

The African

History Of Sport



Education Scheme



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Introduction and Contents

The African History Of Sport

Scheme of Work

Introduction

Welcome to 'The African History of Sport' Scheme of Work. This scheme is based primarily on the film 'The African History of Sport', produced by the Institute of Black Culture, Media and Sport, in 2017. The film and this scheme of work have been funded by the Heritage Lottery Fund.

The research which informed the film and this scheme of work is ground-breaking. It is based on the earliest evidence of sports and games from Ancient Egypt and other parts of north east Africa.

This scheme is cross-curricular with History and Literacy at its core, and is organised into the following five parts.

In **Part 1** readers will learn about evidence of sports played in Ancient Egypt and other parts of north east Africa. The work is structured so that all readers can study all sports, or can work in pairs to study a selection of sports.

Part 2 is divided into two sections. In **Part 2.1** readers work in teams of four to plan, organise and participate in an Ancient Egyptian sports day. There are a total of ten competition activities – a combination of individual, pairs and team events for learning and enjoyment. In **Part 2.2** readers learn about, make and play Ancient Egyptian board games. The board games could also be incorporated into the Sports Day.

In **Part 3** readers learn about and report back to the class about the lives of some iconic Black sportsmen and women, most of whom have transcended their sport to overcome huge challenges, tackle racism, inspire others and improve lives.

The activities in **Appendices 1 and 2** answer the questions 'When?', 'Who?' and 'Where?' They are sources of background information about the Ancient Egyptians, which put the rest of the work into context.



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Education Scheme

Part 1



Ancient Egyptian
Sports and Games



Education Scheme

PART 1

Ancient Egyptian Sports and Games

Teacher Notes

Curriculum Areas

English:	Reading comprehension Speaking and listening Handwriting Descriptive writing Explanatory writing
History:	Observation of pictorial evidence Interpretation of pictorial and written evidence Making connections between sports and games from different eras Empathising with participants in Egyptian sports and games Recognising qualities of Egyptian sportsmen and sportswomen
Art and Design	Observing and reproducing Egyptian-style artworks

Aims

To develop knowledge and understanding of sports and games played by the Ancient Egyptians;
To understand the origins of some of Ancient Egyptian sports in hunting and warfare;

Related Knowledge and Skills

Concepts and vocabulary related to the passage of time;
Observation;
Group discussion and interaction

Time

1 × 60 minutes lesson per section minimum, some will take longer;
(Recommend 6 × 60 minutes lessons to allow children to experience more than one section);

Resources

Each section contains a Resource Sheet, Activity Sheet and Answer Sheet

- | | |
|--|---|
| 1. Archery | 6. Boxing, Weightlifting and Tug-of-War |
| 2. Charioteering | 7. Running and Jumping |
| 3. Aquatics (Swimming, Fishing and Rowing) | 8. Yoga, Dance and Gymnastics |
| 4. Fencing | 9. Ball Games |
| 5. Wrestling | |

Differentiation Strategies

Less able children: Work in a pair with a stronger reader, or in a group with adult help.
Answer fewer questions.

More able children: Opportunity to take responsibility and lead group activities.

Education Scheme

Overview

Activity Number	Class Organisation/Activity	Main Idea	Resources
1.1	Class teaching	<p>Tell the class that:</p> <ul style="list-style-type: none"> • 'Sport' is a modern English word first used in 1440. • 'Sport' is derived from the French word 'deporter', which is derived from the Latin word 'deportare'. • The closest Ancient Egyptian words for 'sport' are "SWTWT" and SHMH-iB. • SHMH-iB means 'amuse oneself' or let the 'heart forget'. 	
2.1	Class reading and discussion	<p>Read and discuss the Archery Resource Sheet.</p> <p>Read and discuss the Archery Activity Sheet.</p>	Section 1: Archery Resource and Activity Sheets
2.2	Individual or Pairs written work	Children answering questions and completing other tasks on the Archery Activity Sheet	
2.3	Class discussion	<p>Go through answers, discussing particularly: children's</p> <ul style="list-style-type: none"> • opinions and reasoning; • artwork. 	
3.1	Class introduction	<p>Show children the eight remaining sections of work about Egyptian sports.</p> <p>Organise:</p> <ul style="list-style-type: none"> • children to work in pairs, one strong reader per pair • pairs to carousel round these sections, so that all sections are covered. <p>Tell children that they should be able to tell the rest of the class what they have learned from each section.</p>	Sections 2 to 9
3.2	Pairs reading and written answers	<p>Pairs studying some of Sections 2 to 9.</p> <p>There are more sections than children can attempt, so this work is flexible time-wise.</p>	
3.3	Class discussion	<p>Go through each section, asking pairs to:</p> <ul style="list-style-type: none"> • report back what they have learned • display their artwork. 	

Education Scheme

PART 1

Ancient Egyptian Sports and Games

Class Assessment Sheet

Assessment Criteria	Children who excelled	Children who achieved	Children working towards
English			
Speaking and Listening			
Articulating logical arguments, ideas and opinions			
Reading Comprehension			
Understanding written evidence, literal and interpreted			
Writing			
Descriptive writing, showing empathy with Ancient Egyptian sports participants			
Explanatory writing			
History			
Interpretation of written evidence			
Interpretation of pictorial evidence			
Understanding and empathising with experiences of sports participants			
Art and Design			
Observing and reproducing sports-related Egyptian artworks			

Education Scheme

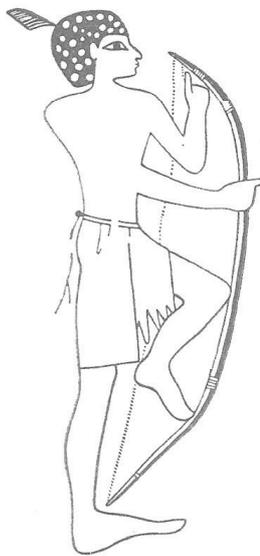
1.1 Archery Resource Sheet

The Hieroglyphic for 'Soldier'

Archery was a skill that the Ancient Egyptians used in hunting and in warfare. The line drawing on the right is the Ancient Egyptian hieroglyphic for the word 'soldier'.



Spanning the Bow



The line drawing on the left is from the Middle Kingdom tomb of Prince Amenemhat at Beni Hasan. It shows a man, possibly a soldier, spanning the bow, which required skill and strength. The bow was 'spanned' so that it could be pulled back to the arm length of the archer.

The Story of Sinuhe, a famous fictional tale from Ancient Egyptian literature, describes preparing for a duel: 'I spent the night spanning my bow and laying my arrows in readiness.'

Learning from the Hyksos

About 1675 B.C. various parts of Ancient Egypt were invaded and conquered by the Hyksos, a large group of people, most of whom came from Syria and Palestine.

The Hyksos terrified the Egyptians with horse-drawn chariots, which the Egyptians had not seen before. They also had superior bows, made from horn, wood and sinew; rather than just wood. Compared to the Egyptians, the Hyksos could fire arrows faster, further and more accurately, and travel much faster whilst doing so.



During the next one hundred years, the Egyptians learnt how to build and use the Hyksos' chariots and composite bows, and to master their horse-riding skills. Just over one hundred years after the Hyksos invasion, the Egyptians drove them out.

Education Scheme

The Sphinx Stele

A Stele discovered beside the Sphinx, tells us that Pharaoh Amenhotep II trained for 18 years in many sports, including 'archery competitions' and 'archery on horseback.' The tomb of Min, Prince of Thinis and tutor to Amenhotep II, refers to the young Amenhotep being taught

archery 'in the court of the palace of Thinis.' Several images also show us archery from moving chariots. They include one of Amenhotep II and one of Tutankhamun.

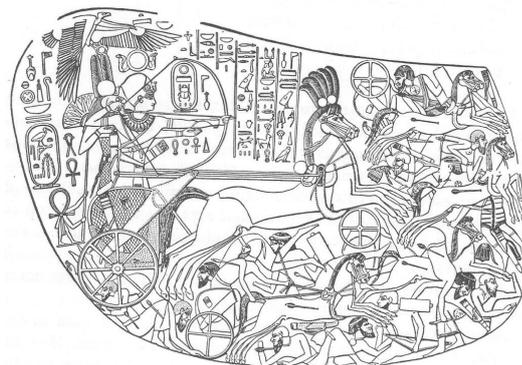
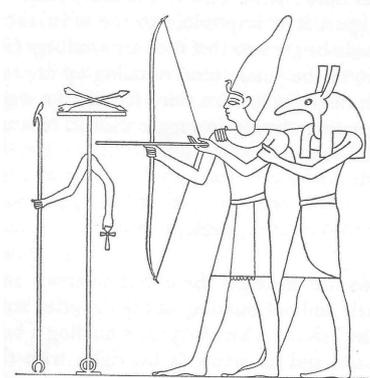


Left to right: the Sphinx Stela; Amenhotep II and Tutankhamun both shoot from moving chariots

Taught by the Gods

Two images of Gods guiding the arm of a Pharaoh indicate the importance of archery to the Ancient Egyptians. Below left, from the Temple at Karnak, the God Set teaches archery to Eighteenth Dynasty Pharaoh, Thutmose III. Archery was a key part of the training of the princes, and probably of the sons of nobles.

A similar idea is shown below right, a line drawing of a relief sculpture from the Valley of the Kings. The God Montu perfects the aim of Pharaoh Thutmose IV as he fires his arrow from a moving wooden chariot.



Archers wore thumb rings, like the one to the right, which is carved from Sandstone. They wore these to protect their thumbs from being cut by the bow.

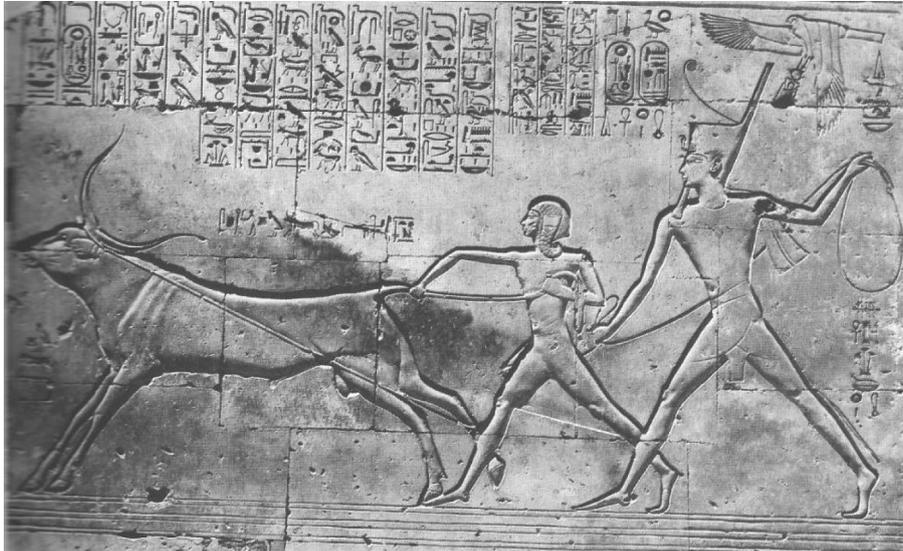


Education Scheme

Bull Hunts

A relief sculpture from the Temple of Seti I, a Nineteenth Dynasty pharaoh, shows Seti I teaching his son Rameses II to

capture a bull by throwing a lasso. This technique was very old, even to the Ancient Egyptians.



Another bull-hunt is shown in the Mortuary Temple of Medinet Habu. Rameses III, a Twentieth Dynasty pharaoh, is accompanied by foot soldiers and chases a wounded wild bull into a papyrus thicket. The wounded beast rolls on its back beneath the horses, and another bull

is struck by an arrow. The inscription says: 'He (the Pharaoh) causes the strong (the wild bulls) to shrink away so that they turn their faces up to the trees and their backs cover the land and they bend down before him.'

Bird Hunts

A tomb at West Thebes shows Nakht, the owner of the tomb, hunting birds using a throw stick in one hand and a decoy bird in the other. Captions for these types of

images refer to: '... hunting in the activity of the marsh goddess Sekhet, comrades of the mistress of sport.'



Education Scheme

1.1 Archery

Activity Sheet

The Hieroglyphic for 'Soldier'

1. What were the two main uses for the skill of archery?

2. The Ancient Egyptian hieroglyphic (picture symbol) for a soldier is an archer. What does this tell you about archery in Ancient Egypt?

Spanning the Bow

3. Read the first paragraph of this section. Why was the bow spanned?

Learning from the Hyksos

4. What did the Hyksos have that the Egyptians had not seen before?

a) horse-drawn chariots

b) bows made from horn

c) arrows

d) bows made from wood

i) a and b

ii) a and c

iii) b and c

iv) c and d

5. The chariots and superior bows of the Hyksos gave them **four** main advantages over the Egyptians in battle. What were they?

a) The Hyksos' bows were larger.

d) The Hyksos' travelled more quickly.

b) The Hyksos fired arrows further.

e) The Hyksos fired arrows faster.

c) The Hyksos' arrows were sharper.

f) The Hyksos fired arrows more accurately.

Education Scheme

6. What was the main reason that the Egyptians were able to defeat the Hyksos and drive them from Egyptian lands?

a) The Egyptians had a larger army.

b) The Egyptians used better tactics on the battlefield.

c) The Egyptians learned from and used Hyksos technology.

d) The Egyptians always had better technology than the Hyksos.

The Sphinx Stele

7a) Do you think that the images of Amenhotep II and Tutankhamun firing arrows from chariots were created before or after Egypt had been invaded by the Hyksos?

i) before

ii) after

7b) Why do you think this?

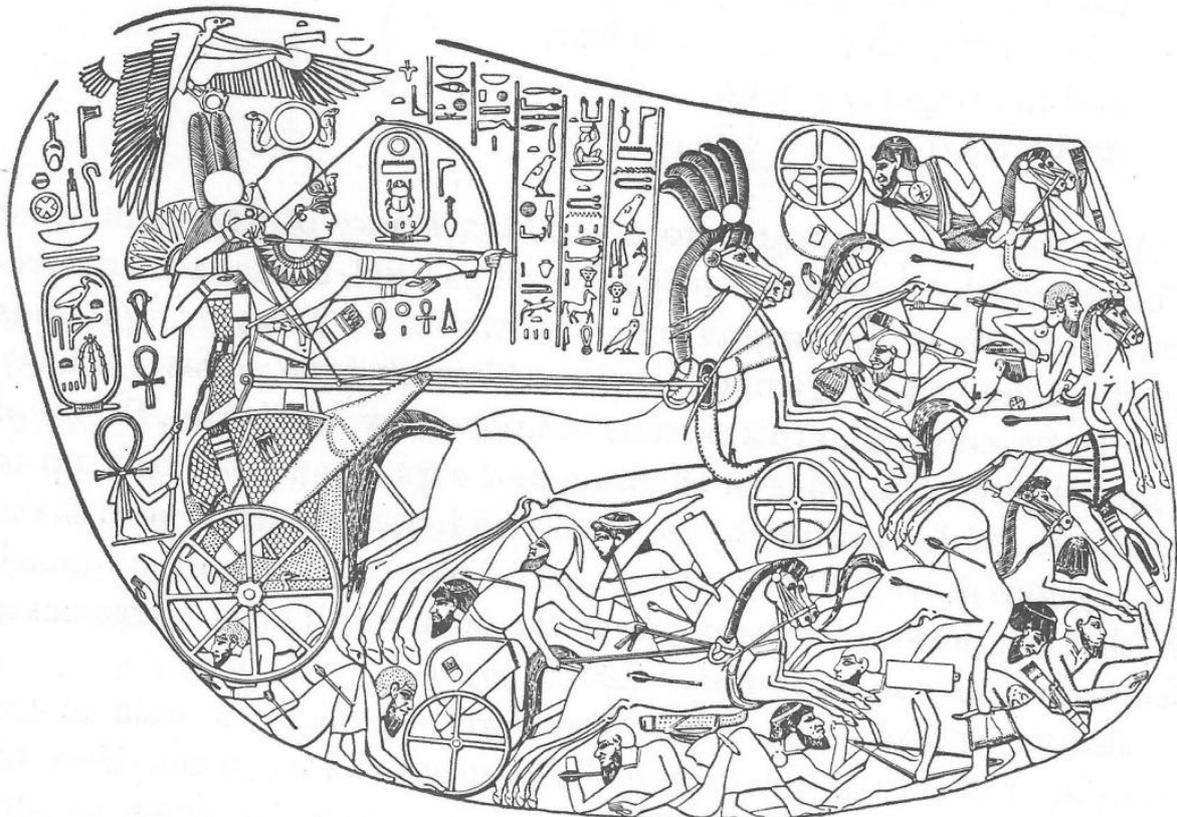
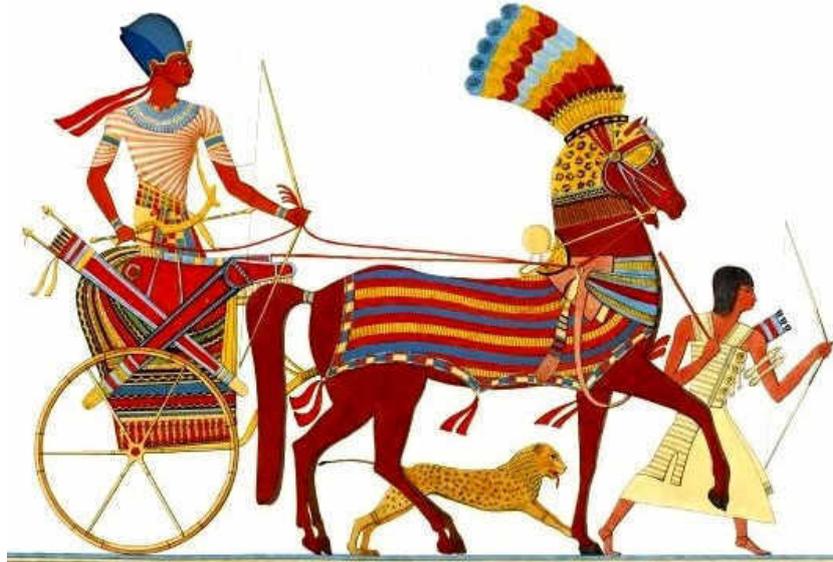
Taught by the Gods

8. Imagine that you are involved in the attack shown in the relief sculpture of the God Montu perfecting the aim of Pharaoh Thutmose IV. Write a description of what you can see and hear, and of your thoughts and feelings during the charge.

(A larger version of this image is shown on the next page of this Activity Sheet.)

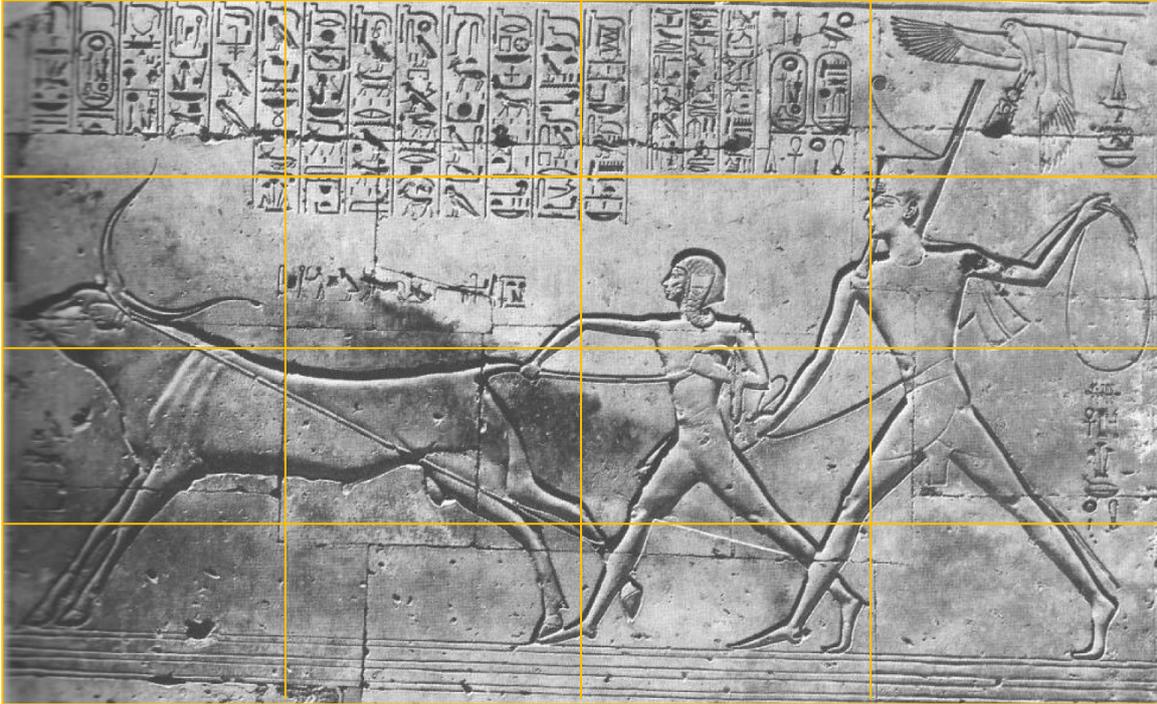
Education Scheme

9. Look very carefully at the colours in the top image. Use these to help you colour the bottom image (of Pharaoh Thutmose IV as he fires his arrow from a moving wooden chariot during a charge).



Education Scheme

12. Use the grids to create a line drawing of the relief sculpture below, showing Pharaoh Seti I teaching his son Rameses II to capture a bull by throwing a lasso. Draw only Pharaoh Seti I, Rameses III and the bull.



Education Scheme

1.1 Archery

Answer Sheet

The Hieroglyphic for 'Soldier'

1. Hunting; warfare
2. The image of an archer as the Ancient Egyptian hieroglyphic for a soldier tells us that:(one of)
 - Archers were an important part of the Egyptian army
 - Archery was an important skill for Egyptian soldiers.

Spanning the Bow

3. The bow was spanned so that it could be pulled back to the arm length of the archer.

Learning from the Hyksos

4. i) a and b
5. b) The Hyksos fired arrows further. d) The Hyksos travelled more quickly.
e) The Hyksos fired arrows faster. f) The Hyksos fired arrows more accurately.
6. c) The Egyptians learned from and used Hyksos technology.

The Sphinx Stele

- 7a) ii) after
- 7b) The images were created after the invasion of the Hyksos because they show the pharaohs firing arrows from horse-drawn chariots, which were introduced to Egypt by the Hyksos.

Taught by the Gods

8. A description of what the child imagines they would see, hear, and would be thinking and feeling during the charge, if they had been involved in the attack shown in the relief sculpture.
9. Colouring of line drawing of Pharaoh Thutmose IV as he fires his arrow from a moving wooden chariot.

Bull Hunts and Bird Hunts

10. i) Using a lasso
ii) Firing arrows
iii) Throwing sticks
- 11a) Child's opinion about whether it was right for the Ancient Egyptians to hunt animals by using a lasso, firing arrows or throwing sticks.
- 11b) Explanation of answer to 11a. Suggest that hunting animals is more acceptable if they are essential as a source of food, and are killed as humanely as possible.
12. A line drawing of the relief sculpture showing Pharaoh Seti I, teaching his son Rameses II to capture a bull by throwing a lasso.

Education Scheme

1.2 Charioteering

Resource Sheet

Amenhotep II

(Pharaoh of the 18th Egyptian Dynasty, 1427 to 1401 B.C.)



This carving shows Amenhotep II shooting an arrow into a copper target from a moving horse-drawn chariot. It was discovered in The Temple of Amun at Karnak. The target at the bottom right shows that arrows have passed through it.

A 'Stela' (inscribed writing) tells us that Amenhotep II tested 300 strong bows to learn which of his craftsmen were the most skilful at making them. Riding his chariot, he fired arrows at 'four targets made of Asiatic copper, the thickness of

which was a hand's breadth.' Some arrows shot right through the targets and came out of the back of them. This had never been seen before. The king had learned who made the best bows, but the story became famous because it proved that their king was indeed 'strong in might.'

Another inscription tells of Amenhotep II challenging other archers to contests and offering prizes to any who equalled him.

Ay

(Pharaoh of the 18th Egyptian Dynasty, 1323 to 1320 B.C.)



This drawing, copied from a gold fragment, shows Pharaoh Ay following Amenhotep II's example. It is thought that this is an imagined scene, as Ay was an old man when he became king.

Education Scheme

Usherhet

(Egyptian Noble who lived during the 18th Egyptian Dynasty, c.1390 B.C.)



This image was found in the tomb of Usherhet in West Thebes. Usherhet was an Egyptian noble who lived about 1390 B.C. during the reign of 18th Dynasty Pharaoh Thutmose IV.

The image shows Usherhet hunting animals on the plains using a bow and arrows. He is riding a light, horse-drawn,

two-wheeled, single-axle war chariot. This chariot was much lighter and faster than those used previously. It enabled the Egyptians to hunt much swifter animals than they could pursue before. It made successful hunts much more likely, revolutionising hunting in the New Kingdom era.

Education Scheme

Amenhotep III (Pharaoh of the 18th Egyptian Dynasty, 1388 to 1351 B.C.)



Amenhotep III's Scarab commemorating a Wild Bull Hunt

The Scarab above reads:

'His Majesty appeared on his chariot; the entire army accompanied him. (His Majesty) commanded the great ones and all soldiers and recruits to observe the wild bulls. His Majesty commanded that these wild bulls be confined by fences and ditches. Then His Majesty set out against all these wild bulls. A list thereof: 170 wild

bulls. A list of those bagged by His Majesty on this day: 56 wild bulls. His Majesty spent four days without giving rest to his horses. His Majesty appeared on his chariot. List of wild bulls which he brought in from the hunt: 40 wild bulls. In sum: 96 wild bulls.'

The pharaoh had many copies of this Scarab made.

Education Scheme

Tutankhamun (Pharaoh of the 18th Egyptian Dynasty, 1332 to 1323 B.C.)

The image below was found on a chest in the tomb of Pharaoh Tutankhamun in the Valley of the Kings. It shows Tutankhamun on a lion hunt, firing arrows from a two-

wheeled horse-drawn chariot. This is an important and detailed piece of Egyptian art.



The chest from the tomb of Tutankhamun; the image above is on the opposite side.

Education Scheme

1.2 Charioteering

Activity Sheet

1. The Egyptians wrote and created images showing the glorious achievements of several of their pharaohs. Write one reason that might explain why they did this.

2. 'Aiming' is an action verb.

Write **three** more verbs that are actions you can see Amenhotep II (page 46), Usherhet (page 47) and Tutankhamun (page 49) doing.

3. 'Carefully' is an adverb. It could describe the action verb 'aiming'. Most adverbs end with the letters 'ly'.

