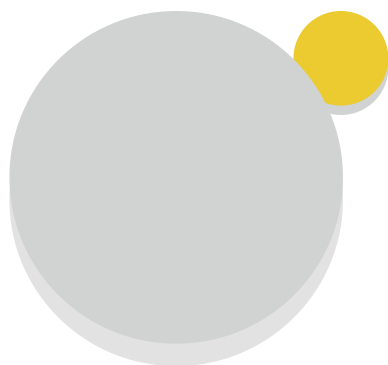
- Sports-themed event at school
- A website or a blog shared with the sports club
- Presenting research findings to members of local community
- Workshops for teachers, students, parents
- Find out similarities and differences among football teams in the area

Annexes

- 1 Example Agreement of Cooperation between school and football club
- 2 Example Information letter / declaration of consent
- 3 Activity based research diary
- 4 Source analysis sheet
- 5 Know Wonder Learn Reflect

Annex I

Agreement of Cooperation



The

(name of the school)
and the

(name of the football club)
agree to cooperate during the period

on the project titled



They agree to the following educational and societal activities:

- 1 Using of football club's archival and photographic sources to promote research of the team's history and the local history

- 2 Visits of the club's members (veterans, footballers) at school in order to contribute as quest speakers/ informants in interviews, participate in sport fests and discuss with students

- 3 Promote citizenship and sports' values such as justice, equality, respect of otherness

- 4 Co-organize events for the promotion of local sports history and heritage

- 5 Create new collections of sources for the football team's history and the local community's history

- 6

- 7

- 8



Agree to the following contributions:

School's Contribution

● School Classes:

● Number and Age of Students:

● Number of Teachers:

● Other volunteer participants:

(Define names/surnames)

● Estimated hours:

● Estimated visits to the football team's facilities:

● Estimated material costs:

(Define specific items)

● Other, please define:

Football Club's Contribution

● Number of footballers:

● Number of veterans:

● Members of club administration:

● Interviews of veterans and active footballers:

● Topics of discussion:

● Other, please define:

School Contact Details

Phone number:

Email:

Football Club Contact Details

Phone number:

Email:



Annex 2

Information letter / Declaration of consent

Dear Parents/Guardians,

We would like to inform you that during the school year / semester we will cooperate with the local football / sports club named

The program aims to

- search for aspects of the local sports history and local history
- interrelate football's club history with the local history and important periods and events of the general history
-

The program will include:

- visits to the football club's facilities, historical archives, places of historical interest in the local area
- interviews with club informants, athletes and veterans
- activities for the promotion of the local sporting history and heritage such as presentations of our research at school, football games, exhibitions of photographs, articles at our school and the local newspaper
-

We ask you to consent in order for your child to participate in the program's activities.

We invite you to participate voluntarily in our research with photographic, written sources or oral testimonies related to the local football history and the history. You may also help us by introducing us to people in your network with knowledge about the club and its history.

Please note below how you can contribute to our research. Specify the sources you can present in our class. Write the name and contact details of an informant you know.

**Date:
Signature**

Parents' Name

Annex 3

Activity based Research diary

Name/Surname
Date

Title of the activity	
Date and Place	When did we plan the activity? Where will it take place?
Aims	What have we planned? Which persons, teams will take part?
Implementation	What happened, descriptions of the event, experience, situation or new knowledge, the initiatives you undertook individually or in team
Evaluation of the effectiveness	Was the activity useful? Was it effective as for the initial aims? What did I learn (historical knowledge and competences)? Which are your impressions, thoughts and emotions?
Reflection	Is there anything that I could have done differently? Which changes/ideas can I propose? Which steps/activities can be next?

Analyzing a historical source	
(Any testimony in the distant or recent past, official and daily, tangible and intangible such as the football team's record, a newspaper article, photos of teams and fans, sports jerseys and prizes, stadiums, athletes/members' narrations, team's legends)	
1. Description External features The place where was found Type of historical source (Primary/Secondary, Written/Visual/Oral/Audiovisual, Official/non-official, Published/Non-published)	
2. The context When was created/written? Who created/wrote this source? What was her/his profession/social, economic status? How did she/he get it? Why did she/he create/write it? Who was it for?	
3. The content What topic does it present or what topic does it relate to? How the creator/owner is related to the event which is presented? What are the author's aspects/arguments? Are her/his views credible? Does it describe emotions? Does it have affective value? What reactions did he expect to provoke?	
4. Comparison with other sources Which views of their creators coincide? Which ones differ? Why are they different? What values do they carry? Is their meaning changing from period to period?	
5. Comparison with modern times Do the ideas and values it carries differ from those of our time? Are there situations similar to those described in the source nowadays?	

Annex 3 continuous

Topic: The local football's team history	
Know	<i>What do you already know about the topic?</i>
Wonder	<i>What do you think about this topic? Write down your questions about it. What would you like to learn more?</i>
Learn	<i>Write what you learnt at the end of the project. What's new, interesting, unheard? Which unknown aspects of the past were approached? What skills have you acquired? What could be improved? What could change after the investigation?</i>
Reflect	<i>What skills have I acquired? What could be improved? What could change after the investigation? Which other aims can you suggest for a related future research?</i>



Teaching history through football

a student led approach

The Football Makes History project has since its inception focused on bridging the worlds of history education and football. History teachers from all corners of Europe worked together to produce two dozen ready-to-use lesson plans, engaging students to look at issues of racism, gender & sexism, homophobia, migration, poverty & inequality, nationalism, and war & peace – all through the lens of the world's most popular game.

But why limit ourselves to teachers? It was time to let students themselves get to work and co-design educational materials. Together with their teachers, students at the ZSTIO2 school in Katowice, Poland, took on the challenge to discover more on their local football heritage and history. A school with a specific sports track, many of the students - though not all - were already football fans or indeed aspiring football players. Working with the Football Makes History II team, they researched and presented stories of local football history of the Silesia region as part of a storytelling competition. The student winners of the competition have gone on to work with a professional filmmaker in producing three short documentary films.