Write **three** adverbs, one each to describe your three action verbs in your answer to question 2 above.

4. Write **three** words that describe emotions that the hunting pharaohs might have felt.

5a) Reading about the hunting exploits of Amenhotep II (page 46), and Amenhotep III (page 48), which **two** of the five aspects of physical fitness listed below did they need the most? Tick your two answers.

Skill Strength Suppleness Stamina Speed

5b) Why did you choose each of these aspects of physical fitness?

i) _____

ii) _____

Education Scheme

6a) Reading about the hunting exploits of Amenhotep II (page 46), and Amenhotep III (page 48), which **two** of the following personal qualities did they need the most? Tick your two answers.

Tolerance

Concentration

Friendliness

Courage

6b). Why did you choose each of these personal qualities?

i) _____

ii) _____

7. Amenhotep II challenged other archers to contests and offered prizes to any who could equal him. A contest needs rules so that it is fair. Assuming that the contests involved archery from a moving chariot, write a list of **four** rules that would help to make this contest fair.

i) _____

ii) _____

iii) _____

iv) _____

8. Most of the Egyptians' 'sporting' activities were based on or designed to practice skills for either hunting or war, or for both hunting and war. On what do you think the Egyptians' chariot activities were based?

a) Just hunting

b) Just war

c) Both hunting and war

Education Scheme

9. Below are Amenhotep III's Scarab, commemorating his Wild Bull Hunt (left), and a line drawing taken from another Scarab in Amenhotep III's tomb (right).



Create line drawings showing two lines from the Scarab commemorating the Wild Bull Hunt.

10. On the next page is a line drawing of an etching on a wooden chariot from the tomb of Thutmose IV, whose aim is perfected by the God Montu, as he shoots from a moving chariot.

a) Which of the following sentences does **NOT** describe Egyptian art?

- i) Separate images with bold outlines.
- ii) Images mainly drawn side on.
- iii) A clear, single picture in one setting with everything in perspective.
- iv) A mixture of recognisable images and symbolic shapes.

Education Scheme

- b) Using the colours used in the picture of Tutankhamun on Resource Sheet page 49, either:
- colour the picture below, or
 - Use squared paper to scale up the line drawing, or parts of it, and paint the picture for a wall display.



Education Scheme

1.2 Charioteering

Answer Sheet

1. Suggest one of:

The Egyptians wanted to glorify their leaders.

The Egyptian pharaohs wanted their achievements to be remembered.

Glorifying their leaders showed that Egyptian leaders were strong and talented which helped people to have confidence in them.

2. Suggest three from:

balancing	standing	firing
riding	looking	pulling (the string of the bow)

3. Suggest three from:

(balancing) safely	(standing) strongly/securely	(firing) aggressively/accurately
(riding) quickly	(looking) intently	(pulling) powerfully

4. Suggest three from:

excited	alert	nervous
aggressive	exhilarated	determined

5a. Skill; strength (allow also stamina)

5b. Suggest:

i) I chose skill because the archers need skill to fire an arrow accurately from a bow, and skill to stand and balance in the chariot whilst doing so.

ii) I chose strength because the archers needed strength to fire the arrows and to stand steadily in the moving chariot.

(Allow stamina as Amenhotep III 'spent four days without giving rest to his horses.')

6a. Concentration; courage

6b. Suggest:

i) They needed concentration to balance on the chariot, to judge the perfect moments to shoot their arrows, and to perform the skill of firing their arrows accurately.

ii) They needed courage to travel at speed whilst balancing on a two-wheeled chariot.

7. Suggest four from:

i) Arrows should be shot from the same distance.

ii) Chariots should be travelling at similar speeds.

iii) The targets should be identical.

iv) Each archer should fire the same number of arrows.

v) Weather conditions should be similar for all shots.

vi) Ground conditions should be similar for all shots.

8. c. both hunting and war

9. Line drawings of two lines from the Scarab commemorating the Wild Bull Hunt.

10a. iii) A clear, single picture in one setting with everything in perspective.

10b. Artistic activities, colouring the picture in 'Egyptian style', or using squared paper to scale up the line drawing, or parts of it, before painting the picture for a wall display.

Education Scheme

1.3 Aquatics

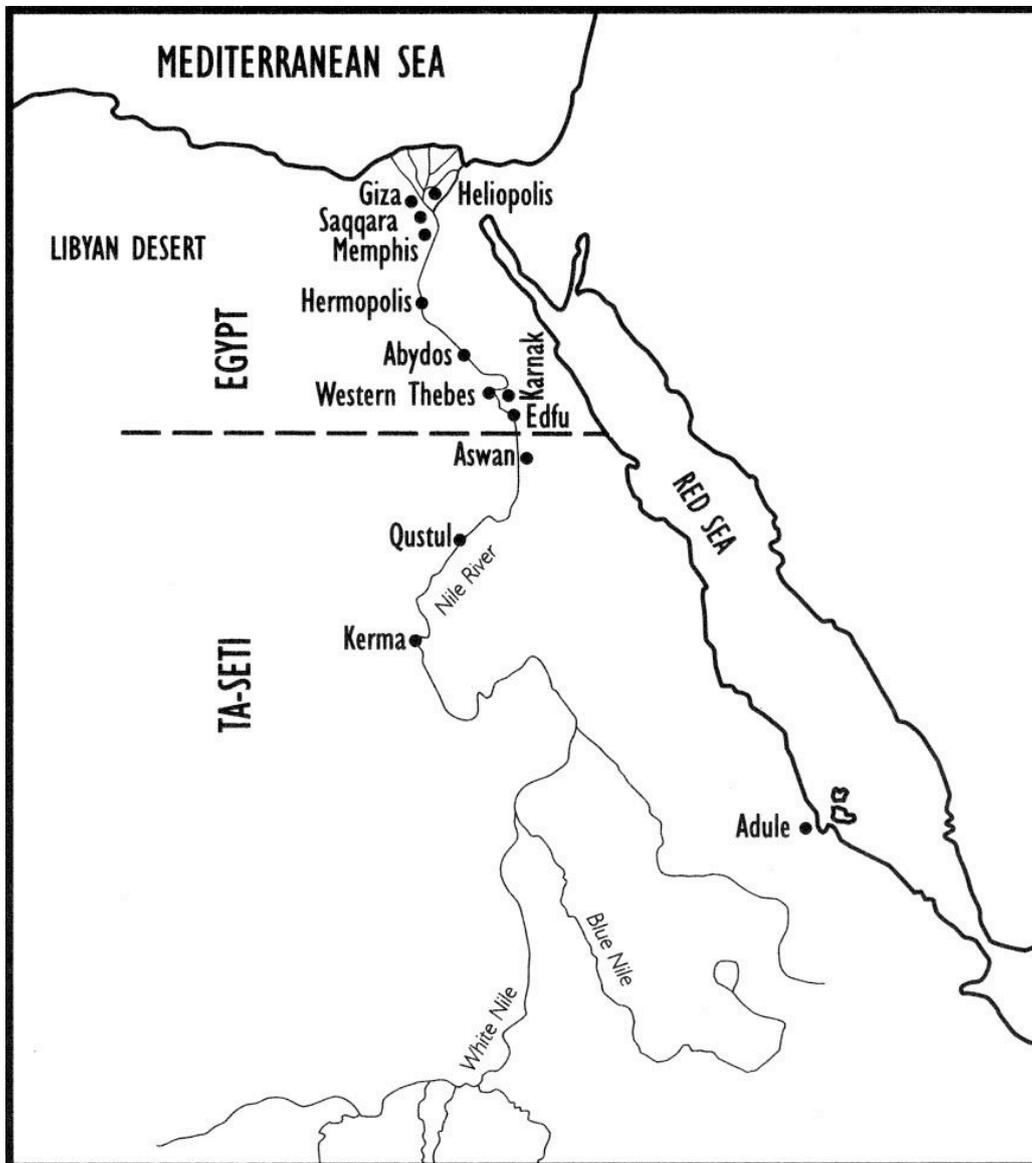
Resource Sheet

Swimming

Part 1: Rivers and Seas

The main transport route through Ancient Egypt was the River Nile. All of Egypt's main towns and cities were built close to this river. Egypt also had hundreds of miles of coastline, with the Mediterranean Sea to the north and the Red Sea to the east.

Almost everyone would, at some point, travel by boat along the Nile. Those who could swim had a much better chance of surviving if their boat capsized or sank.

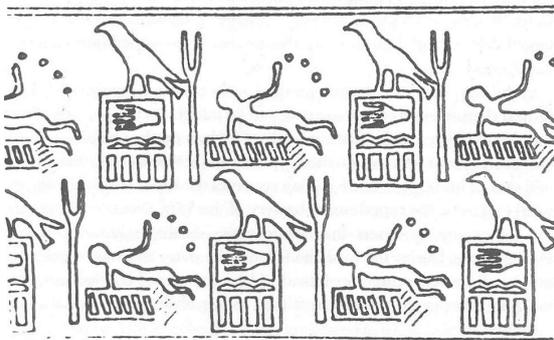


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Part 2: What strokes did the Ancient Egyptians swim?

The Ancient Egyptians may have swum strokes that are similar to all the main strokes that we recognise today – the front crawl, breaststroke, backstroke and butterfly. There is strong evidence that they swam the front crawl.

Below are the line drawing of a painting, and a stone relief sculpture showing the front crawl. They are from the tomb of Setju, a manager of a granary of a 6th Dynasty Pharaoh.

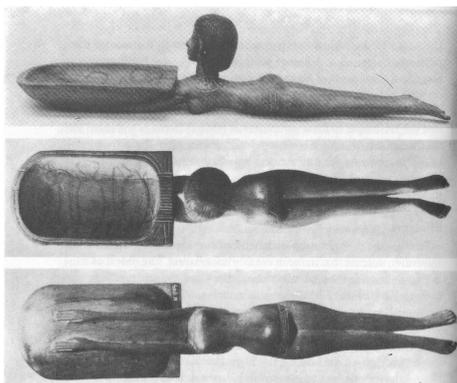


Several decorated spoons from various dynasties are shown below. They all appear to show women doing the front crawl leg kick.

The three images on the left show the same 18th Dynasty spoon from different angles.

The spoon top right is also from the 18th Dynasty, about 1400 B.C. It is made from wood apart from the duck's neck and head, which are ivory.

Bottom right is a spoon from the 25th Dynasty (780 B.C. to 656 B.C.). It was found in a tomb in Sanam, Nubia.



Some cave paintings from Libya, Egypt's neighbour to the west, show the butterfly stroke.

Education Scheme

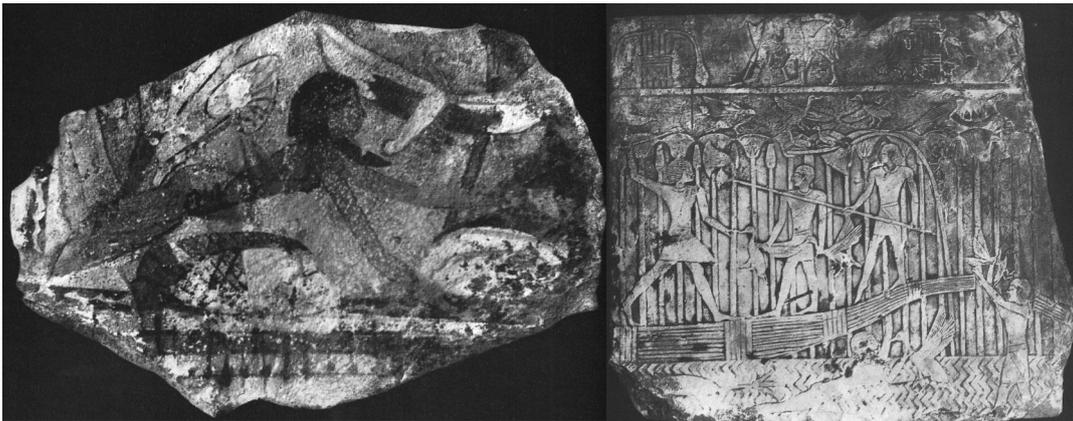
Part 3: Why did the Egyptians Swim?

There is no evidence that competitive speed or distance swimming was an Ancient Egyptian sport.

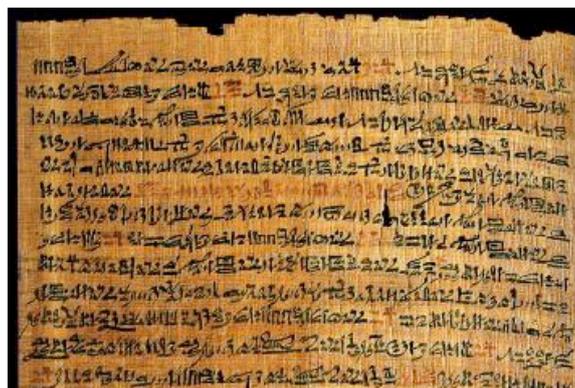
There is evidence that swimming was taught as part of the physical education of royal children, and of the sons of pharaohs' courtiers and nobles. Evidence is found in an inscription of Kheti from the Middle Kingdom era. The Prince of Siut wrote that the King 'caused me to take lessons in swimming together with the royal children.' This may have been for safety reasons, to develop their physical fitness, so that they could enjoy water-based games, or a combination of these reasons.

Evidence that the Egyptians played water-based games is shown below left. It comes from a painted piece of pottery from the Twentieth Dynasty (1186 B.C. to 1069 B.C.) and shows a girl swimming up to ducks or fish. She speedily pounces and catches them, then lays them in bowls. This game required speed and skill.

A similar game is shown below right, a limestone relief sculpture from 650 B.C. to 500 B.C. This shows a swimming girl (in the foreground in front of the boat) catching a bird.



Religious writing from the Middle or New Kingdom periods (below) describes a quarrel between the Gods Horus and Set, which they settle by a diving competition. They both dive under the water and the loser is the one who surfaces first.



Education Scheme

Rowing

Part 1: Rowing as Transport

Rowing – and therefore boatbuilding and navigation – were important to the Ancient Egyptians, as the River Nile was their main highway.

Part 2: How did the Egyptians row?

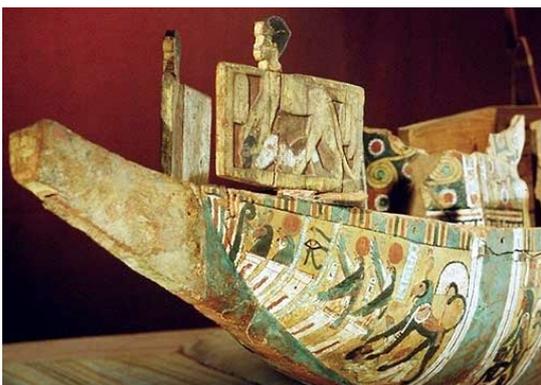
Pictures show that Egyptian rowers used both hands. For each stroke, the rower stood, pulled the oar through the water towards himself, sat on completion of the stroke to skim the oar back over the water ready to start the next stroke, then stood to begin the next stroke. They wore reinforced, leather hard-wearing kilts, as linen kilts would have worn out quickly.

Part 3: Rowing as Sport

There is one piece of evidence from Ancient Egypt that rowing was a sport. Writing on the Sphinx Stela tells us that Pharaoh Amenhotep II (1427 B.C. to 1400 B.C.) challenged his soldiers to a rowing contest of distance and endurance.

This is what happened:

‘Strong were his arms and he did not tire when he seized the oar and rode at the stern of his boat as stroke for two hundred men. They stopped when they had only half a mile behind them. They were already exhausted and their limbs were tired and they were breathless. But His Majesty was strong with his twenty-foot long oar. He stopped and grounded his boat after he had rowed three miles without a pause. Faces beamed when they saw him doing this.’



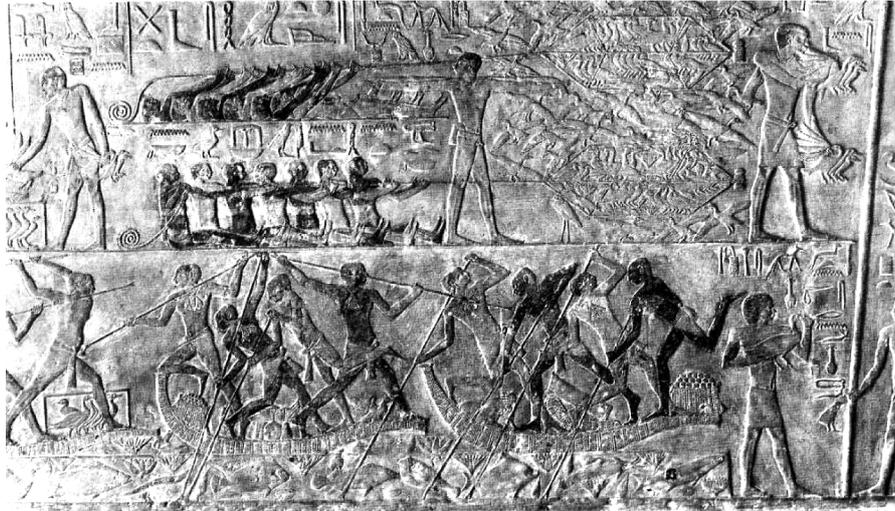
Boats from the tomb of Amenhotep II

In Ethiopia a popular sport was racing reed boats down the river.

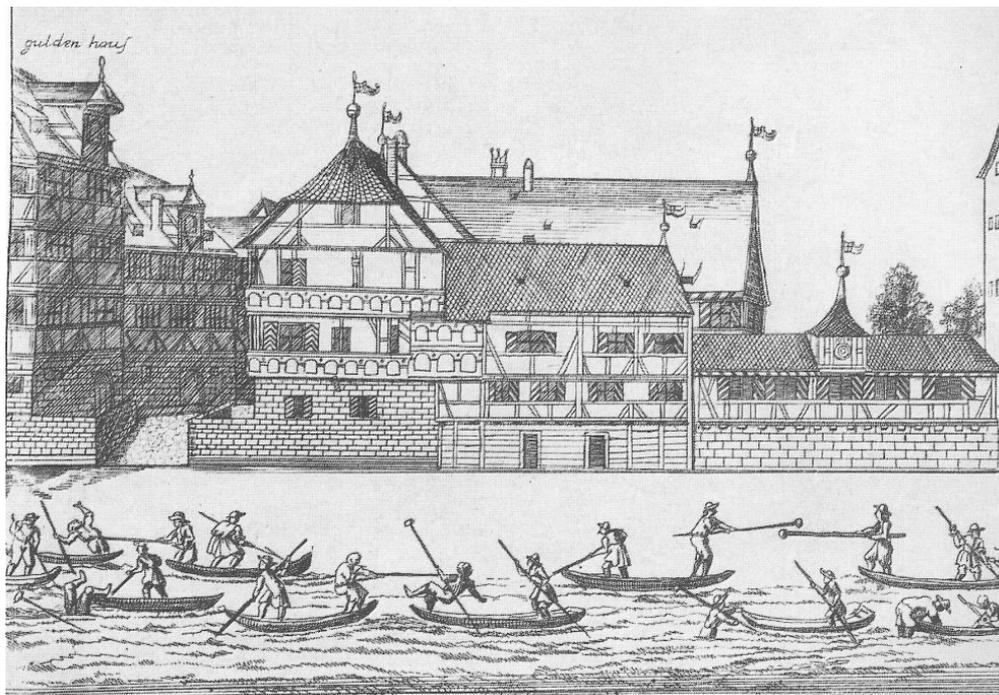
Education Scheme

The tomb of Ptahhotep, the Chief Advisor to 5th Dynasty Egyptian Pharaoh Djedkarelsesi, from about 2400 B.C., shows a sport that also involved boat racing. It is called Fishermen's Jousting. The crews raced with their cargo whilst using poles or oars to try to overturn their opponents' boat and toss them into the river.

Pictures suggest that boats could carry teams of up to six men. One tomb reports a competitor threatening to bash an opponent's skull in with his pole!



A similar sport was played in Germany in the 17th and 18th centuries A.D., as shown in the picture below, taken from a 1702 etching in Nuremberg.



Education Scheme

Hunting from Boats

Nebamun was a writer and accountant in the many temples at Thebes (now Luxor). He lived about 1350 B.C. during the 18th Dynasty of Ancient Egypt. His tomb includes apolychrome painting of himself fowling (hunting wild fowl) and fishing, whilst standing on a small, moving boat in marshland.

The painting shows:

- Nebamun standing in a small moving boat
- Nebamun holding a stick in his left hand, about to throw it at birds
- Nebamun holding three decoy herons in his right hand
- Nebamun's wife standing behind him holding a spray of lotus flowers
- Nebamun's daughter sitting beneath him
- Nebamun's cat catching three of the birds
- A papyrus thicket from which the birds have been startled
- Fish beneath the waterline
- Lotus flowers growing in the marsh in front of the boat
- Lotus flowers hanging over Nebamun's arm
- Hieroglyphics (Ancient Egyptian writing) that include images of birds.



Education Scheme

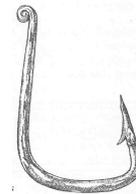
Fishing

There are two main types of evidence that some Ancient Egyptians were fishermen – fish hooks and pictures.

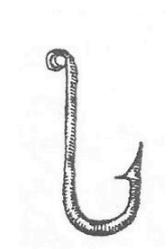
Part 1: Fish Hooks



Fish hook made from shell, found in a tomb at Mostagedda



Fishhook made from bronze from about 500 B.C. during the Late Period



Fish hook made from copper from about 1350 B.C., during the 18th Dynasty reign of Pharaoh Akhenaten

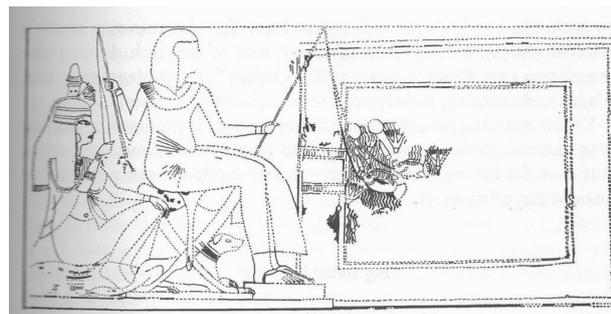
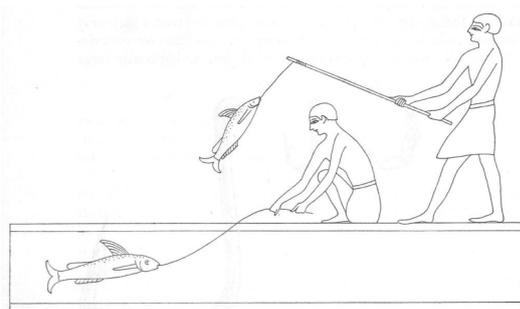


Ancient Egyptian fish hooks displayed in the Petrie Museum

Part 2: Line drawings that show Egyptians fishing

The image on the left is from about 1850 B.C. Found in the tomb of 12th Dynasty Prince, Khnum-hetep, at Beni Hasan, it is the earliest evidence in the world of an angler using a fishing rod. The other angler is using a handline.

The image on the right is from about 1200 B.C. Found in the 19th Dynasty tomb of Hatiay, high priest of Sebek, West Thebes. It shows Hatiay and his wife angling next to a lake. They have double fishing lines attached to their rods. This was typical at the time.



Education Scheme

1.3 Aquatics

Activity Sheet

Swimming

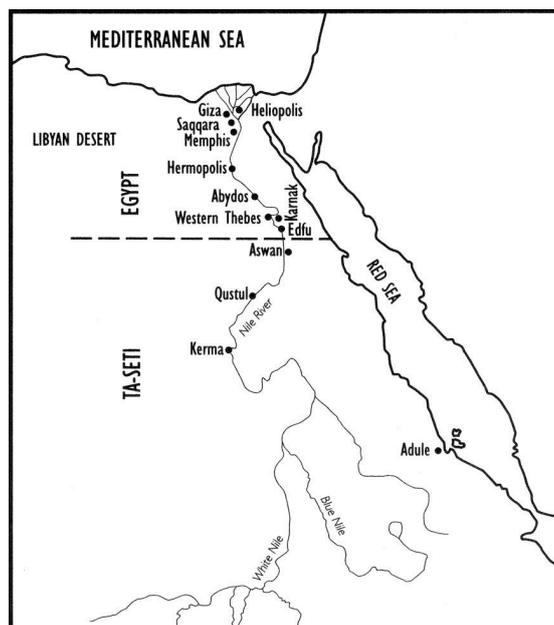
Part 1: Rivers and Seas

1. Where were most of the towns and cities of Ancient Egypt built? (paragraph 1 and map)

- a) On the shoreline of the Red Sea
- b) On the shoreline of the Mediterranean Sea
- c) On the banks of the River Nile
- d) In the Libyan Desert

2. Why was it important for Egyptians to learn to swim? (paragraph 2)

3. Colour the Mediterranean Sea and Red Sea blue.



Education Scheme

Part 2: What strokes did the Ancient Egyptians swim?

4. Which swimming stroke do we know that Ancient Egyptians swam? (paragraph 1)

5. The evidence that the Ancient Egyptians swam this stroke comes from artworks made from different materials. From the list of materials below, tick the **four** from which these artworks are made. (Resource Sheet page 2)

- | | | | | | | | |
|-----------|--------------------------|----------|--------------------------|----------|--------------------------|----------|--------------------------|
| a) bronze | <input type="checkbox"/> | b) linen | <input type="checkbox"/> | c) wood | <input type="checkbox"/> | d) glass | <input type="checkbox"/> |
| e) shell | <input type="checkbox"/> | f) paint | <input type="checkbox"/> | g) stone | <input type="checkbox"/> | h) ivory | <input type="checkbox"/> |

Part 3: Why did the Egyptians Swim?

6. The evidence suggests reasons why the Egyptians learned to swim. What are these reasons? (page 3 paragraphs 1, 2 and 3)

- | | | | |
|--|---|--|---|
| a) For safety reasons | b) To have fun playing games in the water | | |
| c) To take part in swimming races | d) To develop physical fitness | | |
| i) a, b and c <input type="checkbox"/> | ii) a, b and d <input type="checkbox"/> | iii) b, c and d <input type="checkbox"/> | iv) a, c and d <input type="checkbox"/> |

Rowing

Part 1: Rowing as Transport

1. Why were boatbuilding, navigation and rowing important to the Ancient Egyptians?

Part 2: How did the Egyptians row?