In short, this was a student-led approach to researching local football history. Interviewing their history teacher Anna Skiendziel on the project, we explore how she, her colleagues and the students – aged 16 to 18 – at ZSTIO2 School in Katowice went about the challenges of bringing local Silesian football history to the forefront.

Anna, what is your project about?

Our Football Makes History project is generally about strengthening the cooperation between schools and football clubs. Secondly, it is about using football clubs' potential for teaching history - making use of the resources they have, the archives, and experience. And of course, to discover with my students how interesting football history can be - especially the local history here in Katowice.

What is the connection between football and history teaching in your project?

So first of all, I actually teach footballers. [They play with] clubs connected with our school. It's very local. Especially boys from these clubs, are students at our school.

Football history here, in Silesia, is very related to industry. This is a story of our special region and we use topics - sometimes very difficult ones, [about the] Deutsche Volksliste or World War II history. Thanks to this project, we think about the Silesian identity.

Your students are 16-18 years old. Do you think it could be appropriate for students of other ages to do a similar project?

Older, of course, yes. And younger? To use football in teaching history? Of course! But, if we think about this particular format of projects, then no, perhaps not.

Does your particular history curriculum play any role in your project and if yes, how?

Yes and no. [In terms of topics], yes. We're talking about WWII, about the communist period, and the interwar time. But this, I think, is more of a side effect because the focus is more on local history. Local history is more important for us [in this project].

You and your students ended up researching with historical sources. What kind of sources did you make use of and where did you find them? Were there any challenges for students to work with such documents?

Yes, we used various documents and historical sources, including from archives. Photos, archive films, and trophies - especially when you think about successful times of a club.

I don't think that it was a difficult topic for my students because [in my teaching] I very often use sources [with them]. I think that they have the skills to have a critical approach to documents, to sources.

Did you visit on site learning places?

Yes, we of course visited the stadiums. Not every stadium in Poland and Silesia, but the five clubs which cooperated with us! While there, we looked at the collections [they have] – photos, trophies - and we talked to historians and managers from these clubs.

What about any students in your class who didn't like football?

We do have students like that in our project, yes. I think they are having fun as well, creating stories... because it's not a project about football technically. But rather about history more broadly, about tolerance, about difficult stories from the region. And I think many of the students now feel more rooted in the place where they live.

What role did the biographical approach play in your project?

It has played the most important role because we used mostly stories about individuals. Footballers, of course, but not only. I really like to first talk about particular characters, someone who has, you know, a name and surname and then tackle events and the more general story. So thanks to this approach, I think we can make history 'with a face' - make it less anonymous.

At the end, we have stories about values, to not only concentrate on the individual.

As part of the project, your students had a chance to visit Frankfurt and museum of the city's football club, Eintracht Frankfurt. The visit also marked the moment for when the 'finalists' of the student-researched stories were selected. What kind of presentation form did you choose?

It was a five-minute long video for each story. Based on the task given by the film producer, Stefano Di Pietro, the students prepared their short video presentation and the best one was selected among the project partners as a competition at the Eintracht Frankfurt Museum.

As a team we compared the stories, considering what the story was about, why the story is important and whether it was feasible to turn it into a short documentary.



How did your students collaborate when doing this project together?

Before the presentation they did collaborate. They are friends and they like each other. So it's not that they always, you know, think about the competition. After the Frankfurt presentations, they divided themselves into three groups and this is, I think, is the best group work I have ever seen [with students]. I'm very proud. They prepared all the materials together, divided tasks. And I saw how well it was working when we recorded the films.

“ Thanks to this approach, I think we can make history ‘with a face’

That leads us to a question about the kinds of competencies and skills that came out of this project. What do you think your students acquired as part of this project?

So first I say it's group work. Group work, I think, was one of the important things that came out of it. These soft skills are difficult to learn. Of course, they also enrich their knowledge - not only about the history - local history, football history - but also how to prepare presentations, public speaking, how to write essays, how to select and search information, corroborating - the critical approach to looking at history. And also language skills. I think not only about English, but also about their Polish. They use more advanced language and not only street language, let's say. Communication skills, both between students and teachers and between themselves. Especially during the presentation, they were all very silent and concentrated. So it was very nice.

What kind of relevance to the present day could the students establish with this project? Do you think that they made any connections like that?

Maybe they better understand the present day? How should I say it... The history of Poland, it's difficult, because the Second World War completely destroyed the identity of citizens here. The communist era had a bad influence for minorities. So now they understand step by step what happened. For example, they understand why in Katowice, Silesian people are still fighting about identity. This understanding of the past probably had an influence on this.

I say they probably have a stronger connection with the place that they live in. During this project we talk a lot about the Communist time - because it was a time of success for many of these clubs and footballers, especially if we think about the Polish national team - so we're talking what happened at home during this time, how people for example came to watch together on one TV in one flat all matches of the 1974 World Cup. So it's a good opportunity to really go into details [of everyday life] that we do not have time for in normal lessons.

Did gender play any role in the project? Did you see any difference in how the female and the male students took part?

From my perspective, I don't think so. We only had three female students in the project. But that was not because they don't want to [be a part of it], but simply because we have less female students at the school. So it is more a general issue of the school and not because they are not interested.

The girls who were part of it actually had one of the winning stories. But no, I don't think that gender matters.



What kind of obstacles did you face in the implementation of your project? You mentioned that one club wasn't particularly interested at first?

Yes. I think they ignore our emails and I don't know what was the reason that they didn't go to the event we organised early on. But, we actually got support from the Vice Mayor of Katowice, and after that they suddenly responded! But other clubs in the region had a really good approach. One club said, "okay, this is a good opportunity to be talking about history and motivate our young footballers".

If a teacher colleague somewhere would like to do a similar project but they don't have what you had, which was to work with a professional filmmaker: Do you think you could make it work regardless? Do you think it's something that can be replicated without having all that infrastructure around it?

Yes, I think it is possible because it's easy to write something. So this part I think it's no problem. But of course, we had a professional producer and director helping us. But I use my telephone many times for the lesson and we record some interviews. Our students also did interviews with parents, grandparents, and yeah this is of course totally possible. Because we have money for that in this project, it's easier. But I myself for many years, I made movies, short movies, and projects as part of my history lessons. The phones now are so good. This is possible without a professional camera and microphones and lights!

“Okay, this is a good opportunity to be talking about history and motivate our young footballers.”

Any recommendations you would give to colleagues who are thinking about doing something with a local football club?

First I think is to be brave. For me, this project, it's been one of the best educational adventures. I learnt a lot. I have a better relationship with my students. Not only students from the project, but other students see that we, you know, do 'fancy' things. Education is all about relations. Next, to use football it's very good because we base it on emotions. In Poland, football is the national sport. So I think all people, even if they are not directly interested in football, at least heard about football - something. Which is why it's easier to start talking about football and from there go to historical events or geography.

And we still follow the curriculum. So if someone is afraid to do this because of that, I say "don't worry", because all the [football] biographies and all the history of the clubs, it's related to history, to a specific country, Europe and the world. So you can of course find the link to what you need in the curriculum.

Why you should visit a museum when

In a museum or at a heritage site, history comes alive through objects, art, landmarks and memorials. A field trip can therefore be an interesting way to integrate football into your lessons. Museum educators can also give you additional information to make the most out of your lessons. Professionals from five Belgian museums explain how they combine football and history education.

GoalMine - Genk

When organising a football-related school trip, your first idea might be to visit a stadium. Indeed, most professional clubs offer tours to a range of visitors, including students. Sometimes these visits also have an educational purpose, such as showing career possibilities. **Stadium tours that have a clear link with history education, however, are still quite exceptional.** The club museum is usually targeted at the fan experience, showcasing a collection of trophies and t-shirts. A museum that goes a bit further is **GoalMine**, a museum located in the stadium of the Belgian Premier League football club KRC Genk. GoalMine combines the club's history with the local history of the coal mining area.



“The mining history really is part of the DNA of our club,” explains guide Rudi Smets at the start of our stadium tour. KRC Genk’s slogan is #mijnploeg, which means both my team and mining team. The club’s logo has four stripes, which symbolise the shafts of a mine. **KRC Genk is a fusion of two former mining teams, THOR Waterschei and KFC Winterslag, named after the two major mines near the city.** Both mines had two shafts, together that makes four shafts. Or what about club nicknames: the players of KFC Winterslag used to be called *vieze mannen* (dirty men), which refers to the black coal dust around their eyes when they played matches right after their work in the mines. Do you see that by analysing the club’s history, you automatically learn about the local mining history?”

GoalMine coordinator Jon Hoste explains this focus on the mining history. “When building the museum’s collection, we actually had to start from scratch. All the shirts, scarfs and banners were thrown out during the fusion of THOR Waterschei and FC Winterslag. That meant we had to find another angle and show different material. The mining history was an obvious choice, since there are so many parallels. Did you know that the workers wore the same shin protection in the mines as they did on the field? We display a pair of those at GoalMine, as well as old leather footballs and shoes with actual spikes. We also show testimonies of former players telling about the hardships in the mines. **The mining focus makes GoalMine relevant for tourism and education, which means we could start the project with funding from the provincial government.**”

teaching about football history

STAM city museum - Ghent

However, your football-related school trip does not have to be a stadium tour. Perhaps a museum exhibition about sports or football can be an alternative? In the Belgian city of Ghent, for example, the [STAM city museum](#) has joined forces with Premier League football club KAA Ghent and several other local clubs for their temporary exhibition “Football and the city”, which will open in the autumn of 2025. “Sport is an interesting lens through which one can look at a city,” says heritage coordinator Tijs De Schacht. “STAM does not just cover the history and the heritage of Ghent. It also deals with the larger concept of ‘the city’, with urbanism and cohabitation. So rather than using the question *What does history teach us about football?* as our starting point, we turn it around and ask: *What can we learn from football about the history of a city, about urban planning, social interactions, societal changes and discussions that are just as relevant on the pitch...*”



“There are so many interesting research questions that teachers can give their students. Where in the city is there a place to express emotions? Are there historical tensions between neighbourhoods? Why would a city council invest in sports? In what way can football stimulate integration, social mobility and social cohesion? The trick is to **find the link between what interests your students and football**. If you are training hairdressers, for example, why not look at footballers as fashion icons and have them cut the different hair styles of David Beckham? Or if you are teaching your business students about the different organisational structures (from NGO or association to big corporation), why not look at the sports clubs in your city?”

In addition to the usual shirts, scarfs and banners, **STAM intends to include art works** in the exhibition, which makes it educationally interesting for art students. “We might give a photographer an assignment to capture football fanatics in moments of passion, or we might try to get artworks with a football link on loan from other museums. The Flemish artist Wim Delvoye, for example, has a series of glass window panels that resemble football goals.”

Kazerne Dossin - Mechelen

So football can teach us something about our local history or cities in general, but can it also **play a part in remembrance education**? “Definitely”, says Kyra Fastenau, project officer at Kazerne Dossin, a Belgian Memorial, Museum and Research Centre on Holocaust and Human Rights. “As a former transit camp, the Dossinkazerne in Mechelen is an important lieu de mémoire. During the Second World War, 25 843 Jews, Roma and Sinti were deported from the Dossin barracks. They were people from all walks of life, including famous footballers like Sam Meljado. He was the captain of Beerschot, which is still a well-known professional Belgian football club today. Kazerne Dossin wants to give Meljado and the other 25 842 victims back their name and humanity, which the Nazi’s tried to erase. By focusing on their humanity and remembering every aspect of their identity, visitors discover how much we share. These were people like us, some of whom liked to play or watch football.”