2. Write the numbers 3 to 5 against the instructions to complete the technique of an Ancient Egyptian rower in the correct order. (Part 2 paragraph 1)

- | | | | | | |
|----------------------------------|--------------------------|---------------------------|------------------------------------|--------------------------------|--------------------------|
| Sit down | <input type="checkbox"/> | stand up | <input type="checkbox" value="2"/> | Pull the oar through the water | <input type="checkbox"/> |
| Skim the oar back over the water | <input type="checkbox"/> | Grip the oar in two hands | <input type="checkbox" value="1"/> | | |

Education Scheme

Part 3: Rowing as Sport

3. Read the account of the rowing contest between Pharaoh Amenhotep II and his soldiers (Part 3, paragraph 2). Which of the following sentences summarises what happened?

a) The soldiers were stronger rowers than Amenhotep.

b) Some soldiers were stronger rowers than Amenhotep.

c) Amenhotep was the strongest rower.

4. It is unlikely that this account of Amenhotep II is entirely true. Why and how do you think this story came to be told in this way?

a) To make the Pharaoh look good so that the Egyptian people would have confidence in him, their leader.

b) The Pharaoh and his courtiers controlled the writing of the story.

i) a only ii) a and b iii) b only iv) Neither a nor b

5. Read page 5. Imagine that you are taking part in a contest of Fishermen's Jousting. Write an account of your experience. Include in your account:

- Your feelings at different times, including before the start
- Description of the effort needed to balance, row, swing your oar, and to avoid blows from the opposition
- Description of the effort needed to concentrate on making the right decisions, such as when to row, when to attack and when to defend
- Description of what you can: see (colour, shapes, sizes, movement); touch (texture, temperature, pressure, hard/soft); hear (volume – loud/quiet; voices; oars; water); taste (water?); smell (fish?).

Education Scheme

Hunting from Boats



1. Read Resource Sheet page 6. Label the picture with the numbers from the key below.

Key	
1	Nebamun holding a stick in his left hand, about to throw it at birds
2	A papyrus thicket from which the birds have been startled
3	hieroglyphics (Ancient Egyptian writing) that include images of birds
4	Nebamun's cat catching three of the birds
5	Nebamun's wife standing behind him holding a spray of lotus flowers
6	fish beneath the waterline
7	Nebamun's boat
8	one of the birds being targeted by Nebamun
9	Nebamun's daughter sitting beneath him

2a) Tick whether you strongly agree, partly agree or strongly disagree with each of the following opinions.

	Opinion	Strongly Agree	Partly Agree	Strongly Disagree
A	It was good for Nebamun to hunt birds with sticks if he needed the birds for food that he could not get in any other way.			
B	It was good for Nebamun to hunt birds with sticks because he enjoyed it and it improved his fitness and hunting skills.			
C	It was good for Nebamun to hunt birds with sticks because he enjoyed eating them, even though there were other foods that he could eat instead.			

Education Scheme

2b) Write a reason to explain each of your answers in 2a.

A _____

B _____

C _____

Fishing

Part 1: Fish Hooks

1. What do the fish hooks tell us about the Ancient Egyptians?

a) They only made fish hooks from metal.

b) They learned to melt and mould metal.

c) They only used one sort of metal.

i) a and b ii) b only iii) b and c iv) c only

Part 2: Line drawings that show Egyptians fishing

2. What is the most important historical fact about the first of the line drawings that show Egyptians fishing?

a) It is from about 1850 B.C.

b) It is from the 12th Dynasty.

c) It was found at Beni Hasan

d) It is the oldest evidence of a fishing rod being used.

Education Scheme

1.3 Aquatics

Answer Sheet

Swimming

Part 1: Rivers and Seas

1. c) On the banks of the River Nile
2. It was important for Egyptians to learn to swim because almost everyone would, at some point, travel by boat along the Nile. If they could swim they had a much better chance of surviving if their boat capsized or sank.
3. Map showing the Mediterranean Sea and Red Sea coloured blue

Part 2: What strokes did the Ancient Egyptians swim?

4. The front crawl
5. c) wood; f) paint; g) stone; h) ivory

Part 3: Why did the Egyptians Swim?

6. ii) a, b and d

Rowing

Part 1: Rowing as Transport

1. Boatbuilding, navigation and rowing were important to the Ancient Egyptians because the River Nile was their main highway.

Part 2: How did the Egyptians row?

2. Sit down **4**; pull the oar through the water **3**; skim the oar back over the water **5**

Part 3: Rowing as Sport

3. c) Amenhotep was the strongest rower.
4. ii) a and b
5. First person, imaginative, descriptive account of taking part in a Fishermen's Jousting race.

Education Scheme

Hunting from Boats

1.



2a) (Most likely suggestions)

	Opinion	Strongly Agree	Partly Agree	Strongly Disagree
A	It was good for Nebamun to hunt birds with sticks if he needed the birds for food that he could not get in any other way.	√		
B	It was good for Nebamun to hunt birds with sticks because he enjoyed it and it improved his fitness and hunting skills.			√
C	It was good for Nebamun to hunt birds with sticks because he enjoyed eating them, even though there were other foods that he could eat instead.		√	

2b)

A Suggest: Everybody needs to eat and hunting is one way of getting the food to survive.

B Suggest: Hunting purely for sport is cruel, and morally much worse than hunting to survive.

C Suggest: Hunting for food is morally better than hunting for sport, but should be avoided if there are other sources of food that do not involve killing animals.

Fishing

Part 1: Fish Hooks

1. ii) b only

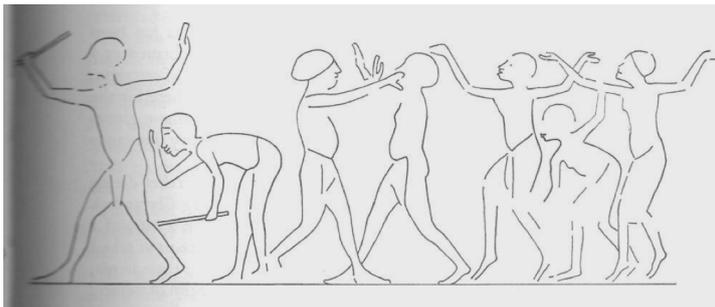
2. d) It is the oldest evidence of a fishing rod being used.

Education Scheme

1.4 Fencing

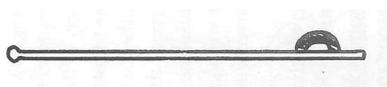
Resource Sheet

The first evidence of fencing, also called 'Stick Fighting', is a relief sculpture from about 1350 B.C. in the Tomb of Meri-Re II, an Overseer, in El-Amarna (below right). The line drawing of the relief (below left) shows wrestlers and fencers duelling before an audience of the Pharaoh and important foreign visitors. The winner of the fencing duel has his hands raised. The loser bows and covers his face with his right hand.



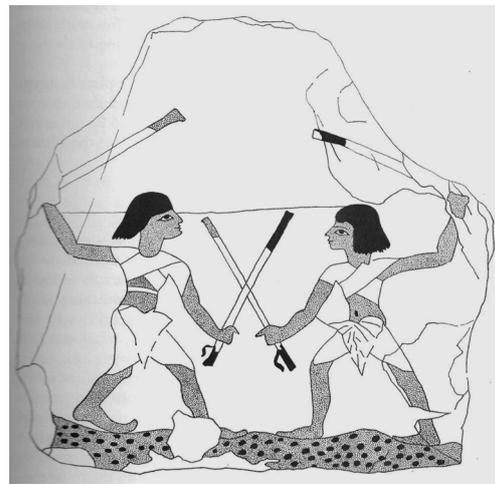
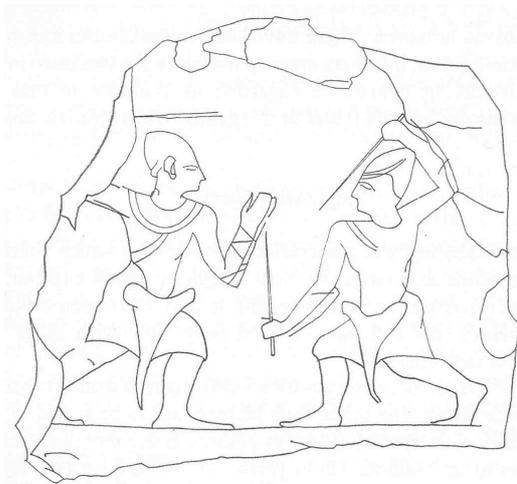
Below is an international competition from the Temple of Rameses III at Medinet Habu (20th Dynasty). The original relief sculpture is on the left, and a painting of it is on the right. They show a typical ritual before a fencing match started. The fencers bowed to the spectators, took up their starting positions, then crossed sticks before the duel commenced.

These images show some safety precautions. Fencers had protective headgear secured with chinstraps, and their weapons had rounded knobs at the end.



Education Scheme

Nineteenth Dynasty era tomb of Priest Amenmose from Thebes has a painting of a fencing duel (right). Each fencer's weapon has a strap at one end to improve his grip and to protect his hand. The fencers also have a protective guard fastened to their left arm.

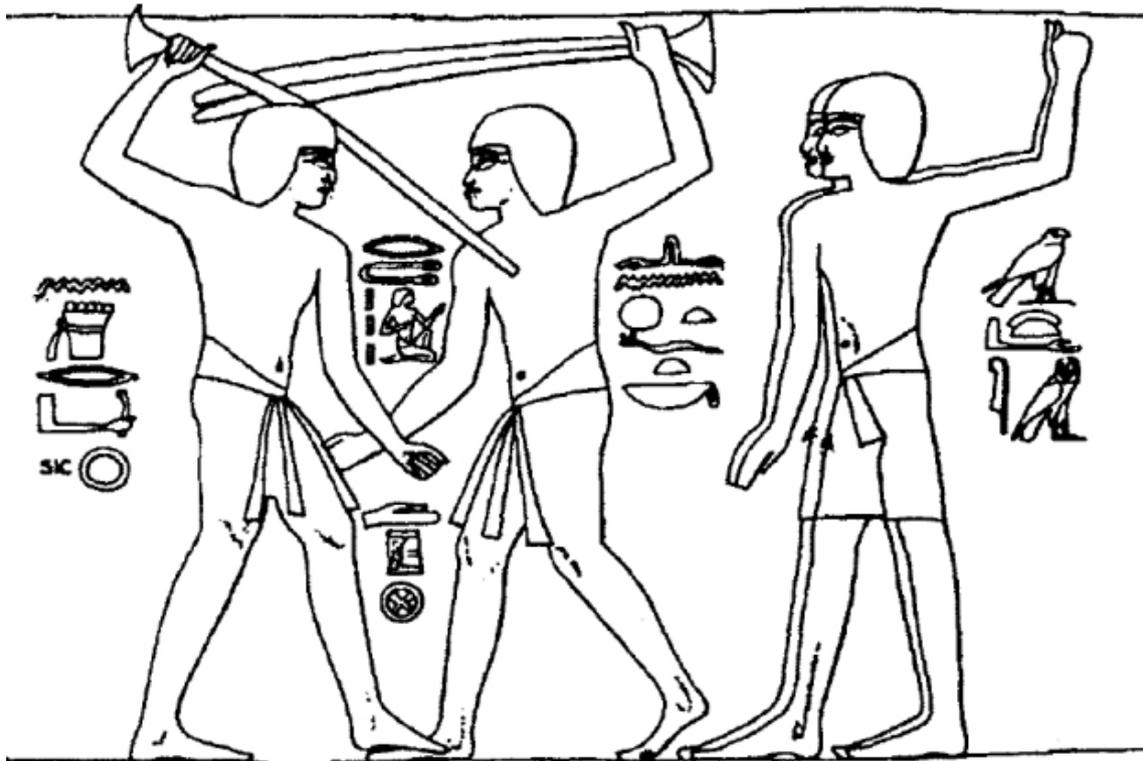
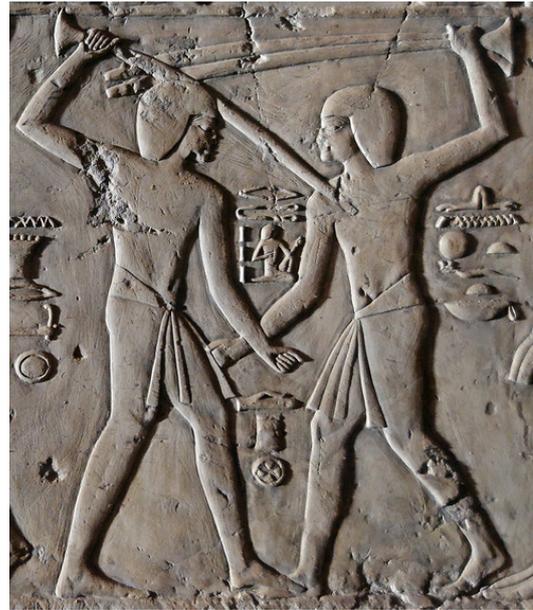


Two more paintings from the Twentieth Dynasty period show a variation on single stick fencing. Each fencer has two sticks – one to fight with and the other to defend with. The weapons appear to be made of more than one type of material. Their clothing is that of the army, showing that fencing was part of military training.



Ancient Egyptian Fencing Stick

Education Scheme



Fencing depicted on a relief sculpture at Thebes from about 1350 B.C. The photograph top right is shown as a line drawing above. The figures to the right of the fencers are the judges.

All the images of Ancient Egyptian fencers show one aspect of technique in common with modern day fencers – a stance with one foot in front of the other. This helps fencers to transfer their weight quickly to move forwards and backwards. It also maximises their reach with their weapon and turns the chest side on, presenting a smaller target for the opponent. A difference between modern day fencers and some of the Ancient Egyptians shown, is that all modern day fencers hold their sword in the hand closest to their opponent.

Education Scheme

1.4 Fencing

Activity Sheet

1. The weapon in modern day fencing is a sword. Line 1 of paragraph 1 gives us a clue that the Egyptians did not use swords when they were fencing. What did they use?

2a) How is the winner of the fencing duel standing in the line drawing of the relief sculpture? (paragraph 1 and line drawing)

2b) Name a modern day sport in which you have seen a successful player celebrate by standing like this.

3. Read paragraph 2 and look at the two images underneath it. Write the numbers 1 to 4 next to the list below to give the order of the ritual before an Ancient Egyptian fencing duel.

The fencing duel commenced.

The fencers bowed to the spectators.

The fencers crossed sticks.

The fencers took up starting positions.

4. Read paragraphs 3 and 4. Write a list of four ways in which the Ancient Egyptians tried to make fencing safer.

i) _____

ii) _____

iii) _____

iv) _____

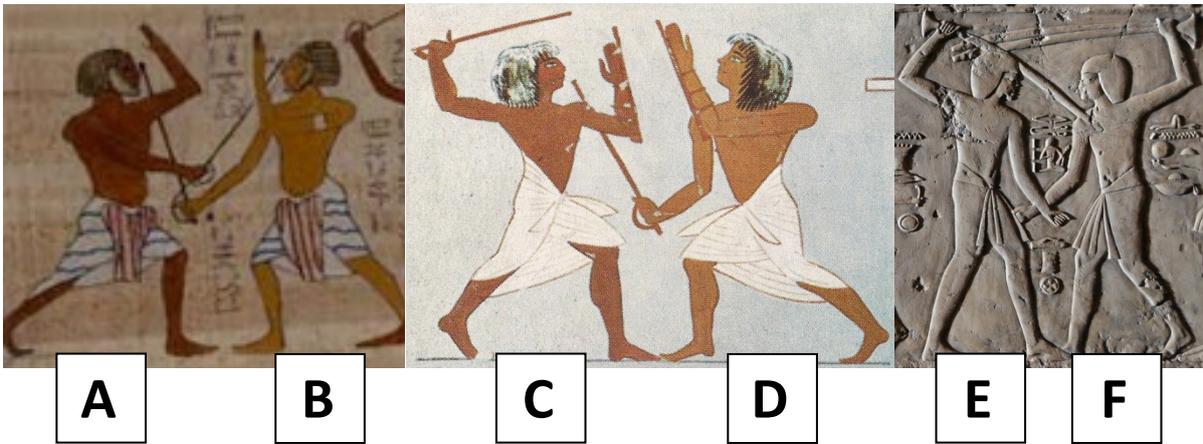
5. Fencing was one of the skills practised in Ancient Egyptian army training. This helps to explain why efforts were made to make fencing safer. Why do you think that the Pharaoh and the commanders of his army wanted to make fencing safer?

Education Scheme

6a) Look at the line drawing at the top of page 3, and read the paragraph underneath it. Who are the two men to the right of the fencers?

6b) What does the presence of these men tell us about Ancient Egyptian stick fighting?

7. Look closely at the images below.



a) Write the letters of the fencers who are:

i) Holding a fighting stick with a strap as part of the grip to protect their hand

ii) Holding their fighting stick in their leading arm

iii) Standing with one foot in front of the other

iv) Holding up their free (non-fighting stick) arm for protection.

b) Which fencer has the worst body position:

- Feet close together and flat on the ground
- Legs too straight to push forwards or backwards quickly
- Fighting stick in the rear hand, front arm not raised for protection? _____

c) Which two fencers have the best body positions:

- Feet well apart, weight on the front foot
- Front leg bent ready to push forwards or backwards quickly
- Fighting stick in the front hand
- Free arm raised for protection? _____

Education Scheme

1.4 Fencing

Answer Sheet

1. The Egyptians used sticks when they were fencing.
- 2a. The winner of the fencing duel is standing with his arms raised (in triumph).
- 2b. Open answer: child's choice of modern day sport – suggest one of: football; rugby union; rugby league; tennis; cricket; golf; athletics
3. The fencing duel commenced. (4) The fencers bowed to the spectators. (1)
 The fencers crossed sticks. (3) The fencers took up starting positions. (2)
4. i) The fencers wore protective headgear.
 ii) The fighting sticks had rounded knobs on the end.
 iii) The fighting sticks had a strap as part of the grip to protect the hands.
 iv) The fencers had a protective guard fastened to their arm.
5. The Pharaoh and the commanders of his army wanted to make fencing safer because the aim of training their soldiers was to make them fitter and more skilful, not to injure them.
- 6a. The two men to the right of the fencers are the judges.
- 6b. The presence of these men tells us that Ancient Egyptian stick fighting had rules.
(If judges were needed to decide on fair play, stick fighting had rules about what was and was not allowed. If judges were needed to decide the winner, stick fighting involved skill – it is likely that a system for deciding the winner would be either a numerical figure, such as the most hits, or a judgement about which fencer showed the greatest skill, or a combination of the two.)
7. a) i) A; B; C; D
 ii) B; D
 iii) A; B; C; D; E; F
 iv) A; B; C; D
 b) i) E
 ii) B; D

Education Scheme

1.5 Wrestling

Resource Sheet

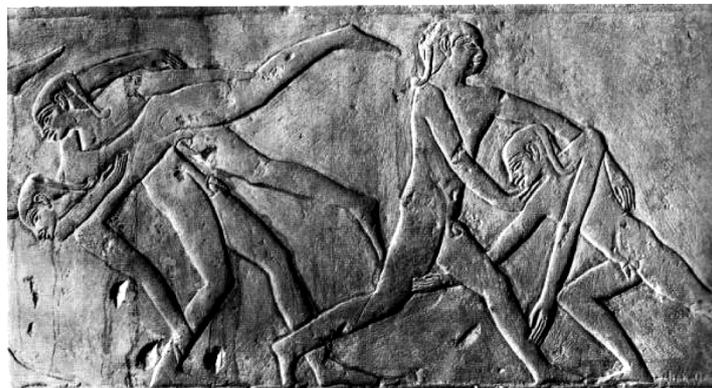
Part 1: The Oldest Wrestling Images

Wrestling was a popular sport in several African countries, including Ethiopia, Nubia and Egypt. Wrestling appears many times in Egyptian art, from the Old Kingdom tomb of Ptahhotep (2400 B.C.) to the end of the Egyptian empire in 30 B.C.

The first evidence of wrestling is a relief sculpture in the tomb of the Fifth Dynasty era Prime Minister and philosopher Ptahhotep. It shows six pairs of boys wrestling.



In the right hand image, a wrestler attempts to throttle the other using both hands. The opponent deflects this move by a throw.



In the left hand image in each of the bottom two images one wrestler throws the other.

Education Scheme

Part 2: Wrestlers from Other Lands

The temple of twentieth Dynasty Pharaoh Rameses III at Medinet Habu shows an international wrestling and fencing contest. Part of the scene is shown below.



The Egyptians fight Sudanese and Syrian contenders. The entire scene shows seven pairs of wrestlers and three pairs of fencers. Spectators, probably Egyptian dignitaries and foreign envoys, are shown on the left and right of the scene. They include the Pharaoh.

The oldest scenes of foreigners wrestling Egyptians show Nubian wrestlers from the time of the New Kingdom after Egypt had conquered Nubia.



Nubian wrestlers on a wall painting in the tomb of Tyanen,
an Egyptian officer who died in 1410 B.C.

This picture shows five Nubian men marching. The last man is carrying a standard which has two wrestlers on it. The first four men are carrying duelling sticks. Stick fighting and wrestling were both used for military training, so perhaps these men are soldiers.

Education Scheme



Line drawing of a relief sculpture of wrestlers in the rock tomb of Meryre II at El-Amarna. Meryre worked in the palace of Queen Nefertiti and died in 1355 B.C.

This is a line drawing of the second-oldest picture of wrestling in ancient Nubia. Just out of the picture to the left is Pharaoh Akhenaton on his throne. He is awaiting tribute from Nubia. This wrestling contest is part of the sports competitions during the tribute festivities. This part is drawn in three 'frames' like a cartoon, but from right to left.

1. The Nubian has his right arm over and around the Egyptian's head.
2. On one knee under his opponent, the Egyptian lifts the Nubian up.
3. The Nubian is thrown onto his back. The Egyptian stands over him, raising his arms in a traditional victory pose before the Pharaoh.

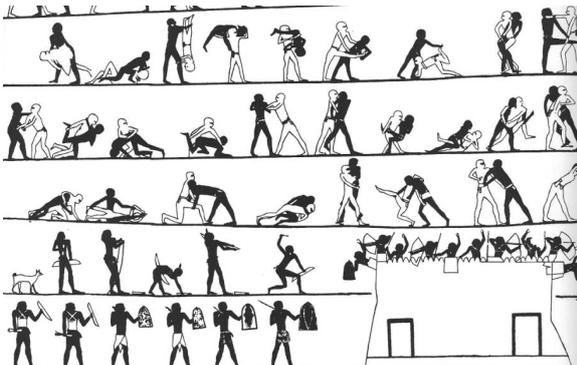
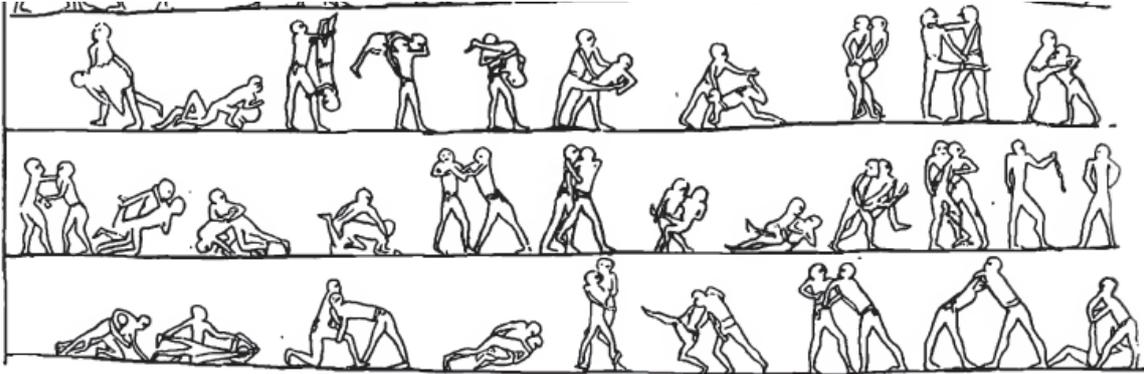
Part 3: Wrestlers from the Tombs of Beni Hassan

There are lines of wrestling pictures on the walls of four of the tombs of princes and high officials from the Middle Kingdom period at Beni Hassan. Four of these tombs show a total of 406 pairs of wrestlers, 350 in standing holds, 45 in end positions and 11 in sitting or lying down positions or holds.

Among modern wrestling styles, these pictures are closest to British catch-as-catch-can wrestling.

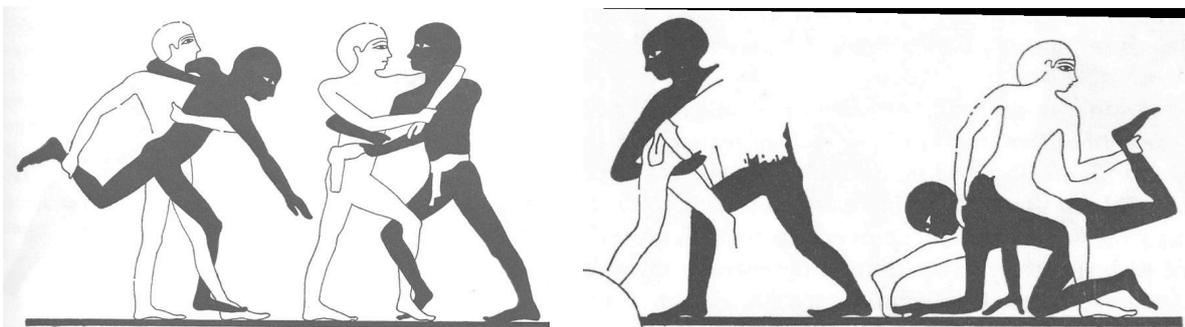


Education Scheme



Wrestling images in the Tomb of Amenemhat (left) are drawn close to images of soldiers (bottom left in the picture), and of a siege of a fortress or city. This suggests that wrestling was an important part of the military training of soldiers. It would increase their strength, agility and ability to defend themselves.

The Eleventh Dynasty era tomb of Prince Baqti I at Beni Hassan shows wrestlers wearing white belts around their hips. Below are line drawings of four of these images.



Belt holds can be seen in a number of scenes. Among modern wrestling styles, these pictures are closest to Japanese sumo wrestling, Icelandic Glima wrestling and Alps belted wrestling.