By sharing the stories of footballers like Meljado, Kazerne Dossin aims to **raise awareness of why certain chants are offensive**. The museum has partnerships with the Belgian Pro League and the Royal Belgian Football Association. Clubs can visit the museum out of interest, but also as a learning experience after a hate incident. However, the football stories also resonate with secondary school students. Tine Depuydt, a former history teacher and museum guide in Kazerne Dossin, often starts her tour with Meljado’s story. “When I ask if there is anyone who likes football, there are always a few students who raise their hands. They relate to Meljado, especially if they are, like him, boys from Antwerp. It makes them think: ‘If this happened to someone like me, it could have happened to me.’”



This way, football can also help students **understand how exclusion works**. “A spiral of violence always starts with the same, rather innocent, mechanisms. These are not inherently bad but can potentially be dangerous,” explains Fastenau. “Dividing people in different groups (‘us’ versus ‘them’), the use of symbols to visualise the distinction between these groups can lead to discrimination because of certain ‘differences’... These mechanisms can also occur in a football stadium, especially when masses are roused. During a visit with students and football supporters, we analyse the different roles an individual can take on in such a situation together, from passive bystanders to active upstanders. We want to stress that everyone, in each situation, has a margin to act and that these decisions are often made in complex and nuanced situations.”

AfricaMuseum - Tervuren

Another museum that cooperates with the football world is The Royal Museum for Central Africa in Tervuren. They too have recently partnered with the Royal Belgian Football Association and offer a workshop on the colonial roots of contemporary stereotypes. Again, personal stories are a central part of the visit. “We have several photos and medals on display from Louis Cousin,” tells Christine Bluard, who used to work until September 2024 on developing contemporary art and hosting artists in residence. “He was the first footballer of Congolese origin to play as a professional.”



In the 1950s, more footballers came from Belgian Congo to Belgium to play professionally. For example Léon ‘Trouet’ Mokuna, who was the 1959 and 1960 top goalscorer at KAA Ghent. According to Christine, it can be interesting to compare the experiences of the two men in Belgium: “Cousin had a Belgian father who acknowledged him as his legitimate son. This meant that doors opened for him that remained closed for others, especially for talented footballers with two Congolese parents such as Mokuna. Their stories give students insight into the different statuses Congolese people had in Belgian society during colonial times.”

The stories of Cousin, Mokuna and other footballers of Congolese origin are featured in Afropoea, a gallery, meeting place and documentation centre that was developed in close cooperation with people from Sub-Saharan Africa. The space also contains an art installation by Rachel Hansoul, *The (in)convenience store*, that invites visitors to think about ordinary racism. Anthropologist Maarten Couttenier thinks it might be interesting for students to trace back the origins thereof. “In colonial times, the bodies and skulls of African people were intensely measured. Today, there is still a strong focus on their physical appearance.” So if you want to teach about racism, you might look at football players who have a family background in a country that used to be colonised. Romelu Lukaku, for example, is featured in the gallery *Let’s talk about racism*. This space near the entrance/exit of the museum helps visitors better understand racism using recent examples and definitions of different types of racism, from well-intentioned but painful remarks to institutionalised racism.



In Flanders Fields - Ypres



History teaches us that **football can also be a unifying force**. For example during the famous 1914 Christmas truce in the first year of First World War, when the German and allied soldiers left their trenches to play a friendly football match. “This famous game has important symbolic value, but it was not the only attempt to end the “us versus them”-mechanism,” says Wouter Sinaeve, museum educator at In Flanders Fields museum in Ypres, Belgium. “There was also a British barber-turned-soldier who cut the hair of his German counterparts, and various items were traded.” A bit like the exchange of shirts after a match, perhaps?

“In West Flanders you can still see traces of war in the landscape, from bomb craters to the graves of the lost soldiers. Ammunition is dug up until this day,” tells Sinaeve. “Teachers that are interested in football, can book our tour Great War, little peaces. This is a three-hour trip to villages where there are landmarks referring to the Christmas Truce, including a statue of two soldiers holding a football.” During his tours, he mostly relies on storytelling. “A story I often share is that of a soldier who was killed, simply because he stood in the wrong place at the wrong time. When I tell his tale, or when I read aloud testimonies from letters or diaries, all students are silent. **You can share the same story in a classroom, but it does not have the same impact.** The location gives extra power to the words.”

School classes from various countries visit Ypres on their trip abroad. Sinaeve: “West Flanders is not only conveniently located, close to the European capital, it is also an educationally relevant destination. Over 120 nationalities fought in the First World War, which makes it a **meeting point in history where the national stories of a lot of countries intertwine.**”

Are you enthused by the possibilities to incorporate football in your lesson plan? Do not hesitate to reach out to your local football club or contact museums in your neighbourhood. **They can provide you with additional information, or even a tailored offer.** Jon Hoste from KRC Genk’s GoalMine sees various possibilities: “In our archives we have research materials such as old mining magazines. We also have close relationships with former players of the old mining teams, who we can invite to give a talk. I am sure you can find similar stories in other European countries, since there are so many football clubs that were founded in a mining area.” The same goes for the other museums in this article. As Wouter Sinaeve (In Flanders Fields) puts it: “We cannot expect teachers to be experts in each and every historical topic. Museums do have that expertise, and often they are happy to help.”

Football unites us

From the team's memory to the local community's history

Searching for a football club's history can contribute to the understanding of big historical events and their impact on the daily lives of people in the past – and in the present.

Wars, conflicts, refugee and immigrant movements can be understood through local sports history. Furthermore, students can gain a deeper understanding of more specific aspects of a period's social life, health, entertainment, music, professional activities, food, customs, and moral codes. Stereotypes and prejudices can also be revealed and discussed. It is of great importance to mention that the meaning of a team must be inclusive and not exclusive.

Memorabilia, photographs that belong to the collection of a sports club and oral testimonies of its older members are important, in order to activate students' interest in historical investigation but also in the composition of a multi-perspective and multi-modal historical narrative.



Figure 1. The adolescents' team of Apollon in 1926, Historical Archive of Refugee Hellenism (HARH)

In terms of objectives, several historical skills can be developed:

- the documentation, the analysis, and the contextualization of historical sources,
- the understanding of the causes and consequences of people's actions,
- the recognition of the importance of various events,
- historical perspective taking,
- the highlighting of continuities and changes,
- the moral dimension of history, understanding outdated values of the past but also timeless values such as cooperation and the respect of the difference.

In addition, it is important to develop democratic competences such as:

- the acceptance of different interpretations,
- tolerance of ambiguities,
- awareness of the "other",
- recognition of human rights,
- equality
- justice.

The suggested activities were applied with the active participation of 12-year-old students in Thessaloniki, but they can be adapted to suit either younger or older students. The approach was based on the learning process of “doing history”, which included historical inquiry using different questions (historical inquiry-based learning) and aimed to:

- the formulation of historical questions

- the collection of data by the analysis of primary and secondary sources

- the organization and synthesis of interpretations

- the presentation of our historical research results and the opinion exchange on them.

The suggested activities were creative and initiated students’ interest in historical research. They were at the same time used as tools for promoting historical research. The impact of the activities was evaluated both during the program (formative evaluation) and at the end of it (summative evaluation). The students were also asked about their previous knowledge and their views on the topic before the project began. Discussions and interviews in groups were the main methods used.

Activity 1.

Prompt students’ prior knowledge and create a mind map with their answers. The mind map can contribute to the students’ emergence of previous knowledge about the team and its relation to the local history. The approach can be multi-chronological and comparative and aspects of the team in the past and in the present can be highlighted and coexist on the map. A mind map enriched with new facts can be made by students in teams at the end of the program as an evaluation tool too. You can use a compatible mind map or a digital mapping tool too (e.g. Mindmap: <https://app.mindmup.com>)

Activity sheet 1 (included at the end of this chapter)

Supportive open-ended questions can be:

- What do you know about that sports club?*
- When was it founded?*
- Which is its emblem?*
- Which are its colors?*
- What do they symbolize?*
- Where did its first members come from?*

“It was a surprise for me to learn about local history through a football’s club history”, a student boy said. “There was much information about the team and other teams that I didn’t know it and I discovered it now, another student said. “Instead of learning by the textbooks, I prefer history that way, it was more active, with different stimuli. Also, we learned about the history of this area, that’s important too”, a student girl mentioned. “We usually don’t devote much time in cooperative activities and that was a good opportunity”, another girl said.



Figure 2. The Digital Collection of Apollon Kalamarias, Search Culture, Historical Archive of Refugee Hellenism (HARH)

Activity 2.

Motivate students in groups of two or three to participate in research at the local historical archive or museum and their collections. It is easier to search in digital online sources first as that can be an interesting WebQuest. You can also:

- Prompt students to keep notes and organise testimonies thematically.
- Analyse sources and highlight aspects that connect the story of the football team with the local history.
- Highlight the political, social, cultural, economic factors/causes which contributed to the establishment of the club.

Activity sheet 2 (included at the end of this chapter)

Students organized historical sources in different thematic categories depicted aspects of social life in 1920-1930.

- Living in refugee settlement difficulties, poverty, illnesses

- The need for unity and remembrance in the community

- The need of entertainment

- The participation of girls in the initial cultural club's activities

- The importance of solidarity and support among the members of the initial club.

- The establishment of the initial cultural - athletic club by refugees from Minor Asia after Greco-Turkish War (1919-1922) was related to a specific political, social and economic context.

Historical Source 1.

From mandolin to football

The history of the “Apollon Kalamarias” sports club in eastern Thessaloniki is directly intertwined with the settlement of Greek refugees in the area of Kalamaria after the end of the Greco-Turkish War (1919-1922). The first refugees arrived primarily from the Black Sea region. In 1926, they created the Cultural and Sports Association of Apollon, just like in their hometown of Trebizond.

The Association initially had a social purpose. Boys and girls, members of the Association, worked voluntarily and offered food, water, and medicine to other refugees in the area. Many people suffered from poverty and diseases such as malaria. The first teams which the Association established had cultural and entertaining activities such as the mandolinata and the choir. Football and other sports teams were established later.

Historical Source 2.

Red color for the blood of thousands of refugees, lost in Black Sea region and black color, as a sign of eternal mourning for relatives, dreams and homelands that were uprooted. From then on, red and black were established as the official colors of Apollon’s sports attire.

Historical Source 3.

The emblem of Apollon: “Musical-educational club of Apollo Kalamaria” means before and above all refugees, uprooting and hope for a return to the lost homelands. But it also means art, culture, mental and spiritual cultivation. What better, then, for an emblem of this club than the god of music, Apollon.

Historical Source 4.

Inextricably linked to the history of Apollon is the course of the Aristotle Orphanage, whose children, most of them refugees after the ‘Asia Minor Catastrophe’, were empowered by the ideas, struggles and dreams of the refugee group. Apollon’s games were a ray of joy for the orphans every Sunday.

Activity 3.

In contact with the Veterans' Football Club

Contact the Football Club's or/and the Veterans Club's president and search for more sources they have in their archives or in a museum collection. The club usually owns trophies, photos, attires, books written by veteran athletes or members of the Association.