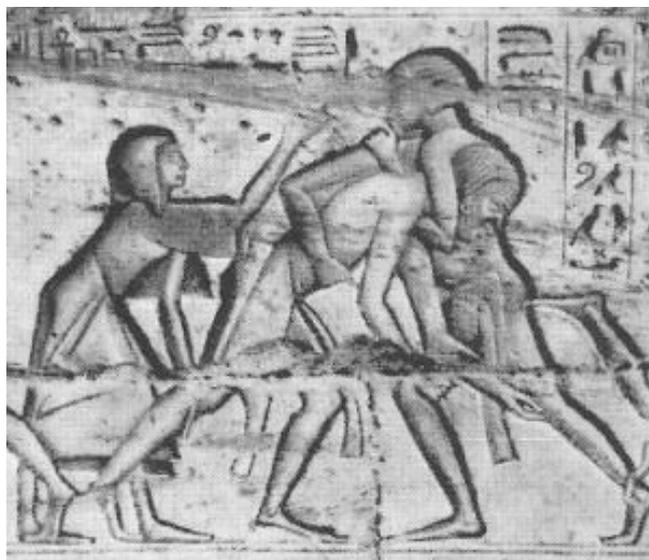
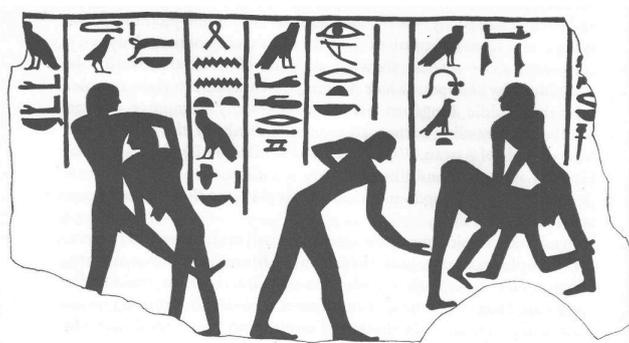
Education Scheme

Part 4: Rules and Referees

Among the pictures at Beni Hassan are all of the holds in modern wrestling, and some that are no longer practised. They include: belt grips; leg pick-ups; knee pick-ups with elbow-joint locks; tackles; double body holds of various kinds; body locks and lifts; hip rolls; single arm and buttock and double arm locks; and many other holds.

These set holds and moves suggest that some holds and moves were allowed and some were not. Therefore, they suggest that Egyptian wrestling had rules. There may have been different rules for different styles of wrestling, for example wrestling with and without belts.

Further evidence of rules for wrestling comes from an image the Twelfth Dynasty tomb of Prince Neheri at Deir el-Bersheh (drawn below). The man in the centre is an umpire or referee.



Another referee is shown on the left in the image above. It shows a combat between an Egyptian wrestler (right) and a Sudanese wrestler. An inscription says: “Look out! You are in the presence of the Pharaoh, your master,” as the umpire warns the Egyptian against using an unfair hold.

Education Scheme

1.5 Wrestling

Activity Sheet

Part 1: The Oldest Wrestling Images

1. The images of boys wrestling were sculpted onto the walls of the Old Kingdom tomb of Ptahhotep, around 2400 B.C. about how many years ago was this?

- a) Just over 2400 b) Just over 3400 c) Just over 4400 d) Just over 5400

2. Recreate the relief sculpture of this wrestling throw as a line drawing. Use the squares to help you. Draw only the two wrestlers involved in the throw.



Education Scheme

Part 2: Wrestlers from Other Lands

1. Read the first two paragraphs. From which African countries do the Egyptians' opponents come in this 'international wrestling and fencing contest?'

a) Ethiopia

b) Sudan

c) Syria

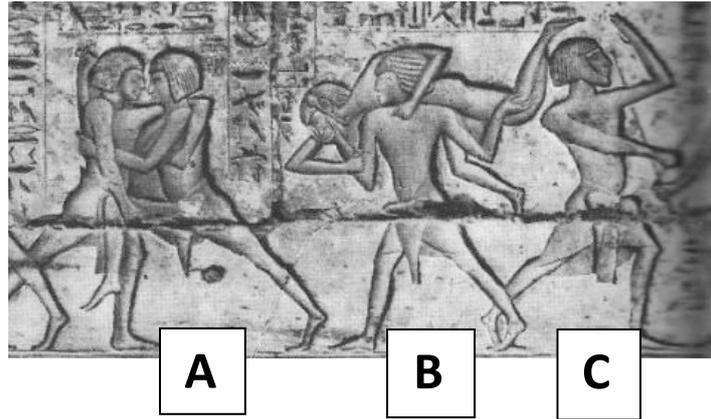
i) a and b

ii) a and c

iii) b and c

iv) a, b and c

2.



In the part of the frieze shown, one image shows fencing or stick fighting and two show wrestling. Which image shows fencing or stick fighting?

A

B

C

3a) This international event was attended by the Pharaoh and people representing the other countries. Name a present day sporting event that is often attended by leaders of their countries such as a king, queen, prime minister or president.

3b) What does the attendance of the Pharaoh tell you about the wrestling and fencing shown on the frieze?

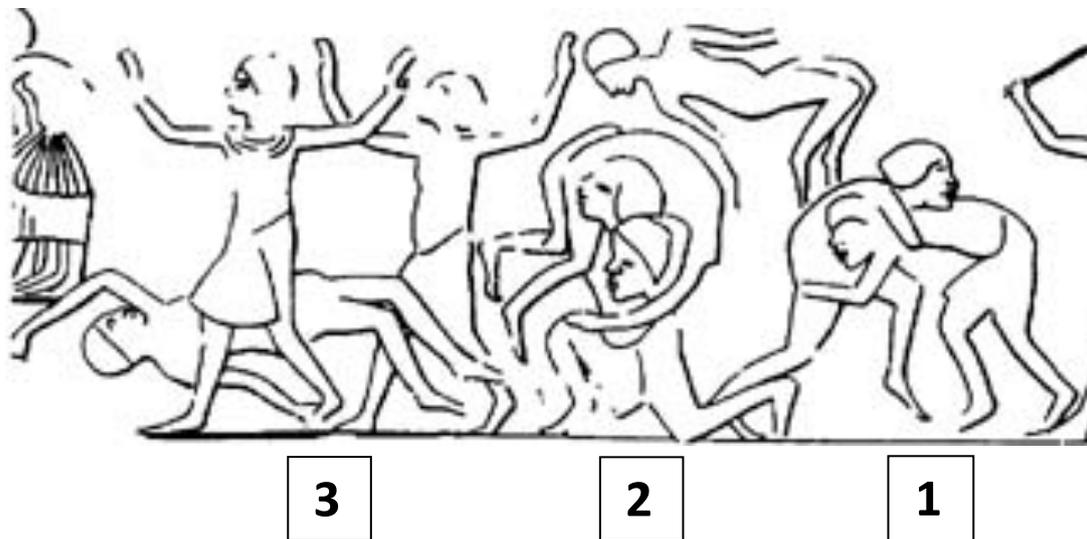
4. Write one word to describe how you would have felt just before fighting in a wrestling bout at an event attended by the leaders of your country.

Education Scheme

5. Read paragraph 4. On the picture below, draw a circle around the evidence that tells us that it is likely that some of these men were wrestlers.



6. Below are three captions to different parts of the relief sculpture from the rock tomb of Meryre II at El-Amarna. It shows stages in a wrestling contest between an Egyptian and a Nubian. Write the correct number next to the captions so that they tell the story of the fight in the right order.



The Nubian is thrown onto his back. The Egyptian stands over him, raising his arms in a traditional victory pose before the Pharaoh.

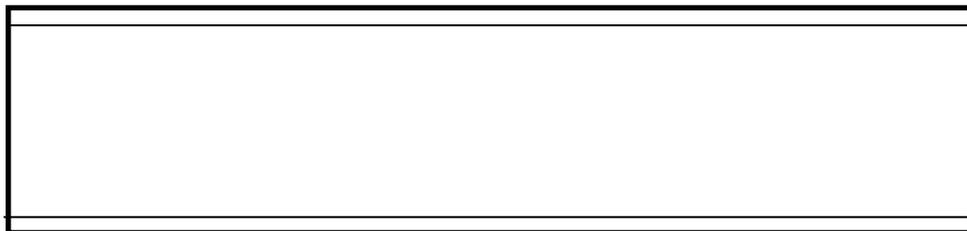
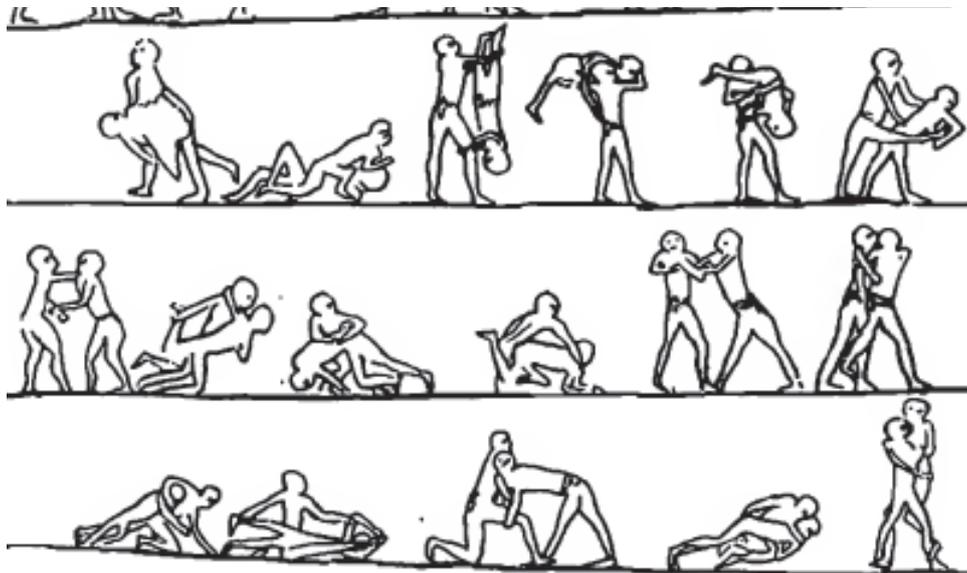
The Nubian has his right arm over and around the Egyptian's head.

On one knee under his opponent, the Egyptian lifts the Nubian up.

Education Scheme

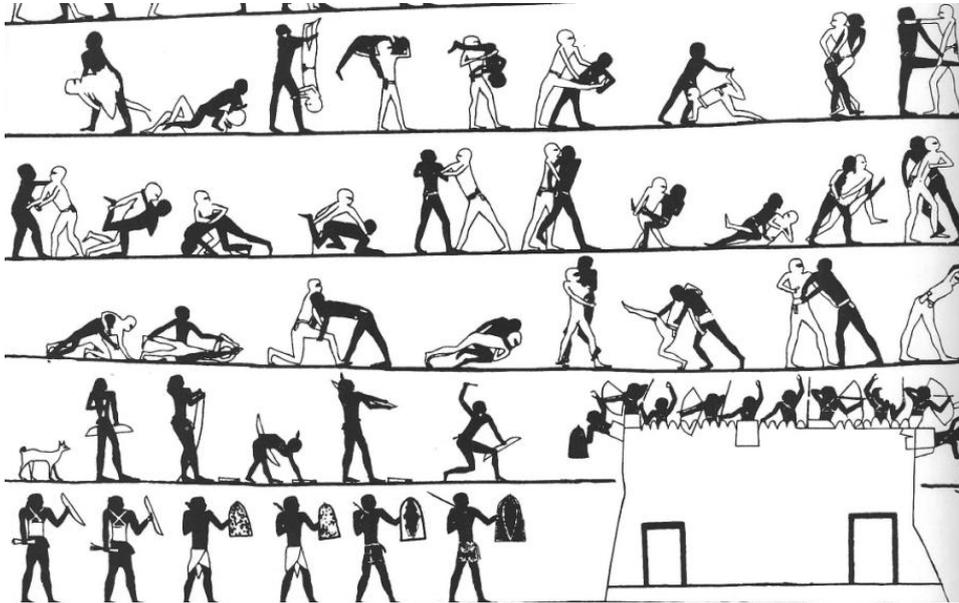
Part 3: Wrestlers from the Tombs of Beni Hassan

1. In the blank box below, draw one line from the images of wrestlers from a tomb at Beni Hassan (top image) in the style of the line drawings below.



Education Scheme

2. In the image below, the fortress and soldiers are clues that wrestling was an important part of military training. Draw two circles, one round the fortress and one around the soldiers.



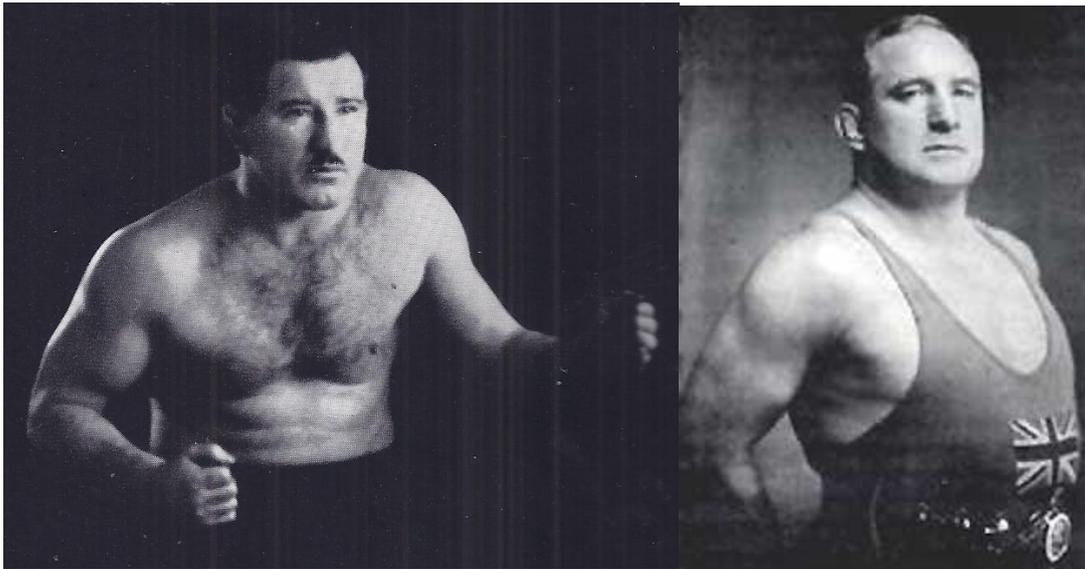
3. Read the last two paragraphs. Name a style of modern wrestling that includes belt holds amongst its moves.



4. On the next page is a poster for the World Catch-as Catch Can Wrestling Heavy-Weight Championship bout between American Jack Sherry and Englishman Douglas Clark, along with photographs of the two wrestlers. This bout was fought in 1938.

Design a poster for an imaginary wrestling contest between the champion of Ancient Egypt and the champion of Nubia, another African country. Images of Egyptians and Nubians are shown to help you to draw their caricatures. Notice their different hair styles. Nubians were usually drawn as stocky and muscular. Egyptians were usually drawn as slim and tall.

Education Scheme



MAIN EVENT. RETURN FOR THE

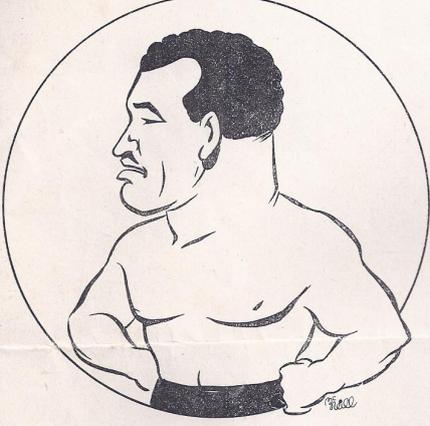
WORLD'S HEAVY-WEIGHT CHAMPIONSHIP

(15 Rounds of Catch-as-Catch-Can Wrestling) for a side wager of
ONE THOUSAND GUINEAS
TO TWO HUNDRED AND FIFTY GUINEAS

The American THE WORLD CHAMPION

JACK SHERRY

16st. 12lbs. Greatest Athlete of all times.

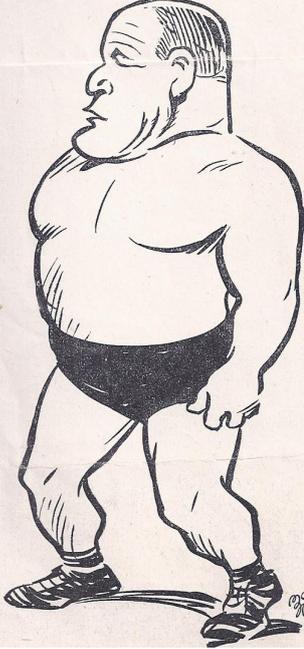


£5,000 he offers to whoever pins him.
£1,000 to whoever beats him.

V. THE WORLD CHALLENGER

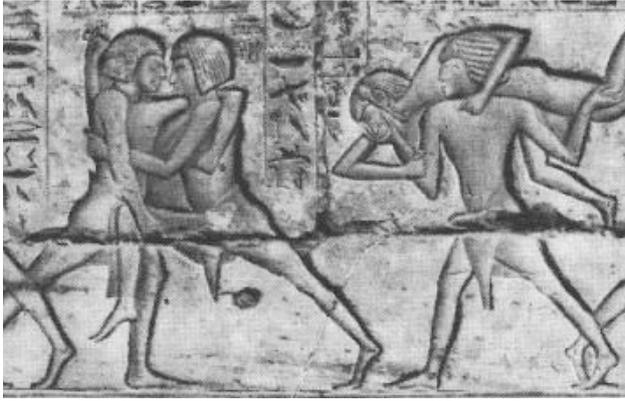
DOUGLAS CLARK

18st. 2lbs. "The Backbone of Britain."



GOD SAVE THE KING!

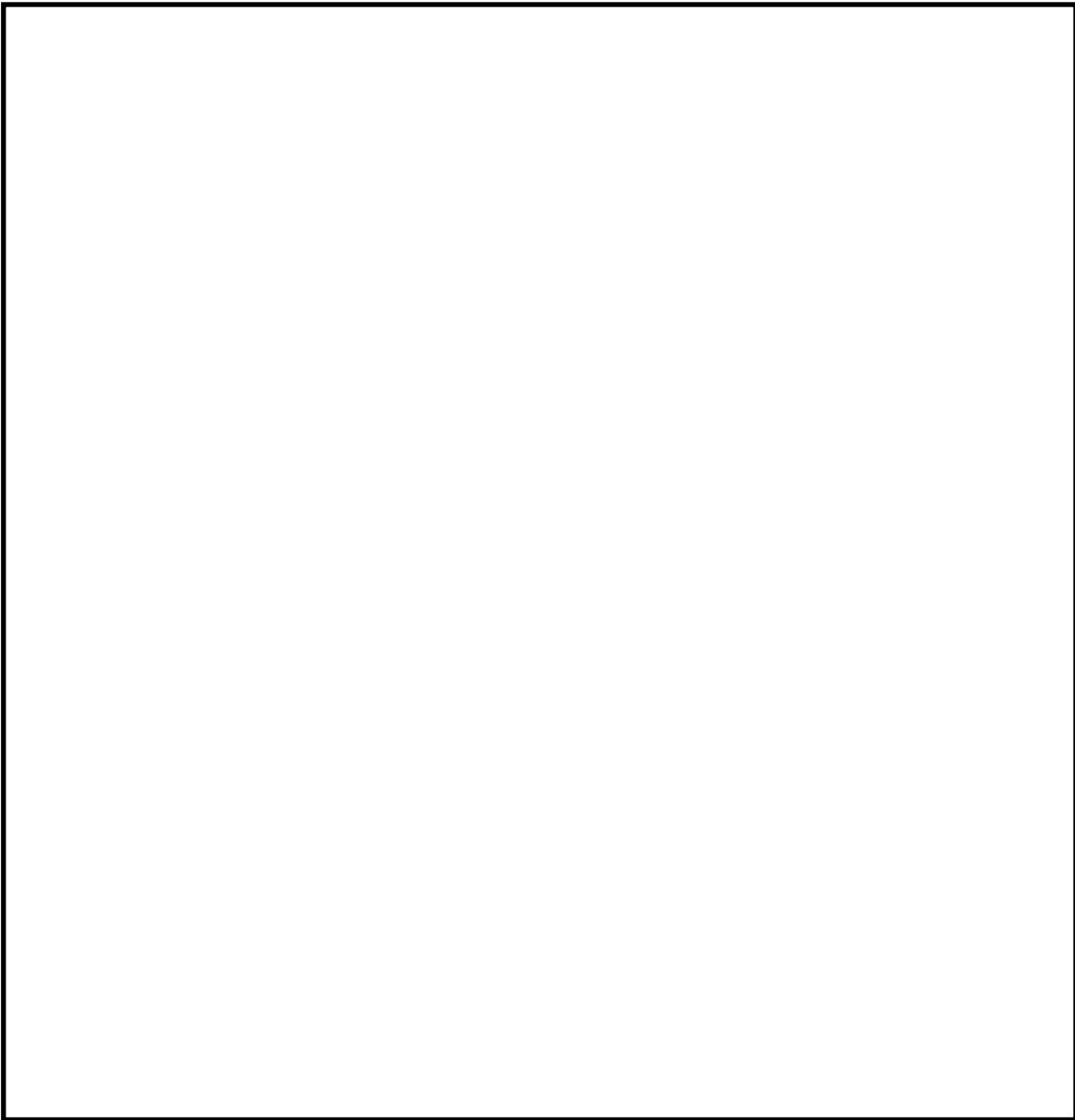
Education Scheme



Egyptians



Nubians



Education Scheme

1.5 Wrestling

Answer Sheet

Part 1: The Oldest Wrestling Images

1. c) Just over 4400
2. Recreation of the relief sculpture of depicted wrestling throw as a line drawing

Part 2: Wrestlers from Other Lands

1. iii) b and c
2. C
- 3a) Suggest one of:
Olympic Games; FIFA World Cup; Rugby Union World Cup; Cricket World Cup; FA Cup Final
- 3b) Suggest that the attendance of the Pharaoh tells us that the wrestling and fencing shown on the frieze were:
part of an important event
regarded as important in themselves
regarded as good entertainment
4. Suggest one of: nervous; apprehensive; excited
- 5.

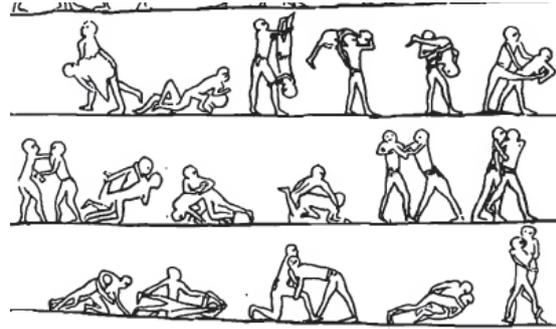


6. The Nubian is forced onto his back. The Egyptian stands over him, raising his arms in a traditional victory pose before the Pharaoh. **3**
The Egyptian has his left arm over and around the Nubian's head. **1**
On one knee under his opponent, the Egyptian lifts him up. **2**

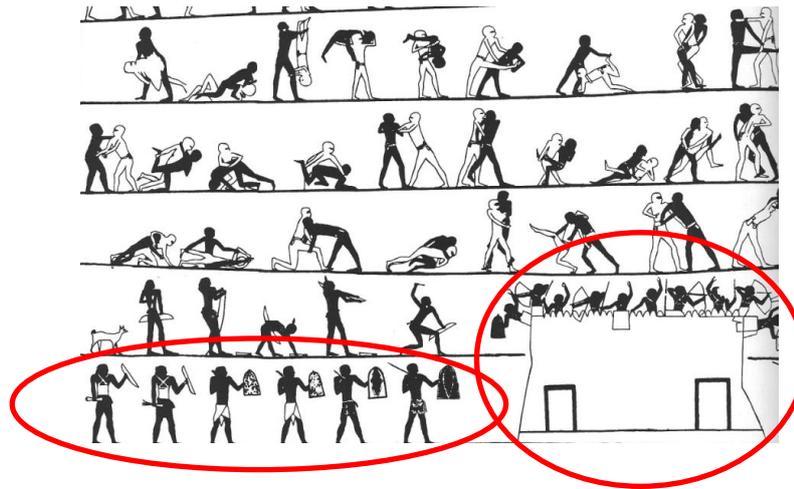
Part 3: Wrestlers from the Tombs of Beni Hassan

1. Line drawings of one line from the images of wrestlers from a tomb at Beni Hassan.

Education Scheme



2.



3. One of: Japanese Sumo wrestling
Icelandic Glima wrestling
Alps Belted wrestling.

4. A poster for an imaginary wrestling contest between the champion of Ancient Egypt and the champion of Nubia.

Part 4: Rules and Referees

1. A paragraph to summarise and explain what Part 4 tells us about wrestling in Ancient Egypt, covering holds, referees/umpires and rules.

Suggest:

Ancient Egyptian wrestling had rules. We know this because of pictures that show holds and moves that we recognise, and because at least two images show contests that have a referee. The referee must be there to make the combatants obey the rules. This is confirmed by writing in which the referee warns an Egyptian wrestler for an unfair hold.

2. A creative dance based on wrestling positions, and on a wrestler's qualities, thoughts and feelings.

Education Scheme

1.6 Boxing, Weightlifting and Tug-of-War

Resource Sheet

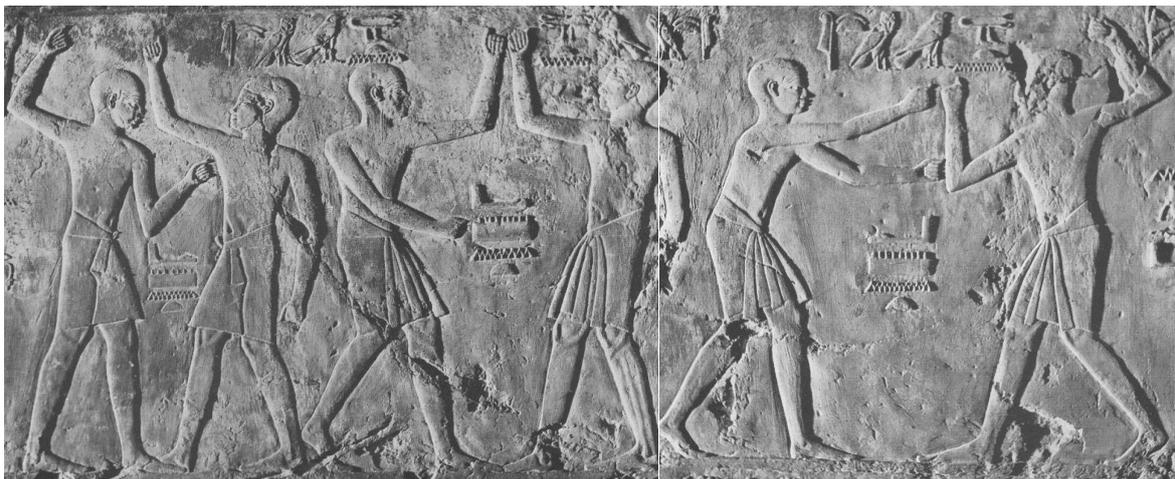
Part 1: Boxing

The earliest evidence of boxing

The earliest evidence of boxing comes from Samaria, which is now called Iraq. Carvings show bare-fisted fighters with straps around their wrists to support and protect the small bones in their wrists and hands. This bareknuckle fighting was dangerous and brutal.

The earliest evidence of boxing in Ancient Egypt

Below is a relief sculpture from the Eighteenth Dynasty tomb of an Egyptian official, Kheruef, at Thebes. It was carved around 1350 B.C. and shows spectators watching three sets of boxers at a festival attended by Pharaoh Amenhotep III. We are not sure whether these are part of a religious ritual, sham fights or competitive boxing matches. The style is bareknuckle fighting as the boxers not wearing gloves. They are also not wearing head protection.



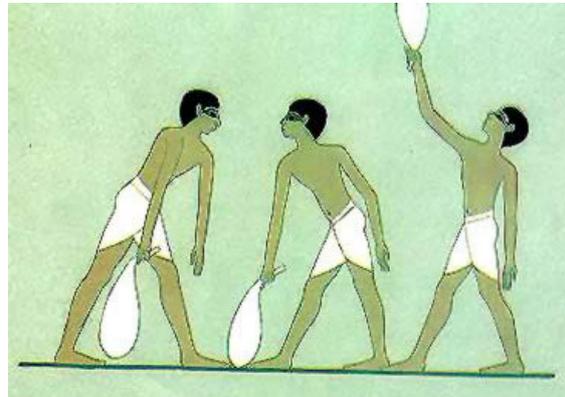
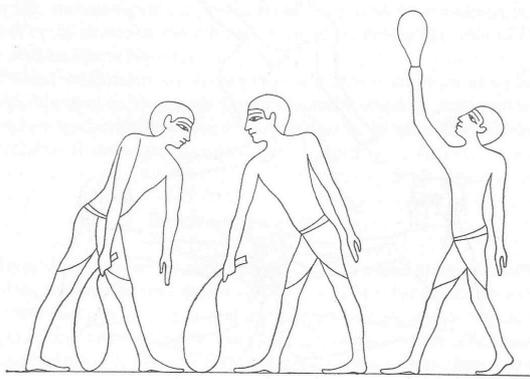
All the boxers have at least one arm raised in front of them. This is partly for protection and partly in readiness to jab out a punch if their opponent moves closer. Some of them have an arm raised behind them, ready to deliver a straight punch or hook. These are more powerful punches than a jab as the hand has time to gather speed and the whole body weight can be transferred into the punch. All of the boxers have one foot in front of the other. This is a typical boxer's stance. It helps the boxer to: balance; push off to move quickly forwards or backwards; transfer body weight forward into punches; transfer body weight backwards to avoid or to 'ride' punches from their opponent. It also puts the body more side on to the opponent, giving a smaller target to hit.

Words carved next to these carvings are difficult to translate, but include 'seize', 'pounce', 'touch' and 'defence'. The images and these words all suggest fighting techniques and strategies of attack and defence, and possibly some rules. This was more than 3200 years before the rules of modern day boxing – the Marquis of Queensberry rules – were written.

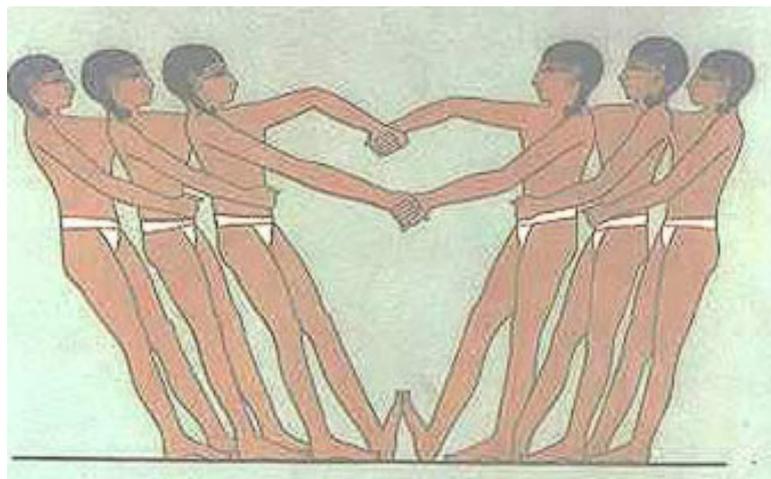
Education Scheme

Part 2: Weightlifting

In the Eleventh Dynasty tomb of Prince Baqti I at Beni Hassan, is an image from about 2050 B.C. of three weightlifters. Two of the weightlifters are taking hold of a weight with one hand. The third has lifted the weight and may be trying to juggle it, or to repeatedly lift it above his head. The weights might be sandbags or wooden dumb-bells.



Part 3: Tug-of-War



An Ancient Egyptian plate in the Marorika tomb from about 2000 B.C. shows a tug-of-war type contest.

Teams of three are standing in two opposite rows, with the first players of each row holding hands and pulling back each other while the other members of each team line up behind them, holding the teammate in front tightly by the waist and trying to pull back the opposite team. The contestant at the front has one foot supported by that of his opposite number.

An inscription reads: 'Your arm is stronger than his. Do not give in ... My group is stronger than yours. Hold tight comrades.' This sport/game is still practiced in the Egyptian countryside.

Education Scheme

1.6 Boxing, Weightlifting and Tug-of-War

Activity Sheet

Part 1: Boxing

The earliest evidence of boxing

1. What is the name given to boxing without boxing gloves?

- a) bare-fisted b) wrists and hands c) bareknuckle

2. Write one reason why boxing without gloves is more dangerous than boxing with gloves.

The earliest evidence of boxing in Ancient Egypt

3a) Read the first paragraph of this section. Did the Egyptians watch sport for entertainment?

- i) Yes ii) No

3b) Write a quote from this paragraph that tells you this.

4a) Read the second paragraph of this section and look closely at the six relief carvings of the boxers. How many of the six boxers have at least one arm raised in front of them?

- i) 3 ii) 4 iii) 5 iv) 6

4b) What reasons are given to explain why a boxer has an arm raised in this position?

1. For protection 2. To deliver a hook 3. To deliver a jab
- i) 1 and 2 ii) 1 and 3 iii) 2 and 3 iv) 1, 2 and 3

Education Scheme

5. Write three reasons why a boxing stance of one foot in front of the other is better than standing with feet side-by-side. (paragraph 2 of this section)

i) _____

ii) _____

iii) _____

6. Imagine that you are about to box at a festival attended by Pharaoh Amenhotep III. Write three adjectives to describe how you feel.

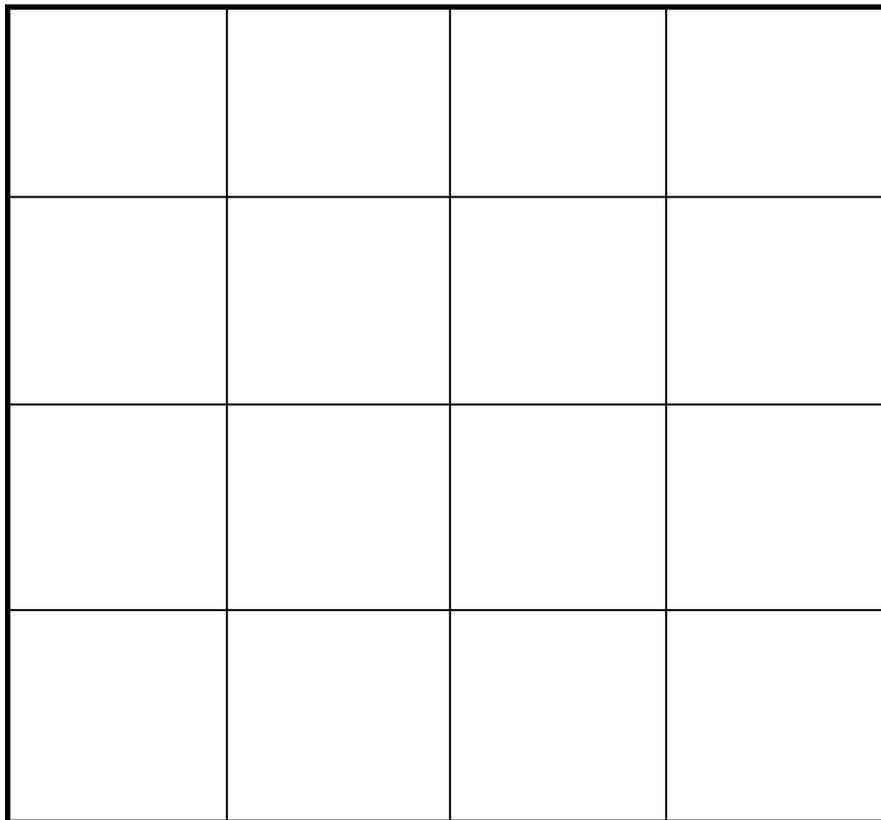
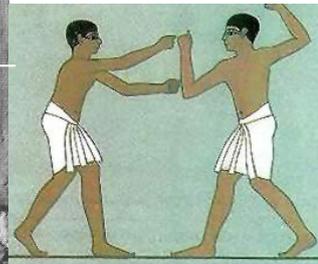
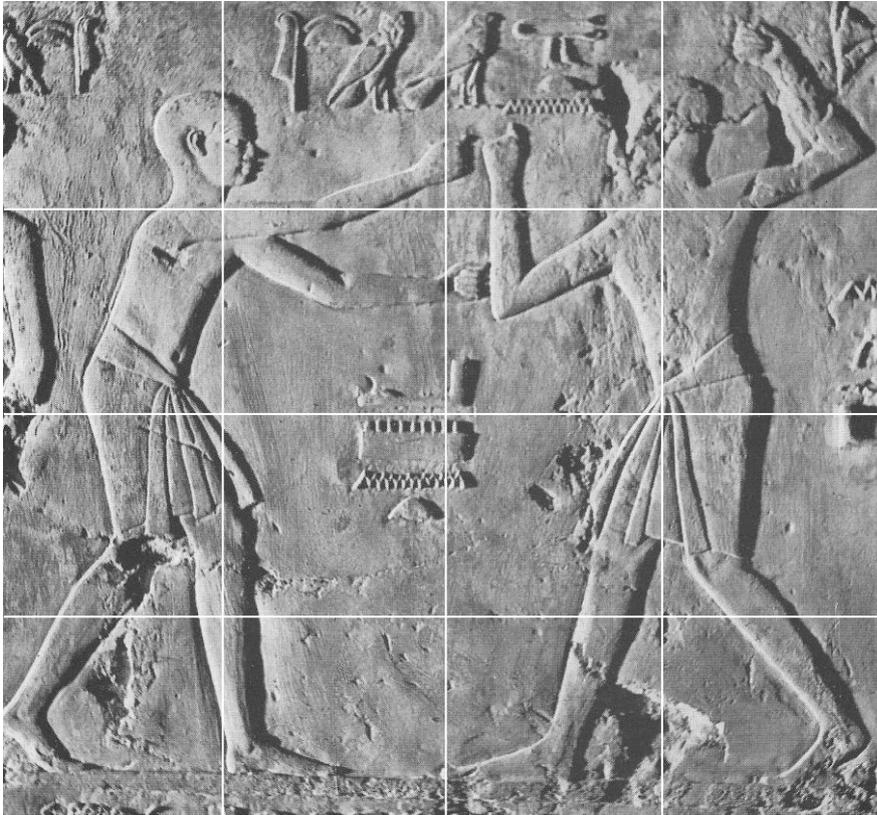
7. Write the list of words in the box into the two correct columns in the table below, one column of physical qualities and one column of personal qualities, that you would need to be a boxer, either in Ancient Egypt or today.

concentration	balance	strength	courage
determination	stamina	speed	aggression

Physical Qualities	Personal Qualities

Education Scheme

8. Use the grid to help you to create a line drawing of the relief sculpture of Ancient Egyptian boxers. Use the colour image on the right as a guide for colouring your picture.



Education Scheme

Part 2: Weightlifting

1. What would be the main effect on the bodies of these Egyptian weightlifters of repeatedly lifting these weights?

- a) It would make them stronger. b) It would make them more flexible.
c) It would make them run faster. d) It would improve their ball skills.

2. What does the weightlifting picture tell us about the Ancient Egyptians of 4000 years ago?

- a) Their bodies were similar to those of modern day people and could be trained in similar ways.
b) Their bodies were different to those of modern day people and had to be trained differently.

Part 3: Tug-of-War

1. What piece of equipment would you expect to see in a modern day tug-of-war that you cannot see in this picture?

2. Read the quote in paragraph 3. Use your ruler to draw straight lines that join the words and phrases from this quote (below left) to what they tell us about this tug-of-war contest (below right).

arm
stronger
do not give in
group; comrades

these men are in teams
this contest is a comparison of strength
the part of the body pulling
there was a determination to win

Education Scheme

1.6 Boxing, Weightlifting and Tug-of-War

Answer Sheet

Part 1: Boxing

The earliest evidence of boxing

1. c) bareknuckle
2. One reason why boxing without gloves is more dangerous than boxing with gloves, for example: Knuckles are harder than gloves and can do more damage to the parts of the body they strike. Knuckles that are unprotected by gloves are more likely to be injured when they strike.

The earliest evidence of boxing in Ancient Egypt

- 3a. i) yes
- 3b. The relief sculpture 'shows spectators watching three sets of boxers at a festival attended by Pharaoh Amenhotep III.'
- 4a. iv) 6
- 4b. ii) 1 and 3
5. Any three reasons from:
It helps the boxer to balance.
It helps the boxer to push off to move quickly forwards or backwards.
It helps the boxer to transfer body weight forward into punches.
It helps the boxer to transfer body weight backwards to avoid or to ride punches.
It puts the body more side on to the opponent, giving a smaller target to hit.
6. Three adjectives that describe how the child might feel before boxing at a festival attended by Pharaoh Amenhotep III. Suggest three from:

nervous excited apprehensive determined alert fearless
brave bold heroic spirited confident aggressive
fearful optimistic proud trepidatious courageous anxious

7.

Physical Qualities	Personal Qualities
balance	concentration
strength	courage
stamina	determination
speed	aggression

8. A coloured line drawing of the relief sculpture of Ancient Egyptian boxers.

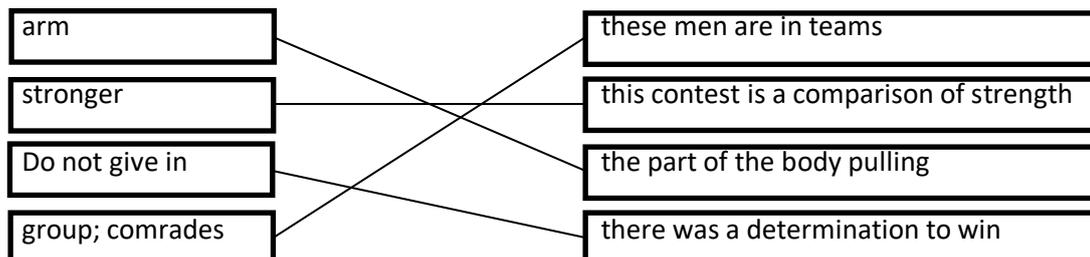
Part 2: Weightlifting

1. a) It would make them stronger.
2. a) Their bodies were similar to those of modern day people and could be trained in similar ways.

Part 3: Tug-of War

1. I would expect to see a rope.

2.



Education Scheme

1.7 Running and Jumping

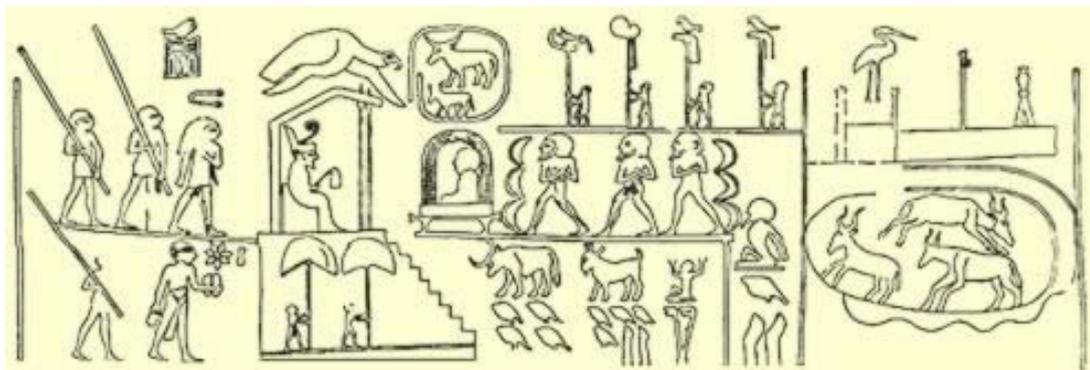
Resource Sheet

Running

PART 1

The First Organised Running

The oldest image of organised running is found on a mace-head from the time of Pharaoh Narmer. Narmer was the founder and first ruler of the First Dynasty of Ancient Egypt, around 3100 B.C.



Above: Pharaoh Narmer and the mace-head

Below: Line drawings of the images around the mace-head

The mace-head shows three male runners. Next to them are six moon-shaped semicircles which represent turning points on a running field. It is thought that Narmer's runners symbolise his control over Egypt.

Education Scheme

PART 2

The HebSed Festival and the First Organised Races

The first Ancient Egyptian race that we know about was part of a ceremony at the HebSed Festival. This festival was held after the first 30 years of a pharaoh's reign, and every three years after that. Pharaohs ran the race to show that they still had the physical fitness to govern and protect their people. After the race the Pharaoh would reclaim his lands. The Egyptians believed that the race helped the Pharaoh to rejuvenate (become younger).

This race might have been held earlier than the first records of it, which is on a small plaque from the First Dynastic Period. It is made from a type of wood called ebony and shows Pharaoh Den, who ruled from 2970 to 2928 B.C., running around a 'D' shaped course.



Ebony plaque showing Pharaoh Den race around D-shaped markings.

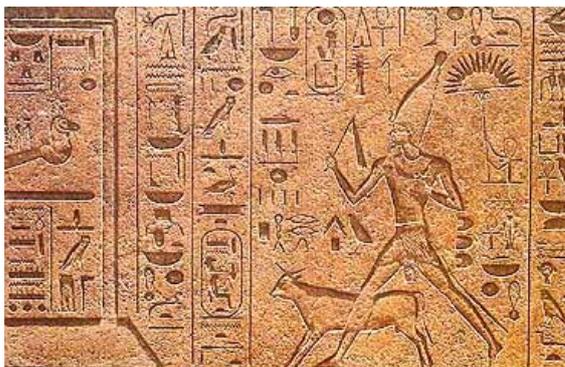
Education Scheme

PART 3

The Long-Lasting HebSed Festival Races

The best images of a pharaoh running the HebSed Festival Race are in the Pyramid complex at Saqqara, from where Third Dynasty Pharaoh Djoser reigned from 2630 to 2611 B.C.

Markers of the course run by the pharaohs have been found in the courtyard where the ceremony was held, making it the world's oldest running track. They show an oblong course, 55 metres long and 11 metres wide, around which the pharaoh would run four laps.



Above: Stone carving, recreated in a line drawing, of Pharaoh Djoser running

Below left: Stone carving of Pharaoh Hatshepsut running the HebSed Festival Race. Like many such images, he is running alongside the Apis Bull.

Below right: The pyramids at Saqqara.

Other images of pharaohs running the HebSed Festival Race include one of Eighteenth Dynasty Queen Hatshepsut in the temple at Karnak. She is accompanied by the bull of Apis. She reigned over 1200 years after Pharaoh Djoser.

Education Scheme

PART 4

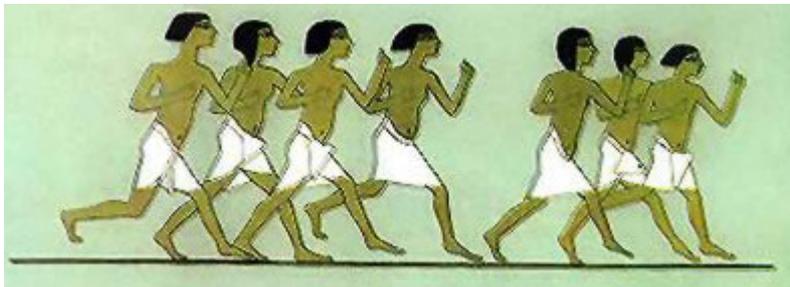
Athletics Competition

The following passage appears on a stela (writing carved onto a stone) in the tomb of Amenhotep II, Pharaoh of the 18th Egyptian Dynasty who ruled from 1427 to 1401 B.C.

‘His Majesty appeared as King when he was a nice youth with perfect body, after having completed eighteen years on his legs in strength. He knew every work of Montu (military skills, tactics and exercises) ... he could not be reached in the foot-race.’

This description tells us that the Egyptians also ran in athletics competitions.

The Eighteenth Dynasty tomb of Army Officer Mahu at Tell el-Amarna shows soldiers running to accompany the royal chariot. Some soldiers were given the title ‘swift runner’. This tells us that comparisons were made between them, probably in competition races.



The image of soldiers running, found in the tomb of Army Officer Mahu at Tell el-Amarna

Writing tells us: ‘The king himself was in his chariot to inspire the running of his army. He ran with them at the back of the desert of Memphis in the 9th hour of night. They reached the Fayum in the 1st hour of day. They returned to the palace in the 3rd hour of day.’ The distance from Memphis to Fayum was 50 kilometres, so two hours was a very short break.

This was one of the training runs for soldiers specially selected by Amenhotep II. The outward 50 kilometres took four hours. This is about 80 minutes slower than the best modern day athletes, but still shows that these soldiers were very fit.

The inscription tells us that ‘the first among them to arrive [could] eat and drink with his bodyguard ...others who were just behind him [were] rewarded them with all manner of things.’ So the Pharaoh awarded prizes depending on their finishing position.

About 740 years later, a stone monument from about 685 B.C., from the reign of Pharaoh Taharqo of the 25th Dynasty is titled ‘Running Practice of the Army’, and states: ‘His Majesty commanded that his army, raised up on his behalf, daily run [in] its five [sections].’



Pharaoh Taharqo

Education Scheme

PART 5

Long Jumping and High Jumping

From an Old Kingdom tomb of the 5th Egyptian Dynasty at Saqqara is a scene of boys at play. It shows three boys running towards two boys who are sitting on the ground. They appear to be about to jump over them, an activity that required a jump of height and distance.

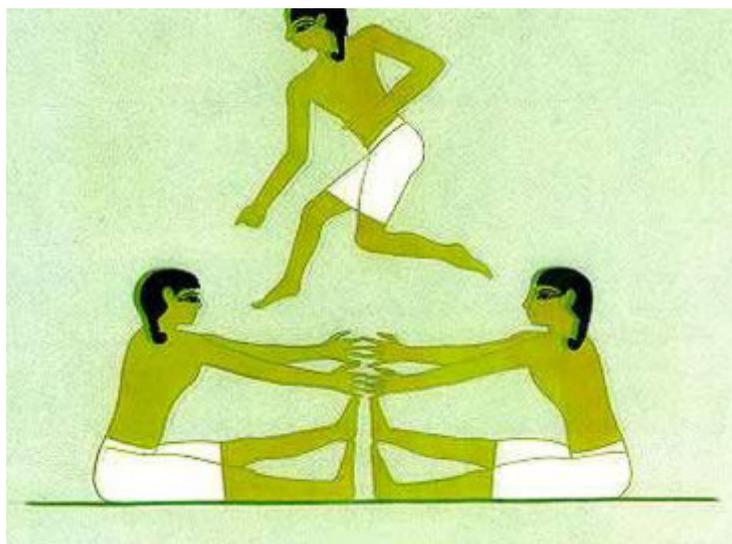


This looks similar to an Ancient Egyptian activity shown below, in which two players sat opposite each other with legs stretched. If the third player managed to jump over that barrier, the two sitting players gradually:

- raised their arms to make the barrier higher
- straightened their legs to make the barrier longer.

The third player had to jump across without touching them.

This game is still practiced in the Egyptian countryside.



Education Scheme

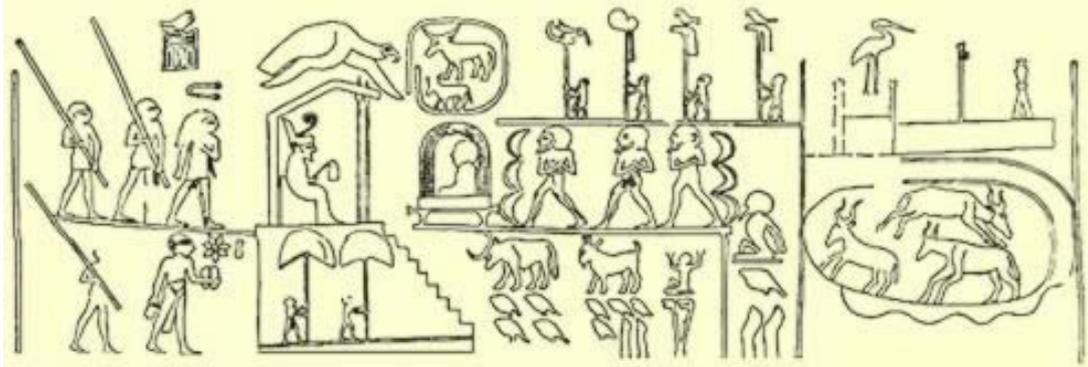
1.7 Running and Jumping

Activity Sheet

PART 1

The First Organised Running

1.



a) Draw a circle around the three male runners and the six moon-shaped semicircles either side of them.

b) Draw a circle around Pharaoh Narmer sitting on his throne.

2. Where were these images carved? (paragraph 1)

- a) on a wall in Pharaoh Narmer's tomb
- b) on a wooden chest in Pharaoh Narmer's tomb
- c) on the head of a mace in Pharaoh Narmer's tomb
- d) on a wooden plaque in Pharaoh Narmer's tomb

3. It is thought that, in this picture, Pharaoh Narmer's runners symbolise his control over Egypt, What does this mean?

- a) Pharaoh Narmer's runners were faster runners than their Pharaoh.
- b) Pharaoh Narmer's runners represent the Pharaoh's rule over Egypt.
- c) Pharaoh Narmer's runners represent his power to make his soldiers obey him.