- Ask about the significance of these items and the history of the football team.
- Search the archive which entails the members of the Club and discuss the impact of the team including members from different places, social and cultural backgrounds.
- If the Club has a website, you can also use the uploaded sources.
- Take photos of different types of testimonies.
- Divide them in thematic or/and chronological categories and put captions on them.
- Create a digital archive of photos, trophies and memorabilia using tools such as a ppt presentation or a more focused tool on organizing items in collections such as [wakelet](#).
- The activity sheet 2 "highlighting the political, social, cultural, economic factors/causes which led to the establishment of the club" can be enriched with new aspects".



Figure 3. The photo collection of the Apollon Kalamaria Veterans Club.

Activity 4.

An interview with a veteran footballer or a team's fan

The president of the Football Club or of the Veterans Club can suggest elderly members of the club, in order to ask them more about the club's history. In your list of probable informants you can include members of the Team's Supporters' Club too.

Initial inquiry questions: *Which important events affected the progress of the team? What does the team mean for each interviewee themselves?*

- Create an interview guide seeking to record a veteran's life story.

- Include guiding questions in the interview, concerning both the interviewee's whole life story (life narrative) and specific topics such as: their childhood, family, professional activity and social activity - free time, difficulties of everyday life, food and health issues.

- Also include questions about how football was played in the past, teamworking, relations with other teams, pays and prizes, amateur or professional football playing, activities as members in the club, the connection with the team, being a fan of the club and of sports in general, the history of specific mottos, chants and songs of the football club.

- Highlight aspects of his life as well as the club's history and local history.

- Write the abstract and the diary/account of the interview as metadata in your archive about the club. You can think about the content of an interview more critically and with more reflection.

Activity sheet 4a. The informant's identity

Activity sheet 4b. Reflecting on an interview

- Compare the content of the interviews of veterans, members of the board, fans.

Activity sheet 4c. Thematic analysis of interviews you have conducted

“ *The team unifies people who are fans of it and live all over the world,* as Kostas Kakoglou, president of the Veterans footballers of the Apollon Kalamarias said.

“ In the past, the conditions were difficult - hunger, poverty, lack of infrastructure - but the group united us in both good and difficult times, said the football veteran Dimitris Baldounas.

“ Unlike present football players' salaries, the pay was petty. But there was unity and solidarity in the team and among the players who were young and came from other places, said the football veteran Giorgos Nifadopoulos.



Figure 4. Apollon Kalamaria team in 1928, Collection of the Apollon Kalamaria Veterans' Club.

Activity 5.

Football in old times

Initial inquiry questions:

Under which conditions did they play football in past decades?

What kind of difficulties did they face?

Older members of the veteran's club can guide you at the photo or the trophies collection.

- Record their narration.

- Interrelate the oral testimony with the tangible sources, i.e. the photos and trophies.

- Use extracts of the veteran's interview as captions under each photo.

- You can "enliven" an old photo making use of an interviewee's narration. Students can complete details or color it. They can also combine two photographic sources of the same period of time.

- Observe photos of the team from different periods of times comparatively. What can you notice about the players' attire? What type was the field they were playing on?

- Create storylines using photos of the team and trying to analyze and contextualize photos.

Activity sheet 5a: The identity of a photo

Activity sheet 5b: Interrelating the story of the football club and local history (microhistory) with the general, national and global history (macrohistory)

- You can approach difficult and controversial issues of the past i.e. dictatorships, migration, and how these affected the football.

- A digital photo collection can be created combining excerpts from veterans' narrations and photos of the team. The collection can be uploaded on the school website and the link of the digital collection can be sent to the football club too.

Activity 6.

The area where the refugee members of the Association settled was full of mud. Because of these difficult conditions, the nickname of the football players and the fans was "tsamouria", which means "muds" in the Greek Pontiac dialect of the refugees arriving from the Black Sea area.

The first football matches were played on fields full of mud and stones. The games were held in different areas in the district and the city, until the football club got its own stadium.

These changes in places where the games were played can be shown on maps which students can create. Alternatively, a digital tool such as a [storymap](#) can be used.

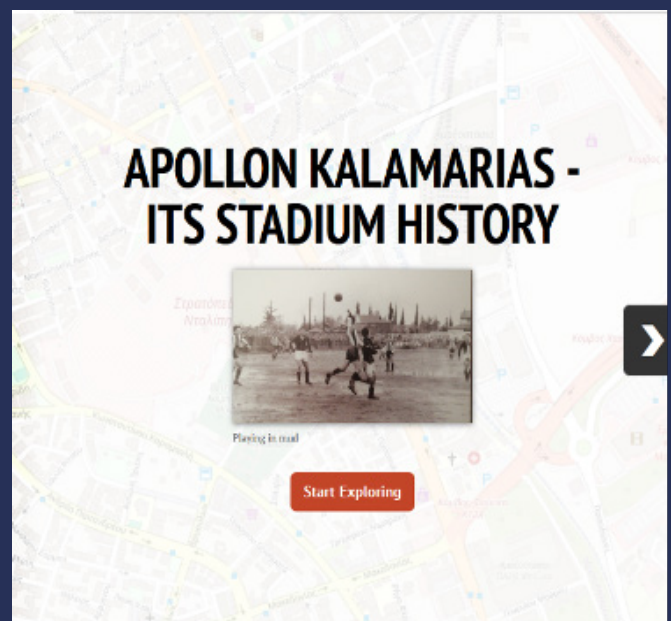


Figure 5. A [storymap](#) for the team's stadium history.



Figure 6. Apollon Kalamarias 1951, First place at the 2nd Category of Greek Championship, Historical Archive of Refugee Hellenism (HARH)



Figure 7. The football veterans of Apollon Kalamarias, Giorgos Nifadopoulos and Dimitris Baldounas guided us at the photo collection and presented important periods of the football club and the local history.

Activity 7.

A memory box from the football club to the community

Contact the Football Club's or the Veterans Club's president and ask them to use copies of old photos and photos of some important trophies of the Club. It is essential for the materials to be appealing in order to facilitate a discussion.