Education Scheme

PART 2

The HebSed Festival and the First Organised Races

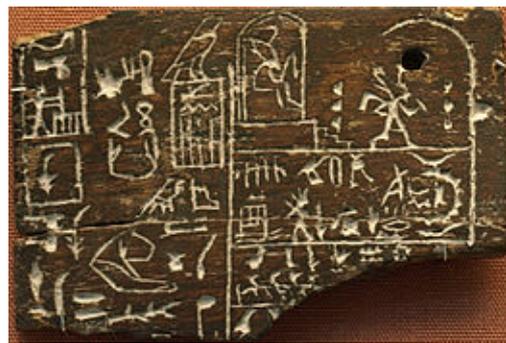
1. Which of the following is **not** the year of a Pharaoh's reign in which he would run the race as part of the HebSed Festival? (paragraph 1)

- a) 30th year b) 36th year c) 43rd year d) 48th year

2. Why did the pharaohs run this race? (paragraph 1)

3. On the images of the ebony plaque below, where on the right hand image is the close up of the king running at the HebSed Festival, shown on the left hand image?

- a) top left b) top right c) bottom left d) bottom right



4. 'D' and reverse 'D' shapes either side of Pharaoh Den represent the course that he ran around. How many of these 'D' shapes are carved into the ebony?

- a) 4 b) 6 c) 8 d) 10

5. Which of the following sentences about the ebony plaque are correct? (paragraph 2)

- a) The plaque is evidence of the first-ever HebSed Festival run.
b) The plaque is the first evidence that we have of the HebSed Festival run.
c) We do not know whether the plaque shows the first-ever HebSed Festival run.
- i) a and b ii) a and c iii) b and c iv) a only

Education Scheme

6. Imagine that you are Pharaoh Den just before you start the HebSed run. Think about what you have to lose if you fail to complete the run well. There is a large crowd. The course, about 130 metres long, around which you have to run four times, is of stone with a covering of sand. Write a paragraph to describe how you feel and what you are thinking.

PART 3

The Long-Lasting HebSed Festival Races



1. The course at Saqqara run by the Pharaoh was oblong in shape, as shown above. It was 55 metres long and 11 metres wide. Which of the following calculations would give you the perimeter (distance round) this course?

a) $55 + 11 + 55 + 11$

b) $(55 + 11) \times 4$

c) $(55 \times 2) + (11 \times 2)$

d) $(55 + 11) \times 2$

i) a, b and c ii) b, c and d iii) a, c and d iv) b, c and d

2. What was the distance round this course?

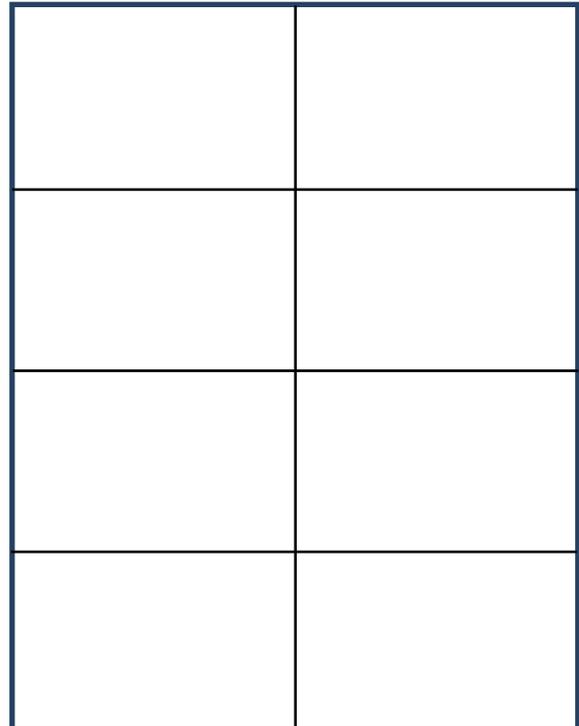
a) 66 metres b) 110 metres c) 132 metres d) 264 metres

3. The Pharaoh ran four laps. How far did he run?

a) 132 metres b) 264 metres c) 396 metres d) 528 metres

Education Scheme

4. Complete this set of images by reproducing the carving of Pharaoh Hatshepsut running alongside the Apis Bull (bottom left) with a line drawing of this carving in the frame bottom right. Use the gridlines to help you.



Education Scheme

PART 4

Athletics Competition

1. Read the first paragraph about the writing on the Stela in the tomb of Amenhotep II. Why did the Egyptians think that Amenhotep II had become physically fit and an outstanding runner?

- a) He trained hard.
- b) The God Montu made him into a good runner.
- c) He was the Pharaoh so he did not need to train to be physically fit.

2. The phrase 'he could not be reached in the foot-race' means that no one could beat Amenhotep II. What does this tell us about Ancient Egyptian running? (paragraphs 1 and 2)

- a) They had competitive races.
- b) They only had training runs, not races.
- c) All the Egyptian men raced against the Pharaoh.

3. Write two reasons that might explain why the best modern athletes can run long distances faster than the soldiers of Amenhotep II?

- i) _____
- ii) _____

4a) Read the last paragraph. How many years passed between the reigns of Pharaoh Amenhotep II and Pharaoh Tarhaqo?

4b) Which of the following sentences best describes the Egyptians' attitude to the physical fitness of their soldiers?

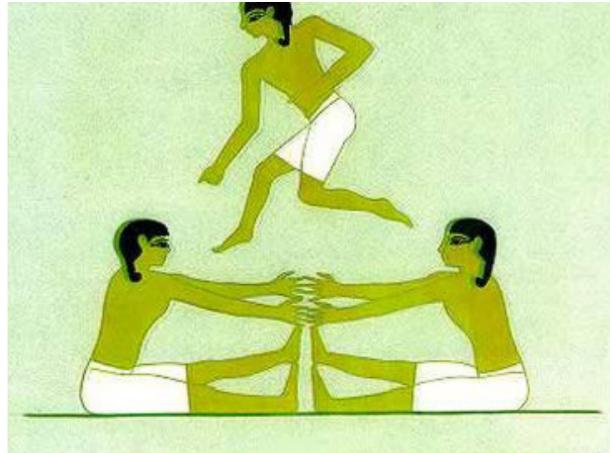
- i) The soldiers' physical fitness was regarded as less important as centuries passed.
- ii) The soldiers' physical fitness was regarded as more important as centuries passed.
- iii) The soldiers' physical fitness was never important.
- iv) The soldiers' physical fitness remained equally important as centuries passed.

Education Scheme

PART 5

Long Jumping and High Jumping

1. Which of the following best describes the activity shown below?



a) It combines long jumping and high jumping.

b) It is long jumping.

c) It is high jumping.

2. Why might the way this game is played be dangerous?

Education Scheme

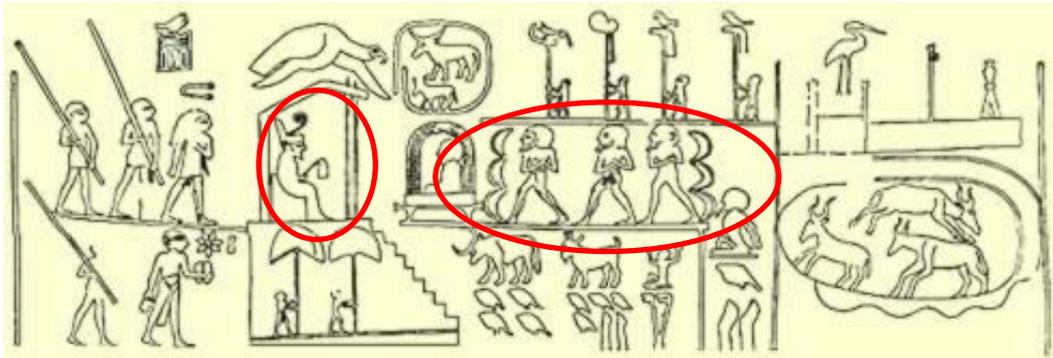
1.7 Running and Jumping

Answer Sheet

PART 1

The First Organised Running

1.



2. c) on the head of a mace in Pharaoh Narmer's tomb
3. b) Pharaoh Narmer's runners represented the Pharaoh's rule over Egypt.

PART 2

The HebSed Festival and the First Organised Races

1. c) 43rd year
2. The pharaohs ran this race to prove that they were physically fit enough to govern and protect their people.
3. b) top right
4. b) 6
5. iii) b and c
6. Open answer: suggest nervousness about the consequences of failure; optimism or pessimism according to your level of fitness; excitement at performing in front of a crowd; thoughts about the surface you are to run on

PART 3

The Long-Lasting HebSed Festival Races

1. iii) a, c and d
2. c) 132 metres
3. d) 528 metres
4. Line drawing of Pharaoh Hatshepsut running alongside the Apis Bull.

Education Scheme

PART 4

Athletics Competition

1. a) He trained hard.
2. a) They had competitive races.
3. Suggest any two from:
 - Modern athletes have a better diet than the Ancient Egyptians.
 - Modern athletes have better training methods than the Ancient Egyptians.
 - Modern athletes have better equipment, including running shoes, than the Ancient Egyptians.
 - Modern athletes run on better surfaces – running tracks or, for the marathon, tarmac roads – than the Ancient Egyptians.
- 4a. 740 years
- 4b. iv) The soldiers' physical fitness remained equally important as centuries passed.

PART 5

Long Jumping and High Jumping

1. a) It combines long jumping and high jumping.
2. The way this game is played could be dangerous because the jumper could injure the people forming the barrier by clipping their heads with his feet, or injure himself by landing awkwardly.

Education Scheme

1.8 Yoga, Dance and Gymnastics

Resource Sheet

Egyptian tombs contain many images of activities that could be dance, gymnastics, acrobatics or yoga.

1. Yoga

Ancient Egyptian yoga, called 'Smai Tawi', is 4000 years old. It was one way in which Ancient Egyptians worshipped the Hidden Supreme Being. They believed that Smai Tawi helped a person to:

- make their mind, body and spirit pure
- be self-controlled
- discover their deeper spirituality, and to unite this with the spirit of every living thing and object in the universe.



An image from the 5th Dynasty in the tomb of Vizier (Chief Advisor to the Pharaoh) Ptahhotep at Saqqara shows two boys sitting in the difficult position shown above. It takes a great deal of practice, concentration and control to stretch muscles and ligaments to sit like this.

Education Scheme

2. Gymnastic Dances

Some Ancient Egyptian gymnastics positions look as if they began as positions in SmaiTawi.



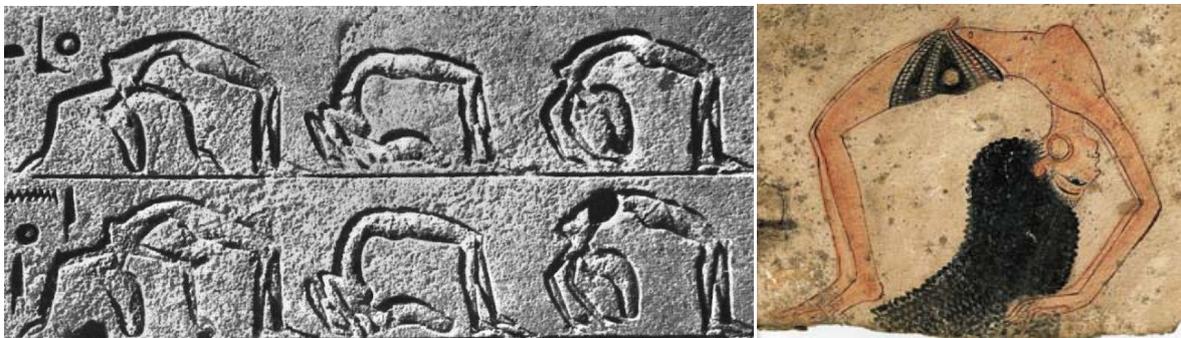
The image above was found in the grave of Antefoker, a Vizier of 12th Dynasty Pharaohs Amenemhat I and his son Sesostris I, about 1958-1913 B.C.

It shows two dancers in a position requiring great suppleness. Keeping their hips on the ground, they lift their heads and bend their knees, bringing the soles of their feet almost into contact with the backs of their heads. The movements appear to be rhythmical, in time to the claps of the two onlookers. This is the oldest record of any gymnastics-type activity.

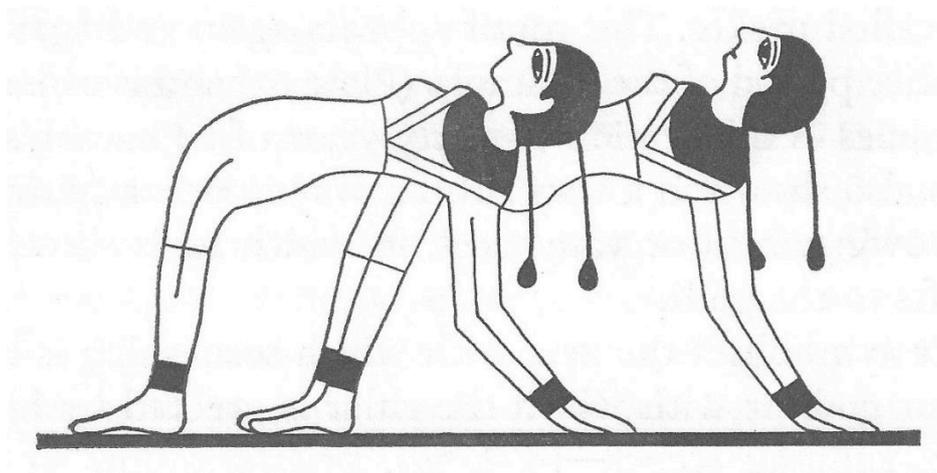
The tomb of Prince Kheti at Beni Hasan has entire rooms covered with paintings and relief sculptures. Among them are the relief sculpture below left and the painting below right.

They show girls performing a bridge, a position requiring effort, training and suppleness. This position could also be part way through a back flip, walkover or a handspring. Other relief sculptures appear to show girls part way through a cartwheel.

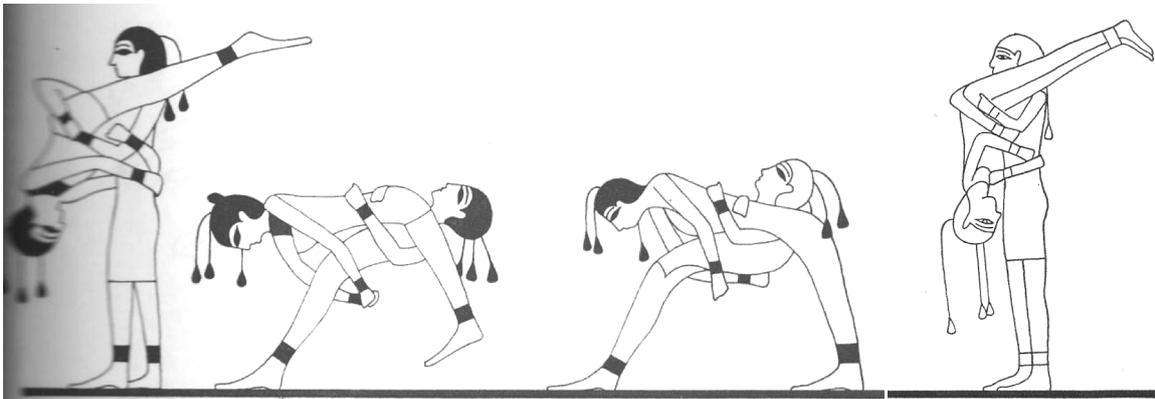
It is believed that these gymnastic positions were part of a religious dance.



Education Scheme



Another image from the tomb of Prince Kheti (above) shows girls in more simple bridge pose.



The tomb of Prince Baqti III at Beni Hasan shows dancers performing as partners. This move can be dangerous and needs a lot of teaching and practice to be done safely.

1. Dancer 1 (standing) holds her partner, (Dancer 2) off the ground with her head pointing down and her feet over her shoulders.
2. Dancer 1 leans backwards.
3. Dancer 2's feet touch the ground and form the bridge.
4. Dancer 2 stands, lifting Dancer 1 off the ground.
5. The exercise continues from 1 above, with the roles now reversed.

Education Scheme

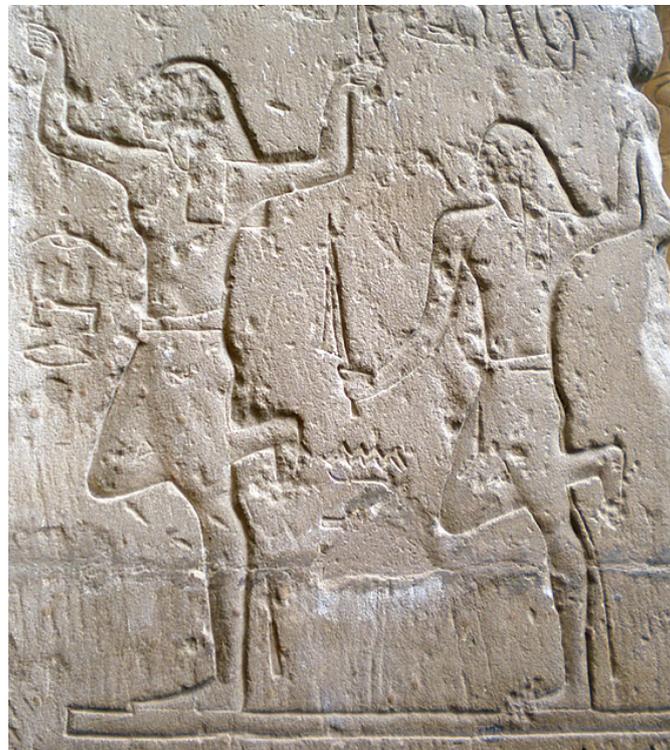
3. Dance

Not all Ancient Egyptian dances involved gymnastic moves. Many were based more on synchronised movements to musical beats or rhythms.



At least two tombs show the same funeral dance. Girls clap a beat or rhythm as dancers lean backwards almost to a horizontal position, hold their left legs almost vertically, and swing their arms forwards for balance. This move needs physical training, practice and skill.

The image above is from the Necropolis of Memphis at Saqqara. There is a similar image from the Sixth Dynasty era tomb of Kagemni, a Vizier of King Teti, also at Saqqara.



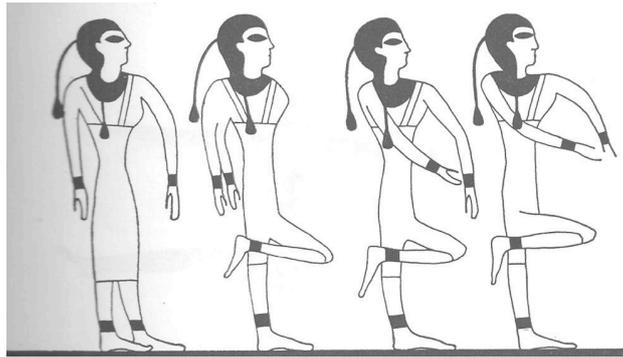
This relief sculpture shows another synchronised dance. It is from the Temple of Edfu, built in the Ptolemaic period, 305-30 B.C.

Education Scheme

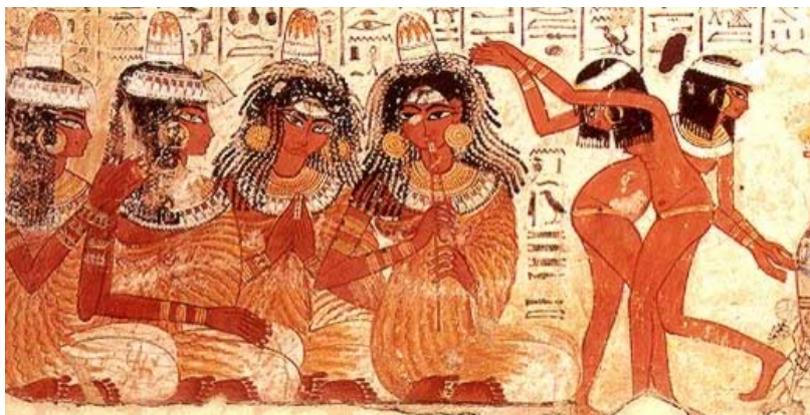
Below is further evidence of synchronised dance.



At least two girls to the right are performing a synchronised movement. The two girls furthest left appear to be mirroring this movement. The three girls in the centre appear to be clapping a beat or rhythm.



This image shows that the Ancient Egyptians sometimes showed a sequence of movement in their pictures. This looks like the beginning of a dance with a neat balance and stylish shaping of the arms.



The two girls on the right are dancing to music performed by the girls on the left, two of whom appear to be clapping a beat or rhythm and one of whom is playing a wind instrument.

Education Scheme

1.8 Yoga, Dance and Gymnastics

Activity Sheet

1. Yoga

1a) Yoga was and still is an activity that combines the body, mind and spirit. Write the names of three sports that you have played that require you to use your mind as well as your body.

1b) Do you think that sports requiring more thought are usually more enjoyable?

i) yes

ii) no

1c) Why do you think this?

2. Yoga is also about the spirit, helping the person to feel and become more spiritual. What do you think people experience in yoga that helps them to feel spiritual?

a) stillness

b) calmness

c) concentration

d) control

i) a, b and c

ii) a, b and d

iii) c and d

iv) a, b, c and d

2. Gymnastic Dances

3a) What clue in the first image tells us that the two girl gymnasts are performing to a rhythm or a beat?

4. Why is this image particularly important?

a) It shows gymnasts who are very flexible.

b) It is the oldest record of gymnastics activity in the world.

c) It shows gymnasts performing to a rhythm or a beat.

d) It shows gymnasts who are dressed differently to the onlookers.

Education Scheme

5. Read about this relief sculpture.



Which moves might it be showing?

a) a bridge

b) a back flip

c) a cartwheel

i) a and b

ii) a and c

iii) b and c

iv) a, b and c

6.



The **three** main physical qualities needed to perform the gymnastic and dance moves shown in the images above are similar to those needed to move into and out of positions in yoga. What are they?

a) strength

b) speed

c) balance

d) suppleness

e) stamina

i) a, b and c

ii) c, d and e

iii) b, d and e

iv) a, c and d

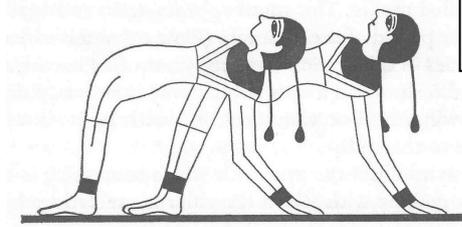
7. The right hand image above shows women clapping. Why do you think they are clapping?

Education Scheme

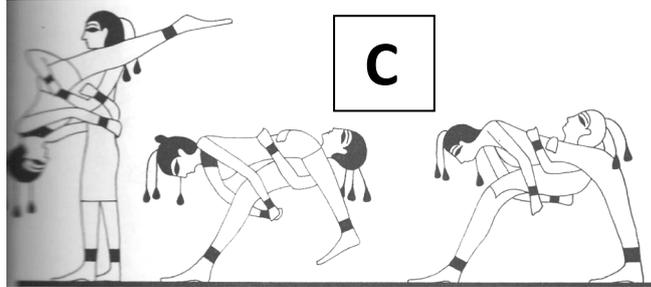
8.



A



B



C

Assuming that each activity lasts the same length of time, which of these three activities:

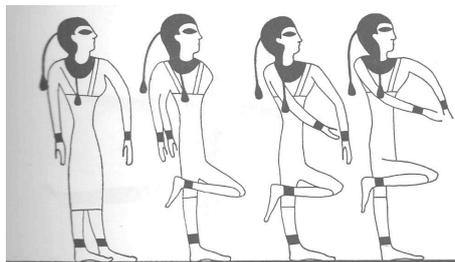
- a) needs the most flexibility _____ b) needs the most strength _____
 c) needs the most stamina _____ d) is the easiest? _____

3. Dance

9. The following sentences describe the dancers in the image from the Temple of Edfu (bottom of page 4 of the Resource Sheet). Which one is inaccurate?

- a) They are balancing. c) They are facing the same direction.
 b) Their leg positions are identical. d) Their arm positions are identical.

10.

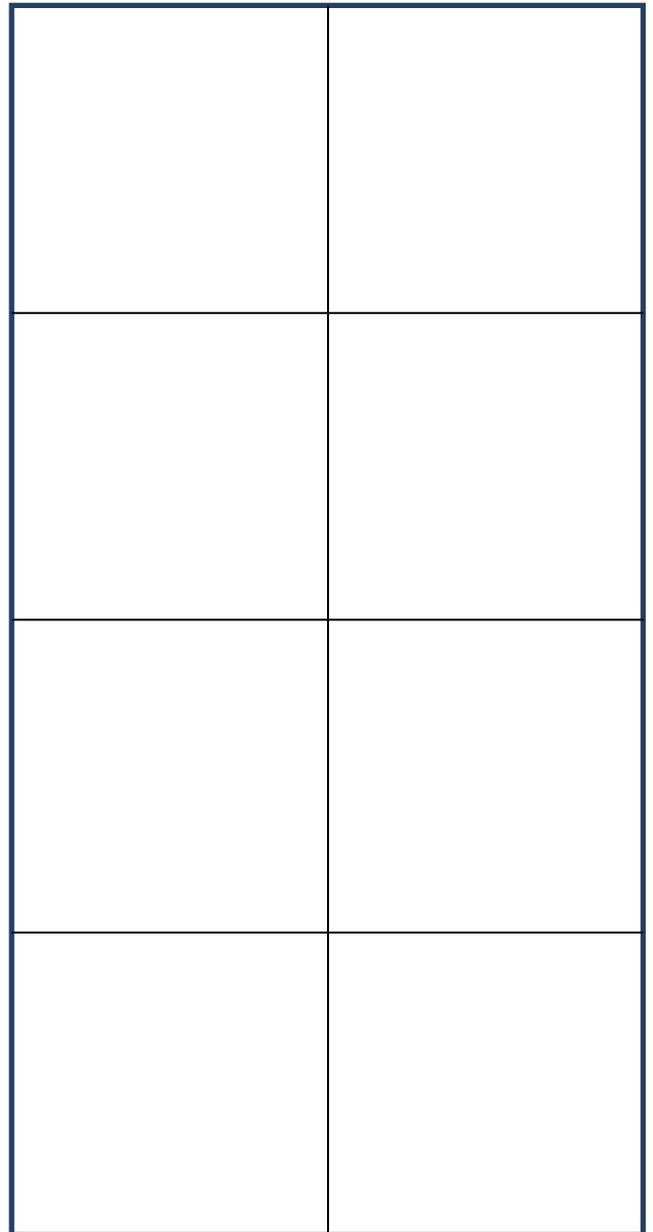
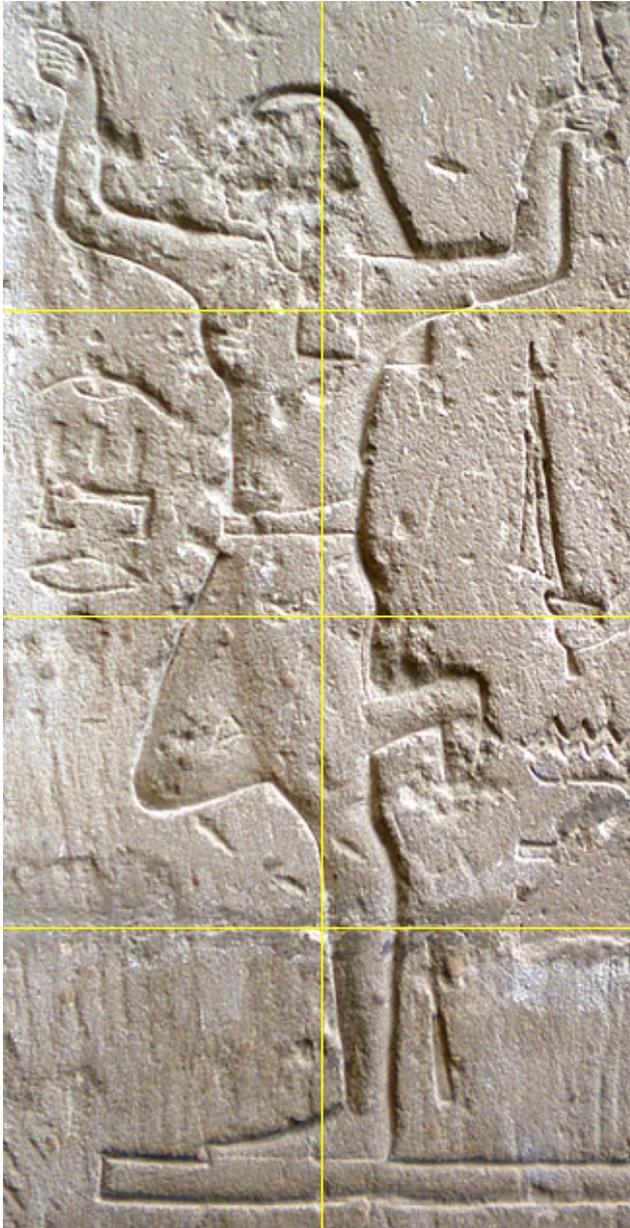


How is this image different from all the other images on the resource sheet?