- Include in the memory box oral testimonies from the veteran football players, either in writing or as sound bites.
- Add photos which depict the local area in the past.
- Enrich your memory box with written and photographic sources from the local history museum or archive.
- In order to collect new photographic and oral testimonies from the members of the local community you can include an easy-to-use recording device and a camera.
- Lend the memory box to students and motivate them to enrich the memory box with new testimonies by asking their relatives.
- It is important to note on the copies of the photographs the date, the name of the owner or the source's origin, the depicted persons, or the specific occasion in which they are.
- Visit a nursing home or an open care centre for elderly people and ask to record their reminiscences by using the memory box.

When the memory box returns to school, students can be divided in teams and:

- Classify the collected written, oral, photographic sources thematically.
- Visit the school library or the local archive and look for more information to document the sources the class has collected.

It is important to:

Share your research findings with the football club. A representative of the board's club can be invited to the class and present the memory box.

A list of informants (i.e. veterans, fans) who can talk about the football club's history to students can be created.



Figure 8. The memory box.

Activity 8.

Finding similarities between different football teams in a city

Students in teams can search for the history of other football teams in their area. Discuss changes in the population of the city because of different historical events. Students should discern the city's anthropology and human geography, as people both in the past and the present select specific districts to live according to their background, whether social, cultural, or economic.

Prompt inquiry questions: Does the choice of the team depend on the region someone derives from? Did the inhabitants at specific districts/neighborhoods of the city support a particular football team? Why does that happen? How were/are the relationships among the fans of these clubs in the past and the present?

Activity sheet 8: Find out similarities and differences among football teams in the city

Suggestions:

- Write the year of the teams' establishment on a timeline.
- Locate on the map the regions of origin of each team's first members and the specific area in the city where the team's stadium is.
- Discuss the symbols, the content of the anthems but also the mottos of the teams.
- Discuss similarities and differences in terms of the difficulties their members faced in specific periods of history. E.g. in the case of Thessaloniki, this would include the Refugee Settlement after the 'Asia Minor Catastrophe', the Occupation during WWII, the Greek Dictatorship period (1967-1974).
- Discuss the relationships among the fans of different football teams in the past and the present.

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Annex I

Activity I. What's your knowledge about the team now or in the past?

Empty rounded rectangular boxes for notes on the left side.

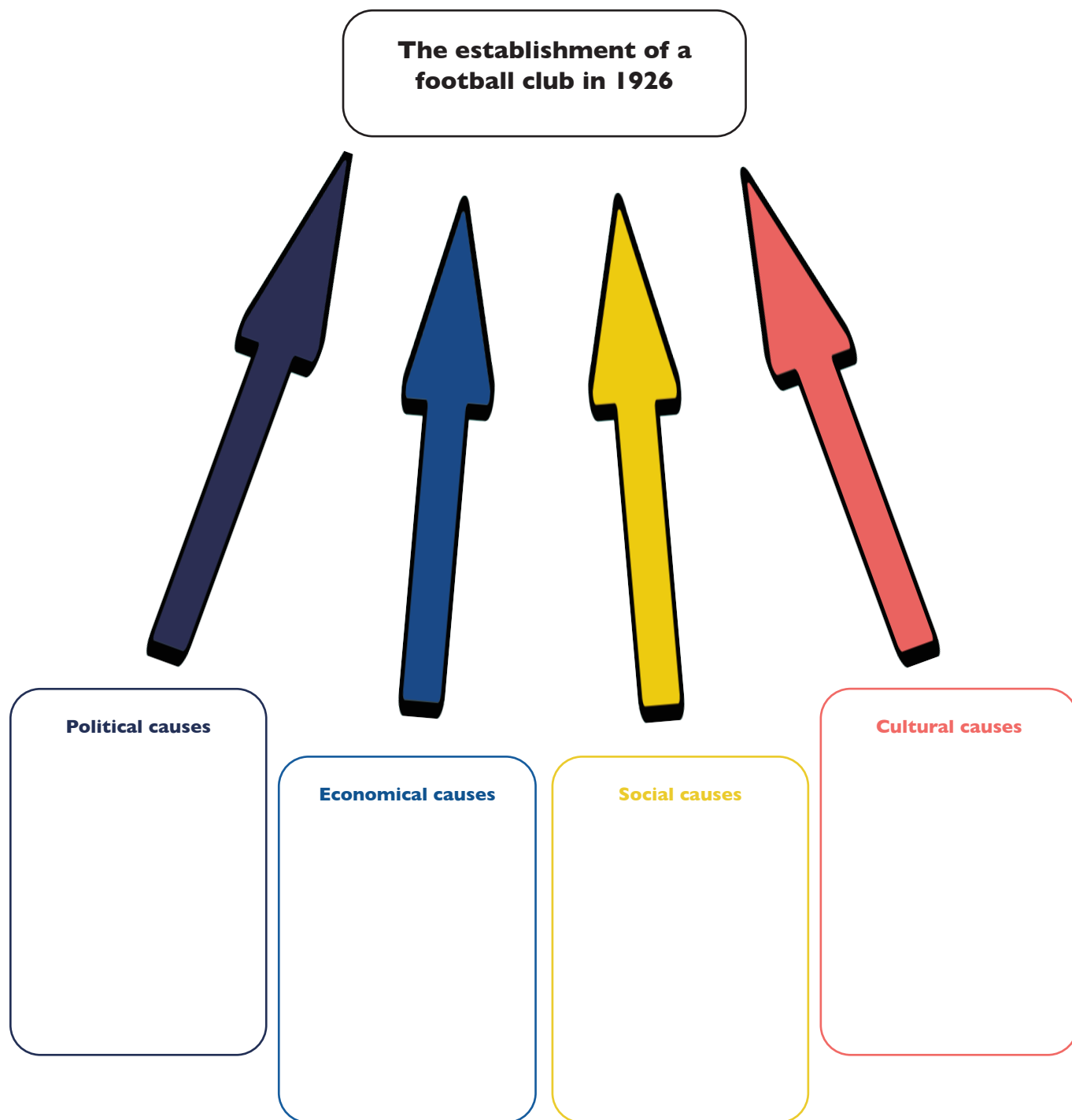
**Apollon team,
team for a lifetime**

Past

Empty rounded rectangular boxes for notes on the right side.

Annex 2

Activity 2. Write the factors/causes which contributed to the football club establishment



Annex 3

Activity 4A. The interviewee's identity - An Interview with a veteran

A. The interview	
INFORMANT'S NAME	
ADDRESS	
PHONE	
THE INTERVIEWER	
DATE OF INTERVIEW	
INTERVIEW PLACE	
INTERVIEW DURATION	
IN WHAT MEDIA WAS THE INTERVIEW WRITTEN	
MAIN SUBJECT	
CONCESSION TO GIVE HIS/HER INTERVIEW TO THE ARCHIVE/TEAM: YES/NO	
COMMENTS ABOUT THE INTERVIEW	
B. Biographical data	
YEAR OF BIRTH	
BIRTHPLACE	
GENDER	
OCCUPATION: NOW AND/OR IN THE PAST	
OCCUPATION OF PARENTS	
EDUCATIONAL LEVEL	
EDUCATIONAL LEVEL OF PARENTS	
MARITAL STATUS	
PLACES MENTIONED	
ISSUES MENTIONED	

Annex 4

Activity 4B. Reflecting on an interview

A. The context of the interview	
How did you get in touch with the informant	
Place of the interview	
Description of the informant (appearance, outfit, character)	
Initial reactions of the informant	
Willing to talk	
Other people attended the interview	
B. The interview process	
The relationship developed between you and the informant during the interview (any changes from beginning to end)	
Certain elements of your identity have had a negative or positive effect on the interview	
Parts of the driver that the informant did not want to talk about (silences)	
Points were he/she most willing to talk about	
Signs of tension, emotion embarrassment	
Points of the interview you think afterwards that you should have handled differently	
Views you had and changed because of the interview	
C. The content of the interview	
Themes dominated the narrator's memory	
Parts of the interview particularly illuminated the inquiry topic	
Other parts of the interview seemed particularly important, which you can research more afterwards	

Annex 5

Activity 4c. Thematic analysis of interviews

Write the abstracts which are related to each topic and compare oral testimonies. According to the content of the interviews new theme, topics can be mentioned.

THEMES	INFORMANT 1 POSITION: football player PERIOD:	INFORMANT 2 POSITION: member of the team's board PERIOD:	INFORMANT 3 POSITION: team's fan PERIOD:
Difficulties of everyday life			
Food and healthy nutrition			
Activities as members of the club			
How football was played in the past (rules, fair play)			
Important events, distinctions, misfortunes			
Relations with other teams and football players of other teams			
Relations with team's fans			
The story of mottos and songs about the team			
Perspectives on the team, the football in the future			
Other topics ...			

Annex 6

Activity 5a. The identity of a photograph as historical source



1. Search for the origin of the photographic source

Who does it belong to?
Where is it now?
Who created it?

2. Analyze the photographic source

What is its subject?
Which persons (or objects) do you see?
What is their attire?
Which might be the colors of the attire/image?
How is the image source described by the caption?
What do informants tell about it?

3. Contextualize the photographic source in time and place

When was the photo taken?
Where?
Why?
What are the evidences that support this?

Annex 7

Activity 5b. Interrelating the story of the football club and local history with national and global history

During the Second World War sports activities stopped. The stadiums were commandeered by the German Nazis. The losses after the liberation of the city on October 30, 1944 were many and significant.

The dictatorship regime of August 4 in Greece (1936-1941) imposed many restrictions on cultural associations and clubs.

The end of the Greco-Turkish War (1919-1922) resulted in about 1 million refugees coming to Greece especially after the Population Exchange with Turkey in 1923. Thessaloniki and in particular the area of Kalamaria received the most refugees, estimated 120,000. The conditions were very bad, hunger, destitution, diseases like malaria and many lost their lives.

In Mersifounda of the Black Sea (northeastern Turkey), the Pontic Greek Society was created in 1904 with the aim of establishing an Independent Republic of the Pontus. Pontic Greeks had a continuous presence in the region of Black Sea from at least 700 BC until Greco-Turkish War (1919-1922) and its consequences.

General – National and Global History

...continued **1944**
1938
1926
1904

Local football club's history

Many new members of the Association, boys and girls, during the Second World War did their own resistance action against the German occupiers. They circulated leaflets secretly without being noticed by the SS. Hunger and poverty returned both during the German occupation and after the war.

In 1938, the team was champion of the 2nd-Category and was promoted to the 1st-Category. Despite the restrictions of the dictatorship, Apollon's board managed to maintain and support the Association's cultural and sports activities. Trainings and matches took place in a field near the Christian Brotherhood of Youth (X.A.N.) of Kalamaria. The team also changed its outfit, as in consultation with another refugee club of Thessaloniki, PAOK, they gave the black and white striped shirt and took the crimson one worn by the other team.

The first football team in 1926. The players were refugees from different areas of Pontus, members of the Apollon Club. The Association also had Mandolin and Theater groups. Boys and girls participated in the Association as volunteers carrying food, medicine and water to those in need.

Annex 8

Activity 8. Find out similarities and differences among football teams in the city

**Write the abstracts which are related to each topic and compare oral testimonies.
According to the content of the interviews new theme, topics can be mentioned.**

	Football Team A	Football Team B	Football Team C	Football Team D
Year of team's establishment				
Origin of first members				
Area of the stadium				
The badge				
The anthem				
The nickname				
Characteristic mottos and songs				

● Partners



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Toolkit to facilitate collaborations between schools and teachers on the one hand and football clubs and football club museums, on the other.

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