- a) The dancer is balancing. b) It shows a dance sequence.
 c) The dancer is shaping her arms. d) It is four images of the same dancer.
 i) a and c ii) b and c iii) b and d iv) a and d

Education Scheme

11. Use the grid squares to help you to recreate the relief sculpture of the Egyptian dancer as a line drawing.



Education Scheme

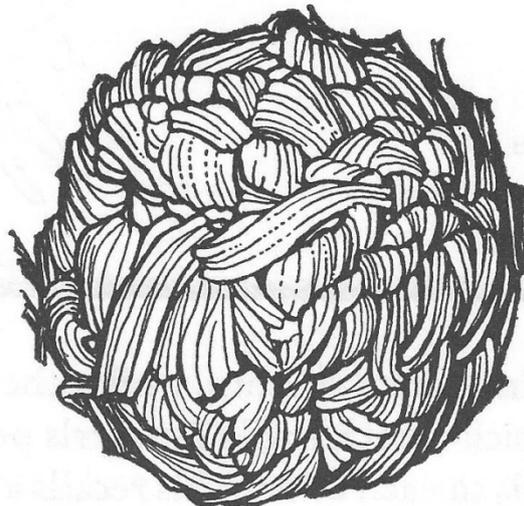
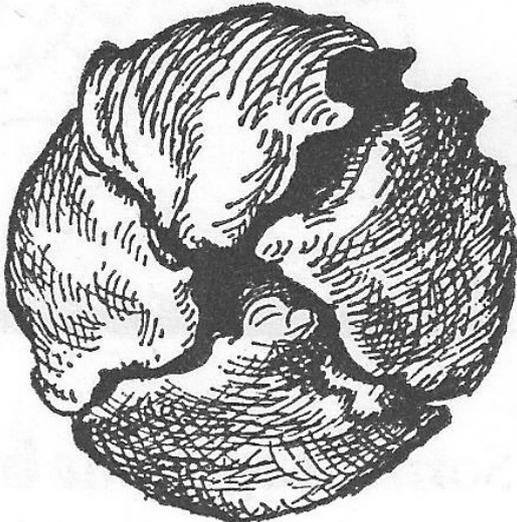
1.9 Ball Games

Resource Sheet

Part 1: Balls used for Games

The balls used by the Ancient Egyptians for their games were three to nine centimetres in diameter. The ball on the left below has a core filled with fine cut straw, reeds, hair, yarn or chaff. The core is covered by a shell or surface of leather stitched together. The leather was sometimes of one, two or more contrasting colours.

The ball on the right is made of plaited palm leaves. Other balls were made of wood, clay or faience (glazed pottery). These were only suitable for catching and similar games as they were too hard to kick and some were too brittle and breakable to hit.

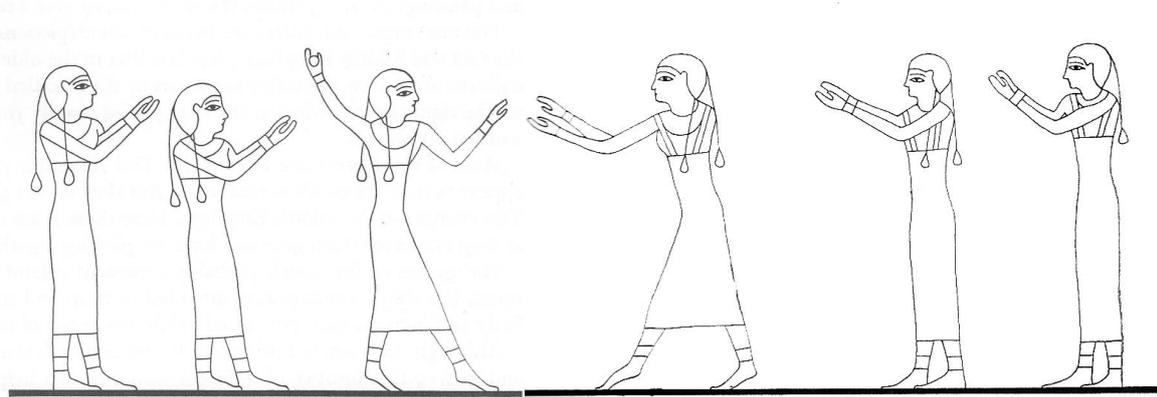


Part 2: Children's Ball Games

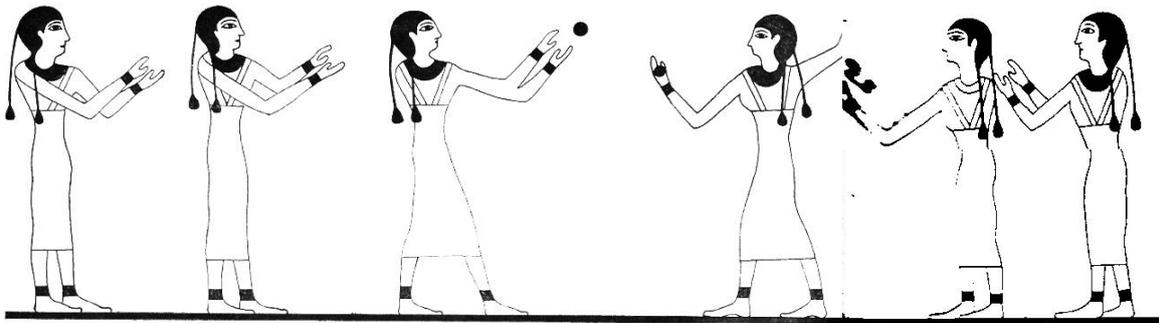
There is evidence that many Ancient Egyptian children loved ball games. Egyptian children from prehistoric times, over 5000 years ago, were buried with balls used for games.

From about 2050 B.C., the Eleventh Dynasty tomb of Prince Baqti I at Beni Hassan has a painting of one girl throwing a ball to another girl who is ready to catch it. Four other girls clap in time. Egyptian writing calls this game 'rwit' (ritual), so it might have been part of a religious ritual, but we cannot be sure.

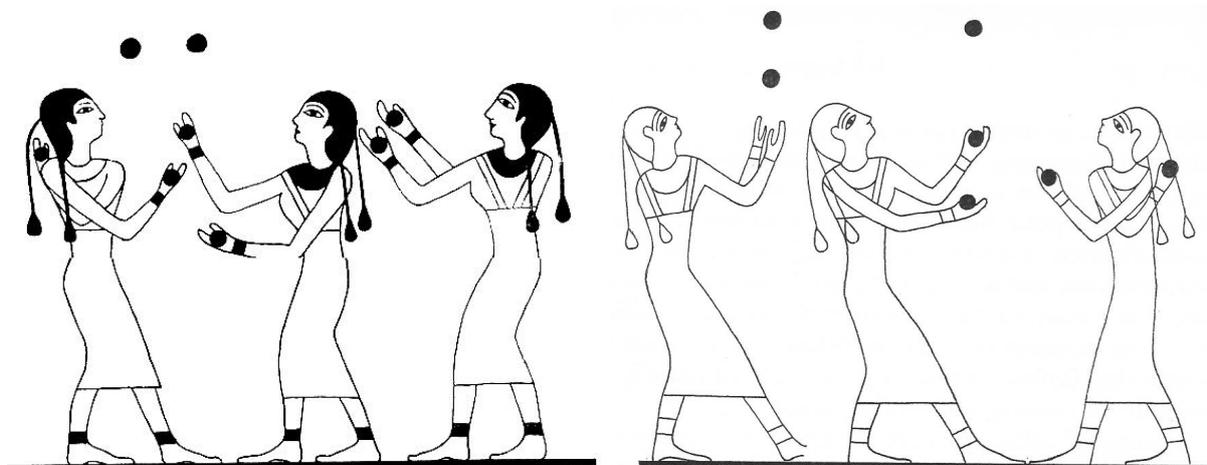
Education Scheme



The tomb of Prince Kheti, who ruled a few years before Prince Baqti, shows a similar scene. This might be a team game, three players on each side, in which each girl took turns to throw or catch. It might also be the same as the game shown above.

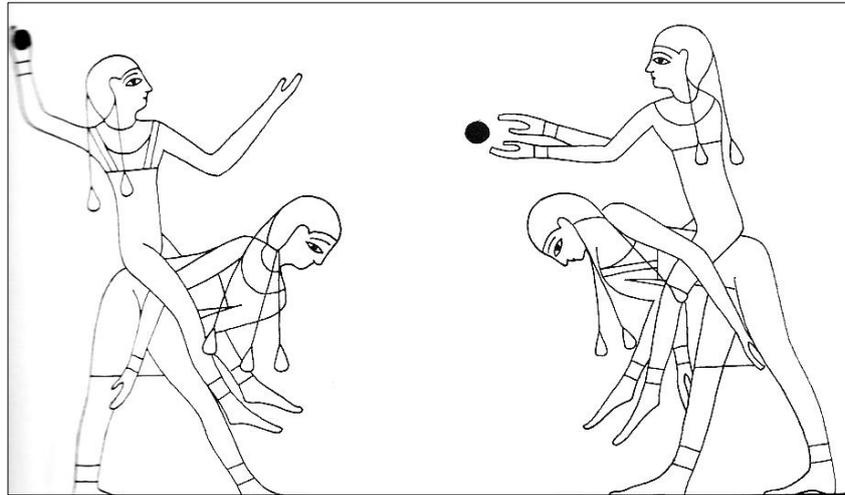


Scenes from Prince Kheti's tomb (below left) and Prince Baqti's tomb (below right), show girls juggling with two or three balls each. One of the girls is juggling with her arms crossed, requiring great skill. Egyptian writing calls this game jmd. We do not know what this means, or whether this was a game or a religious ritual.



Education Scheme

Another scene from Prince Kheti's tomb shows two girls sitting on the backs of other girls, throwing balls to one another and catching them. A modern Ethiopian game is exactly like this, the losers carrying their partners on their backs. The ancient Greeks had a similar game called ephedrismos.

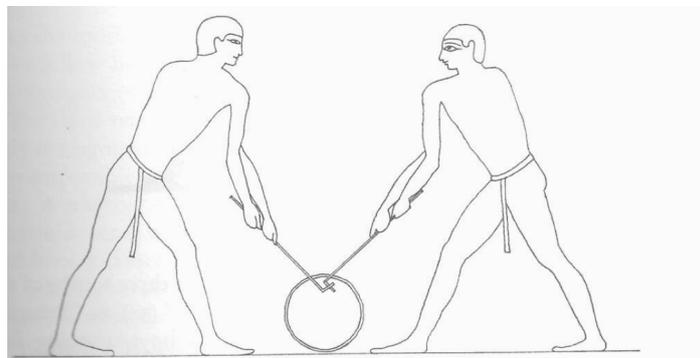


Part 3: Ball Games as Religious Rituals

Some of the ball games shown above might have been part of religious ceremonies. Some ball games definitely were. Religious writing from a sixth dynasty pyramid, about 2250 B.C., states 'Hit the ball to the field of Apis.' Apis was the bull-god Orisis-Apis, the physical form of the Sun God Ra on earth. Religious festivals were held to honour Him. This is the world's oldest reference to hitting a ball, a sign that games had moved on from games with sticks and hoops shown in Part 4 below.

We also know that faience (glazed pottery) balls were used as symbolic objects at funerals.

Part 4: Hockey-type Games



This image from a tomb at Beni Hasan shows two men, each holding stick, manipulating a circular hoop. This may be the beginnings of field hockey, although there are no teams, ball or goals.

Education Scheme

About 3000 years ago, Ethiopians played **korbo**, a team game using a moving hoop, and **genna**, a team game played with a ball and sticks. A genna ball was made from wood, woven leather or tightly tied rags and genna sticks were made from hardwood. One story claims that genna was played by Menelik I, the son of the Queen of Sheba, about 950 B.C.



Modern games of genna

Genna is similar to field hockey and in modern times is played across Ethiopia at Christmas. Teams of men and boys represent their locality, playing against a team from a nearby locality. Two older men act as umpires. The losers are teased mercilessly, even if they are royals. In genna, all men are equal, as revealed by Ethiopian proverbs:

- 'In the game of genna there is no [such distinction] as servant [and] master.'
- 'In the game of genna, the master does not get angry [with his servants].'

Matches are played in a local field where natural features, such as trees, act as goalposts. If the playing area is large, goalless matches can often occur. The game is fast and furious and injuries are common. Matches continue until darkness.



Images of Genna, a traditional Christmas game, on Ethiopian Christmas cards

Education Scheme

1.9 Ball Games

Activity Sheet

Part 1: Balls used for Games

1. Read the first sentence. From the list of modern sports in the box below, choose:

a) three that use a ball with a diameter of about 3cm

b) three that use a ball with a diameter of about 9cm.

cricket	golf	hockey	squash	table tennis	lawn tennis
---------	------	--------	--------	--------------	-------------

2. Write a list of five types of ball used by the Ancient Egyptians, according to the material from which they were made. The first one has been done for you.

a) fine cut straw, reeds, hair, yarn or chaff covered by leather

b) _____

c) _____

d) _____

e) _____

3. Imagine that you have five balls, all the same size, one made from each type of material listed in your answer to question 2. Which of the balls would be:

a) heaviest _____

b) lightest _____

c) softest _____

d) shiniest/most slippery? _____

4. Of balls made from materials listed in your answer to question 2, which two would be the most brittle and breakable?

5a) With which of these five balls would you most like to play catch?

5b) Why would you most like to use this ball for a game of catch?

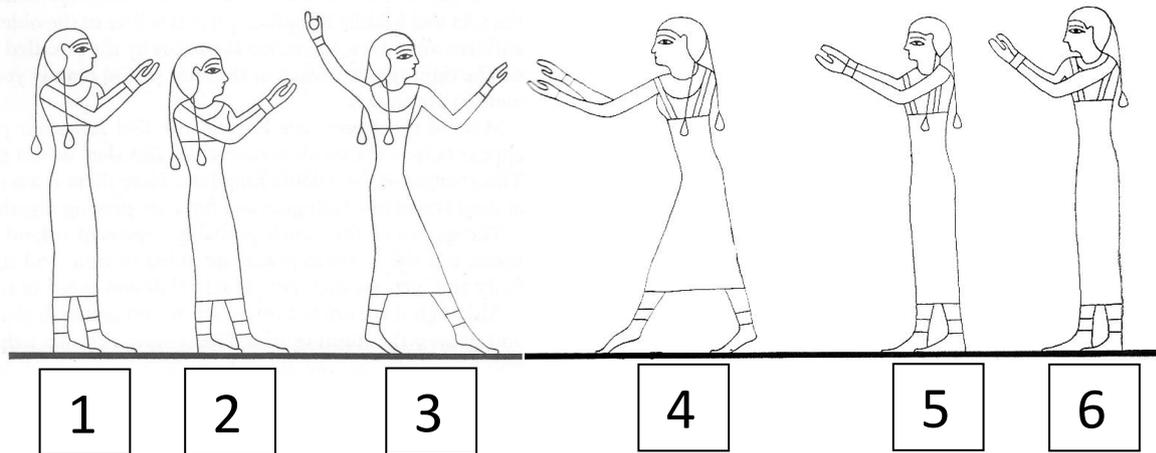
Education Scheme

Part 2: Children's Ball Games

1. The girls in the picture below are numbered 1 to 6. Give the number of a girl who is:

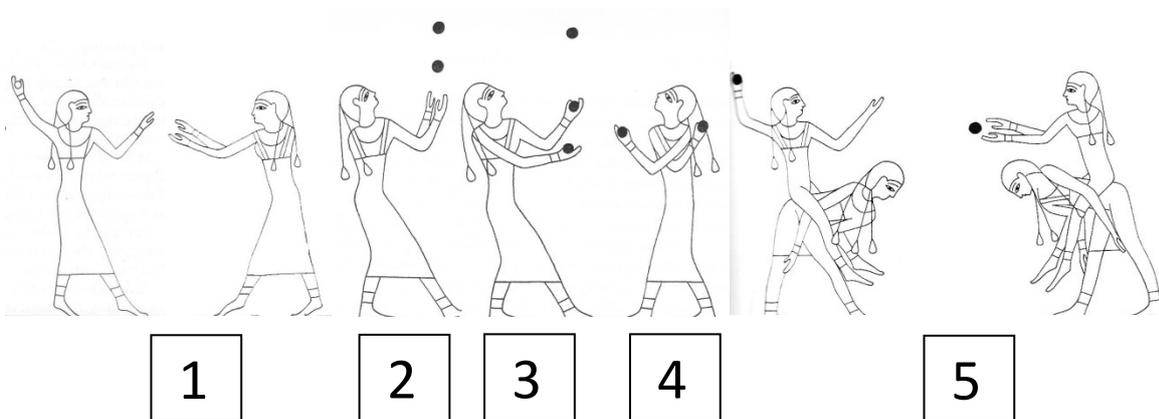
a) throwing a catch _____ b) waiting to receive a catch _____

c) clapping in time _____



2a) Write the number of the activity from those shown below that you would find:

i) easiest _____ ii) hardest _____ iii) most enjoyable _____



2b) Explain your answer to 2a) part iii) above. Why you would find the activity you chose the most enjoyable?

Education Scheme

Part 3: Ball Games as Religious Rituals

1. From reading parts 2 and 3, which of the following statements about games and religious rituals are true?

- a) All ball activities were part of religious rituals.
- b) At least one ball activity was part of a religious ritual.
- c) No ball activities were part of religious rituals.
- d) We know that at least one ball activity was part of a religious ritual but are not sure whether some other ball activities were part of religious rituals or not.

i) a and b ii) b and c iii) c and d iv) b and d

Part 4: Hockey-type Games

1. What was the main difference between the games of korbo and genna?

2. Write two ways in which games of genna played in Ethiopia three thousand years ago are similar to games of association football played today. (paragraphs 3 and 4)

i) _____

ii) _____

3a) With which of the following sentences do you most agree?

i) Ethiopians 3000 years ago enjoyed team games similarly to people today.

ii) Ethiopians 3000 years ago did not enjoy team games similarly to people today.

3b) Why do you think this?

Education Scheme

1.9 Ball Games

Answer Sheet

Part 1: Balls used for Games

1a. golf; squash; table tennis

1b. cricket; hockey; lawn tennis

- 2.
- a) fine cut straw, reeds, hair, yarn or chaff covered by leather
 - b) plaited palm leaves
 - c) wood
 - d) clay
 - e) faience (glazed pottery)

- 3
- a) clay (heaviest)
 - b) plaited palm leaves (lightest)
 - c) plaited palm leaves (softest)
 - d) faience (most slippery)

4. clay; faience (glazed pottery)

5a. open answer; child's choice of ball with which they would you most like to play catch

5b. explanation of answer to 4a; suggest:

- plaited palm leaves ball as it would be the softest to catch and not hurt the hands
- wood or leather, because they would hurt less than clay and faience balls, but could be thrown further than a plaited palm leaf ball

Part 2: Children's Ball Games

- 1.
- a) 3
 - b) 4
 - c) any of 1, 2, 5 or 6

- 2a.
- i) open answer: suggest number 1 is easiest
 - ii) open answer: suggest number 3, 4 or 5 as the hardest
 - iii) open answer: any of the 5 could be the most enjoyable

2b. explanation of answer to 2a) iii) above; suggest reasons an activity would be more enjoyable could include that it is easier, more exciting, more sociable as it involves teamwork, more fun as it is more challenging and involves more skill than the others.

Part 3: Ball Games as Religious Rituals

1. iv) b and d

Education Scheme

Part 4: Hockey-type Games

1. The main difference is that korbo is played with a hoop and genna is played with a ball.

2. Any two of:

Genna and football are both team games.

The purpose of genna and football is to score more goals than the opposition.

Genna and football are both invasion games.

Genna and football both require an umpire/referee.

Genna and football are both games in which players can be injured.

Genna and football are both games in which teams represent their locality.

3a. suggest most likely answer is:

i) Ethiopians 3000 years ago enjoyed team games similarly to people today.

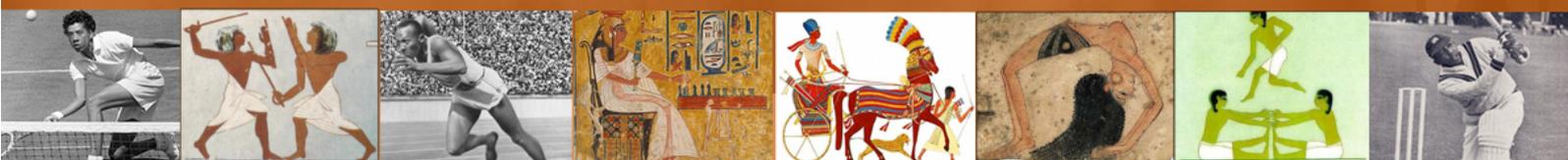
3b. Explanation of answer to 3a above; suggest: The Ethiopians were competitive, enjoyed competition and played a game that allowed them to compare themselves to others, which is similar to people who play team sports today.

Education Scheme

Part 2



Playing Ancient
Egyptian Sports



Education Scheme

PART 2.1

Playing Ancient Egyptian Sports

Teacher Notes

Curriculum Areas

English:	reading comprehension speaking and listening: group discussion; commentating report writing
Mathematics:	structuring competitions scoring, timing, recording results
History:	Ancient Egyptian and Ethiopian sports
Information Technology:	recording commentaries; taking photographs; filming
Physical Education:	planning safe activities spectating officiating recording results participating

Aims

- to play sports and games that are similar to those played by the Ancient Egyptians and Ethiopians
- to plan the structure and organisation of team and individual competitions
- to spectate in a sporting manner
- to officiate and record results of events
- to report events using written and digital media

Related Knowledge and Skills

reading comprehension	report writing
articulating logical reasons and opinions	planning
group discussion and interaction	teamwork

Time

6 x 60 mins lessons

Resources

Activity Sheet	PE equipment and facilities
stop watches	digital cameras, audio recorders and video recorders

Differentiation Strategies

Less able children:	Work in groups with more able children
More able children:	Opportunity to take responsibility and lead group activities

Education Scheme

Overview

Activity Number	Class Organisation/Activity	Main Idea	Resources
1.1	Teams of four	<p>Organise the class into teams of four. Ensure each team has a balance of: girls and boys; creative skills; social/teamwork skills; PE abilities.</p> <p>Name the teams appropriately, e.g. after Egyptian pharaohs or Gods</p>	
1.2	Class Introduction	<p>Tell the class:</p> <ol style="list-style-type: none"> 1. that they are to plan a series of sporting competitions based on Egyptian sports and games; 2. there will be a points/rewards system, teams rewarded for their: <ul style="list-style-type: none"> • planning activities • teamwork and co-operation • sporting performance • sporting behaviour • sporting attire (PE kit) • conduct as spectators and officials • recording of activities, written and digital 	
2.1	Class Reading	<p>Read the Activity Sheet. It contains an introduction page, and ten different activities:</p> <ol style="list-style-type: none"> 1. running 2. jumping 3. throwing at a target 4. acrobatics and gymnastics 5. combat sports: fencing and boxing 6. combat sports: wrestling 7. tug-of-war 8. ball games 9. korbo and genna (Hockey) 10. aquatics/swimming* <p>(* only for classes that swim/have access to a pool).</p>	Activity Sheet 1

Education Scheme

Activity Number	Class Organisation/Activity	Main Idea	Resources
2.2	Teams' Planning	<p>Allocate to each team two or three activities to plan. For each activity they will need to consider:</p> <ul style="list-style-type: none"> • rules for the activity • whether it is an individual, team or pairs activity • facilities and equipment needed • opportunities to practise • competition structure, including rewards/points systems and how long the activity will take to complete • a list of officials needed • a results sheet template • recording and reporting of the event. 	Activity Sheet1
2.3	Class Discussion, teams reporting back their planning ideas	<p>Share planning ideas for each activity in turn.</p> <p>Agree a combination of the best ideas for each activity.</p> <p>Develop ideas so that some activities take place simultaneously to maximise participation.</p> <p>Compile lists of equipment and information needed on the recording sheets.</p>	
2.4	Rewarding ideas and conduct in planning process	<p>Award points/medals etc. for quality of:</p> <ul style="list-style-type: none"> • planning ideas • teamwork and co-operation. 	
3.1	Ancient Egyptian Sports Day	Children participating in, officiating, spectating, recording and reporting their Ancient Egyptian Sports Day.	P.E. facilities and equipment; results sheets; reporting equipment

Education Scheme

Activity Number	Class Organisation/Activity	Main Idea	Resources
3.2	Class Discussion, teams reporting back their results; Rewarding conduct during activities	Teacher-led discussion about: <ul style="list-style-type: none"> • success/enjoyment of activities • physical qualities, thought and enjoyment associated with Ancient Egyptian sports Award points/medals etc. for the quality of: <ul style="list-style-type: none"> • sporting performance in contests • sporting behaviour • sporting attire (PE kit) • conduct as spectators and officials • recording of activities, written and digital 	
4.1	Class introduction	Model a sports report of an activity using children’s notes, audio commentary, digital images and video of activities Allocate one activity per team on which they are to produce a report	Results Sheets; Reports; Digital Images; Audio recordings; Video of activities
4.2	Team report writing	Teams writing reports and integrating images Early finishers could select the best: pieces of audio commentary, video or stills images	
4.3	Teams reporting back	Children listening to or reading reports of other teams and selecting the best	
4.4	Rewarding conduct during activities	Award points/medals etc. for this activity – quality of: <ul style="list-style-type: none"> • reports • teamwork and co-operation 	
5.1	Class awards ‘ceremony’	Announcement of winning team in: <ul style="list-style-type: none"> • planning • sporting activities • spectating, officiating, recording • reporting • overall 	

Education Scheme

PART 2.1

Playing Ancient Egyptian Sports

Class Assessment Sheet

Assessment Criteria	Children who excelled	Children who achieved	Children working towards
English			
Speaking and Listening			
Articulating logical arguments, ideas and opinions			
Commentating			
Reading Comprehension			
Understanding and interpreting instructions			
Writing			
Report writing			
History			
Empathising with experiences of Ancient Egyptian sports participants			
Information Technology			
Recording commentaries, filming and taking photographs			

Education Scheme

Assessment Criteria	Children who excelled	Children who achieved	Children working towards
Physical Education			
Planning safe activities			
Sporting conduct as participant, spectator and official			
Performing gymnastics activities			
Performing ball skills activities			
Performing athletics (running & jumping) activities			
Performing swimming/aquatics Activities			

Education Scheme

Part 2.1

Playing Ancient Egyptian Sports

Activity Sheet

1. What is Sport?

'Sport' is a modern English word first used in 1440. The history of the word 'sport' can be traced to:

- the French noun 'desport', meaning 'pleasure, enjoyment, delight'
- the French verb 'desporter', meaning 'to divert, amuse, please, play'.

These French words can be traced to the Latin 'deportare'.

The closest Ancient Egyptian words for 'sport' are:

- SWTWT, pronounced 'sewetwet'
- SD3j-HR, pronounced 'sedjay-Her' (the 'Her' strong enough to blow out a candle)
- SHMH-iB, pronounced 'sekhmekh-ib' (the 'kh' from the back of the throat like the Scottish 'loch').

These words mean 'to amuse oneself' or 'to have the heart forget'. The activities to which they were applied include hunting.

2. Planning Your Ancient Egyptian Sports Day

1. Read through all the activities below. Each one tells you about an Egyptian 'sports-type' activity.

2. For each type of activity, you are to:

- design a safe activity that can be organised into a competition for your class
- write the rules of the activity
- decide where the activity will take place
- list the equipment you will need
- structure the activity into a competition.

3. Sportsmanship

Some Ancient Egyptian activities show evidence of referees, some don't.

Consider:

- whether the activity needs a referee
- the implications of having a referee – rules, illegality and sanctions, self-control etc.

Write a list of examples of sporting behaviour in modern sports and games – 'dos' and 'don'ts' for players and spectators.

Explain how these examples might be applied to your Ancient Egyptian sporting activity.

Education Scheme

Activity 1

Running

The HebSed Festival Race

The HebSed Festival Race was run by the Pharaoh after he had reigned for 30 years, and every three years after that. The Pharaoh ran the race to prove that he had the physical fitness to govern and to protect his people.

The courtyard in the pyramid complex at Saqqara shows markers outlining the course run by the pharaohs. The world's oldest running track, it is an oblong course, 55 metres long and 11 metres wide. The pharaoh would run four laps around the course.

Recreating the Saqqara Complex

1. Decide where you will create your running course that is:
 - oblong in shape
 - 55 metres long
 - 11 metres wide.
2. Write a list of the equipment you will need.
3. Decide if, how often and when each competitor will be allowed to practise.
4. Plan how you will organise a competition that involves running round this course four times. Consider, will your competition:
 - be an individual competition or a team competition, or both
 - be straight races or timed runs
 - have a scoring system, awarding points for positions
 - allow runners more than one attempt, on one or more days, to provide opportunities for improved strategy, fitness and times.
5. Plan the officials you are going to need. Who is going to:
 - start the runs
 - judge the runs – fairness and finish positions
 - time the runs
 - record the results?
6. Are you going to report on your event, and if so, will you do this by:
 - writing a report
 - taking photographs
 - recording an audio commentary
 - filming and commentating?

Education Scheme

Activity 2

Jumping

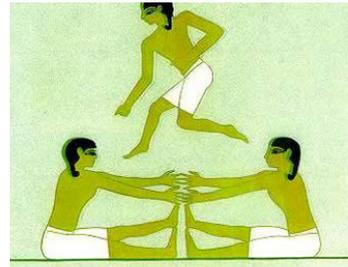
The Long and High Jump

In the Ancient Egyptian activity shown to the right, two players sat opposite each other with legs stretched. The third player tried to jump over the barrier. If they succeeded, the two sitting players gradually:

- raised their arms to make the barrier higher
- straightened their legs to make the barrier longer.

The third player had to jump across without touching them.

This game is still practiced in the Egyptian countryside and is called 'goose steps'.



You are to:

- invent a SAFE activity that combines jumping for length and jumping for height (this must not involve jumping over other children)
 - organise this activity into a competition.
1. Decide where your competition will take place, including a safe landing surface.
 2. Write a list of the equipment you will need, for example, measuring equipment.
 3. Decide if, how often and when each competitor will be allowed to practise.
 4. Plan how you will organise the competition. Consider, will your competition:
 - be an individual competition or a team competition, or both
 - be scored, perhaps by adding together the length and height of each jump
 - have several areas where jumps can take place at the same time
 - have a scoring system, awarding points for positions
 - allow jumpers more than one attempt?
 5. Plan the officials you are going to need. Who is going to:
 - judge the legality of the jumps – take-off and landing
 - measure the jumps
 - record the results?
 6. Are you going to report on your event, and if so, will you do this by:
 - writing a report
 - recording an audio commentary
 - taking photographs
 - filming and commentating?

Education Scheme

Activity 3

Throwing at a Target

There are several Ancient Egyptian images that show objects being thrown at a target. Most of these are hunting activities, such as the image to the right which shows a man hunting birds by throwing a stick from a moving boat amongst marshes. Others show archery and lassos being thrown.



You are to:

- invent a SAFE activity that involves throwing one or more objects at a target, requiring skill in release of the object and judgement of its speed, direction, and trajectory; if either the person throwing the object or the target is moving, judgement will extend to the timing of the release of the object
- organise this activity into a competition.

1. Decide where your competition will take place.

2. Write a list of the equipment you will need, including targets and objects to be thrown (for example quoits, hoops, javelin, bean bags, balls).

3. Decide if, how often and when each competitor will be allowed to practise.

4. Plan how you will organise the competition. Consider, will your competition:

- involve throwing one or more types of object at one or more types of target
- be an individual competition or a team competition, or both
- be scored according to the accuracy of throws
- have a scoring system, awarding points for positions
- have several areas where throws can take place at the same time
- allow throwers more than one attempt?

5. Plan the officials you are going to need. Who is going to:

- judge the legality of the throws – how objects are thrown and where they are thrown from
- measure the throws
- record the results?

6. Are you going to report on your event, and if so, will you do this by:

- writing a report
- recording an audio commentary
- taking photographs
- filming and commentating?

Education Scheme

Activity 4 Acrobatics and Gymnastics



Most Ancient Egyptian images of gymnastics show synchronised activities. Some of them show activities in time to a musical beat or rhythm, similar to simple rhythmic gymnastics.

You are to:

- invent a SAFE activity that involves either individual or synchronised gymnastic activity to a regular beat or rhythm
- organise this activity into a competition.

1. Decide where your competition will take place.

2. Write a list of the equipment you will need, such as gymnastics mats and percussion instruments.

3. Decide if, how often and when each competitor will be allowed to practise.

4. Plan how you will organise the competition. Consider, will your competition:

- be an individual competition or a team competition, or both
- be judged, with points according to the quality of the activity
- have a scoring system, awarding points for positions
- have several areas where competitors can practise and perform at the same time
- allow gymnasts more than one attempt at a routine or more than one routine?

Education Scheme

5. Plan the officials you are going to need. Who is going to:

- judge the quality of the performances
- record the results?

6. Are you going to report on your event, and if so, will you do this by:

- writing a report
- taking photographs
- recording an audio commentary
- filming and commentating?

Education Scheme

Activity 5

Combat Sports: Fencing and Boxing



Images show that the Ancient Egyptians fenced and boxed. A key to these combat sports is judgement of the distance between player and opponent, closing this distance to strike and score, and retreating to avoid being struck, often throwing feints to confuse your opponent.

A game which practises this skill involves two players, within a boxing-type 'ring'. Players score a point every time:

- they touch one of their opponent's knees
- if their opponent retreats outside the 'ring'
- if their opponent turns their back on them.

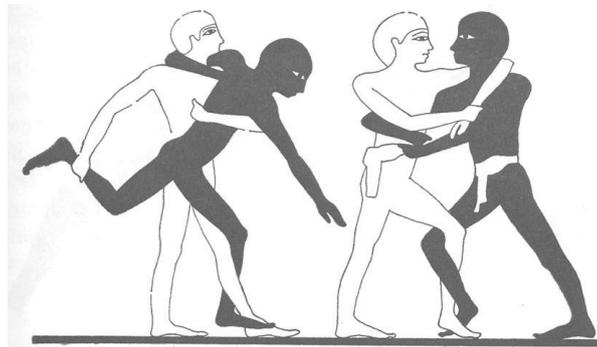
You are to organise this activity into a competition.

1. Decide where your competition will take place.
2. Write a list of the equipment you will need.
3. Decide if, how often and when each competitor will be allowed to practise.
4. Plan how you will organise the competition. Consider, will your competition:
 - be an individual competition or a team competition, or both
 - have several areas where contests can take place at the same time
 - have a scoring system, awarding points for positions?
5. Plan the officials you are going to need. Who is going to:
 - judge the contests
 - record the results?
6. Are you going to report on your event, and if so, will you do this by:
 - writing a report
 - recording an audio commentary
 - taking photographs
 - filming and commentating?

Education Scheme

Activity 6

Combat Sports: Wrestling



Images show that the Ancient Egyptians wrestled. Key qualities and skills in this combat sport are to combine strength, balance and timing to overcome an opponent.

The following combat game uses strength, balance and timing:

- the combatants crouch, facing one another
- they grip one another's right elbow, backs of forearms touching
- on the signal to start, they pull (or push) to try to move the opponent off balance
- they repeat the contest, gripping left elbows with left hands
- they gain a point every time the opponent puts any part of their body other than their feet to the floor.

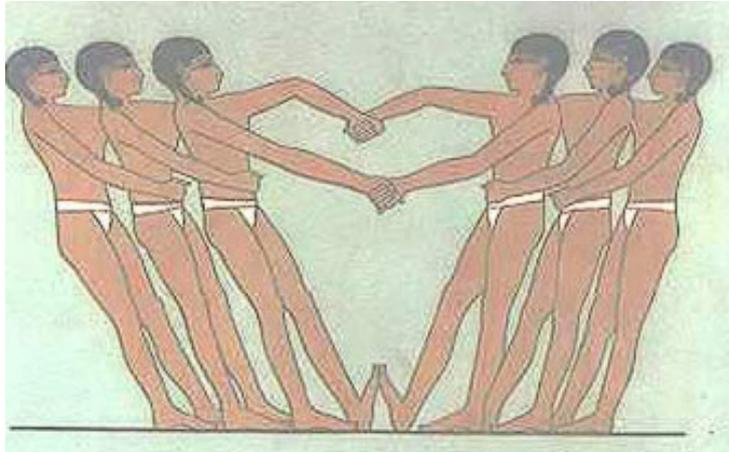
You are to organise this activity into a competition.

1. Decide where your competition will take place.
2. Write a list of the equipment you will need.
3. Decide if, how often and when each competitor will be allowed to practise.
4. Plan how you will organise the competition. Consider, will your competition:
 - be an individual competition or a team competition, or both
 - have several areas where contests can take place at the same time
 - have a scoring system, awarding points for positions?
5. Plan the officials you are going to need. Who is going to:
 - start the contests
 - judge the contests
 - record the results?
6. Are you going to report on your event, and if so, will you do this by:
 - writing a report
 - recording an audio commentary
 - taking photographs
 - filming and commentating?

Education Scheme

Activity 7

Tug-of-War



Images show that the Ancient Egyptians played tug-of-war. This sport involves strength and teamwork. Today, this sport is more commonly played with teams pulling opposite ends of a length of rope.

You are to organise a tug-of-war competition.

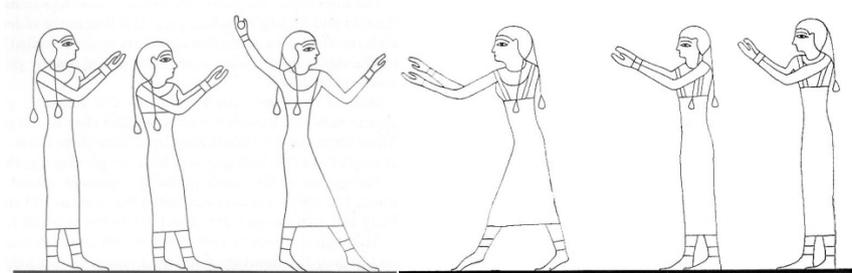
1. Decide where your competition will take place.
2. Write a list of the equipment you will need.
3. Decide if, how often and when each team will be allowed to practise.
4. Plan how you will organise the competition. Consider, in your competition:
 - how will each 'pull' be decided
 - how often will teams compete to decide who wins
 - will there be several areas where contests can take place at the same time
 - will there be a scoring system, awarding points for positions of different teams?
5. Plan the officials you are going to need. Who is going to:
 - start the contests
 - judge the contests
 - record the results?
6. Are you going to report on your event, and if so, will you do this by:
 - writing a report
 - taking photographs
 - recording an audio commentary
 - filming and commentating?

Education Scheme

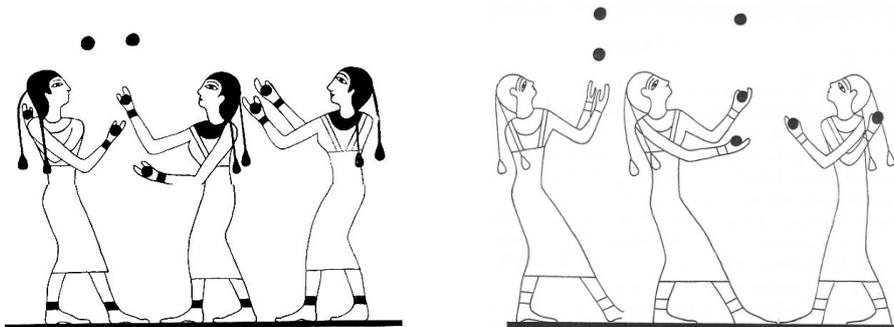
Activity 8

Ball Games

Images from Ancient Egyptian tombs show that they played games that involved ball skills.



The image above shows one girl throwing a ball to another girl who is catching it. Four other girls clap in time. The images below show girls juggling with two or three balls each.



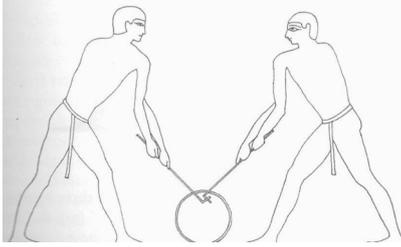
You are to invent a competition team activity that involves throwing and catching.

1. Write the rules of your activity.
2. Decide where your competition will take place.
3. Write a list of the equipment you will need.
4. Decide if, how often and when each team will be allowed to practise.
5. Plan how you will organise the competition. Consider, in your competition:
 - how often will teams compete to decide who wins
 - will there be several areas where activities can take place at the same time
 - will there be a scoring system, awarding points for positions of different teams?
6. Plan the officials you are going to need. Who is going to:
 - referee the activities
 - record the results?
7. Are you going to report on your event, and if so, will you do this by:
 - writing a report
 - recording an audio commentary
 - taking photographs
 - filming and commentating?

Education Scheme

Activity 9

Korbo and Genna (Hockey)



The images above show Egyptians playing **Korbo** (top left), a team game using a moving hoop, and Ethiopians playing **Genna**, a team game played with a ball and sticks. Genna is similar to field hockey and is still played across Ethiopia at Christmas.

You are to write the rules of a game that is similar to Korbo or to Genna.

1. Write the rules of your game, including the SAFE use of sticks.
2. Decide where your competition will take place.
3. Write a list of the equipment you will need.
4. Decide if, how often and when each team will be allowed to practise.
5. Plan how you will organise the competition. Consider, in your competition:
 - how often will teams compete to decide who wins
 - will there be several areas where matches can take place at the same time
 - will there be a scoring system, awarding points for positions of different teams?
6. Plan the officials you are going to need. Who is going to:
 - referee the matches
 - record the results?
7. Are you going to report on your event, and if so, will you do this by:
 - writing a report
 - recording an audio commentary
 - taking photographs
 - filming and commentating?

Education Scheme

Activity 10

Aquatics/Swimming



Images from Ancient Egyptian tombs show swimming. Religious writing describes a quarrel between the Gods Horus and Set, which they settle by a diving competition.

Discuss with your teacher and your swimming teacher activities that could be included in an end-of-term swimming tournament. You must include contests for swimmers and non-swimmers.

You are to organise a swimming tournament.

1. Write a list of events and rules for these events. Your events can include swimming, diving, individual and team activities. You must include rules that ensure that activities are safe.
2. Decide how teams will be organised into individual and team events.
3. Write a list of the equipment you will need.
4. Plan how you will organise the tournament. Consider, in your competition:
 - can some activities take place at the same time, for example some in the deep end and some in the shallow end
 - will there be a scoring system, awarding points for positions of different teams?
5. Plan the officials you are going to need. Who is going to:
 - start the activities
 - judge/referee the activities
 - record the results?
6. Are you going to report on your event, and if so, will you do this by:
 - writing a report
 - taking photographs
 - recording an audio commentary
 - filming and commentating?

PART 2.2

Playing Ancient Egyptian Board Games

Teacher Notes

Curriculum Areas

English:	reading comprehension speaking and listening
Mathematics:	counting in maths games
History:	Ancient Egyptian indoor games
Art and Design:	designing and decorating board games and playing pieces
Design and Technology:	designing and making board games and playing pieces

Aims

to learn about the indoor board games played by the Ancient Egyptians
to play the Ancient Egyptians' most popular indoor board games
to compare and contrast the Ancient Egyptians indoor board games with modern board games
to design and make Ancient Egyptian Board games and playing pieces

Related Knowledge and Skills

reading comprehension
articulating logical reasons and opinions
group discussion and interaction
counting
designing and making skills appropriate to choice of materials

Time

4 x 60 mins lessons

Resources

Activity Sheet 1: Senet

Activity Sheet 2: Seega

Activity Sheet 3: Ring Snake

Activity Sheet 4: Shield Game

4 ice lollipop sticks or one die per pair

felt pens

pairs of scissors

craft equipment and resources for designing and making games boards and playing pieces from card, hardboard or wood

Differentiation Strategies

Less able children: Work in pairs/groups with a more able children or with an adult helper.

More able children: Opportunity to take responsibility and lead group activities.

Education Scheme

Overview

Activity Number	Class Organisation/Activity	Main Idea	Resources
1.1	Class reading	Read the Activity Sheet about the game of Senet.	Activity Sheet 1
1.2	Pairs	<p>Each pair preparing to play Senet by :</p> <ul style="list-style-type: none"> • colouring one side of their ice lolly sticks to make throwing sticks; • colouring and cutting out playing pieces; • inventing rewards for squares 16 and 26 (which should be proportionate to the rest of the game). <p>(Optional – pairs could design and make their own Senet board and playing pieces from card, hardboard or wood).</p>	<p>Activity Sheet1; 4 ice lollipop sticks or 1 die per pair; felt pens; pair of scissors;</p> <p>(optional – craft equipment and resources for designing and making a Senet board and playing pieces from card, hardboard and/or wood)</p>
1.3	Pairs	Each pair playing the game of Senet.	
1.4	Class discussion, children reporting back	<p>Children reporting back about:</p> <ul style="list-style-type: none"> • how the rewards that they made up fit with the rest of the game; • degree of interest and enjoyment in playing Senet. 	
2.1	Class teaching/discussion	<p>Teacher-led discussion, comparing and contrasting Senet to the games of:</p> <ul style="list-style-type: none"> • snakes and ladders; • ludo; • backgammon; • Chinese chequers; • generic rewards and forfeit games (go forward, back, miss a turn, have another turn etc.); • noughts and crosses. 	<p>Dice Games: snakes and ladders; ludo; backgammon; Chinese chequers; generic rewards and forfeits game; noughts and crosses</p>

Education Scheme

Activity Number	Class Organisation/Activity	Main Idea	Resources
3.1	Class reading	Read the Activity Sheet about the game of Seega.	Activity Sheet 2
3.2	Pairs	Each pair preparing to play Seega by cutting out playing pieces. (Optional – pairs could design and make their own Seega board and playing pieces from card, hardboard or wood.)	Activity Sheet2; pair of scissors; (optional – craft equipment and resources for designing and making a Seega board and playing pieces from card, hardboard and/or wood)
3.3	Pairs	Each pair playing the game of Seega.	
3.4	Class discussion, children reporting back	Children reporting back about degrees of interest, difficulty and enjoyment in playing Seega.	
4.1	Class reading	Read the Activity Sheet about the game of Ring Snake.	Activity Sheet 3
4.2	Groups of 3	Each group preparing to play Ring Snake by: <ul style="list-style-type: none"> • colouring one side of their ice lolly sticks (unless using those from their Senet game – 1.2 above); • colouring and cutting out their playing pieces. (Optional – pairs could design and make their own Ring Snake board and playing pieces from card, hardboard or wood.)	Activity Sheet3; 4 ice lollipop sticks or one die per pair; felt pens; pair of scissors; (optional – craft equipment and resources for designing and making Ring Snake board and playing pieces from card, hardboard and/or wood)

Education Scheme

Activity Number	Class Organisation/Activity	Main Idea	Resources
4.3	Groups of 3	Each group playing the game of Ring Snake.	
4.4	Class discussion, children reporting back	Children reporting back about degrees of interest, difficulty and enjoyment in playing Ring Snake.	
4.5	Groups of 3	Groups of 3 inventing different rules for the game of Ring Snake.	
4.6	Groups of 3	Groups of 3 playing Ring Snake to their own rules.	
4.7	Class discussion, children reporting back	Children reporting back about: <ul style="list-style-type: none"> • the rules of their game; • degrees of interest, difficulty and enjoyment in playing Ring Snake to their rules. 	
5.1	Class reading	Read the Activity Sheet about the Shield Game.	Activity Sheet 4
5.2	Pairs	Each pair preparing to play the Shield Game by designing and making: <ul style="list-style-type: none"> • a Shield Game board; • 5 playing pieces each; • throwing sticks (if not already made for an earlier game). (The Shield Game Board and playing pieces could be made from paper, card, hardboard or wood.)	Activity Sheet4; 4 ice lollipop sticks or 1 die per pair; pair of scissors; felt pens; craft equipment and resources for making Game board and playing pieces from card, paper, hardboard or wood.
5.3	Pairs	Pairs inventing their rules for the Shield Game.	
5.4	Pairs	Pairs playing the Shield Game to their own rules.	
5.5	Class discussion, children reporting back	Children reporting back about: <ul style="list-style-type: none"> • the rules of their game; • degrees of interest, difficulty and enjoyment in playing their Shield Game. 	

Education Scheme

Activity Number	Class Organisation/Activity	Main Idea	Resources
5.6	Pairs	Pairs selecting one other set of Shield Game rules, or a combination of the best rules from the rest of the class.	
5.7	Pairs	Pairs playing the Shield Game to the rules they selected.	
5.8	Class discussion, children reporting back	Children reporting back about: <ul style="list-style-type: none"> • the rules that they selected; • degrees of interest, difficulty and enjoyment in playing the Shield Game to these rules. 	
6.1	Class introduction	Reading Activity Sheet 5 with the class. Explaining the reflective nature of this activity.	Activity Sheet 5
6.2	Pairs discussion and writing	Children answering the questions on Activity Sheet 5.	
6.3	Class discussion, children reporting back	Discussion about the: <ul style="list-style-type: none"> • comparisons between Ancient Egyptian and modern day board games (Questions 1, 2 and 3); • children's thoughts/opinions and feelings about the games (Questions 4, 5 and 6). 	

N.B.

Class time for these board game activities can be abbreviated by having different groups play different games, so that the class play all of the first three games (Senet, Seega and Ring Snake) between them, but not all children play every game. Instead, they would learn about the games they have not played from reports by the children who have played them.

Education Scheme

PART 2.2

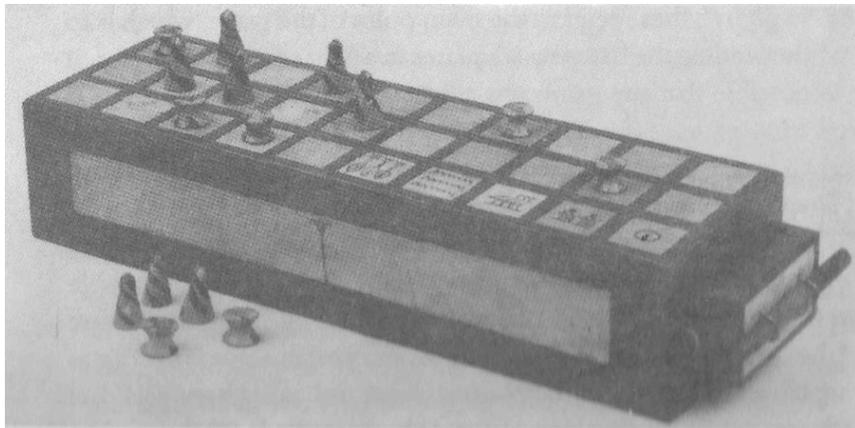
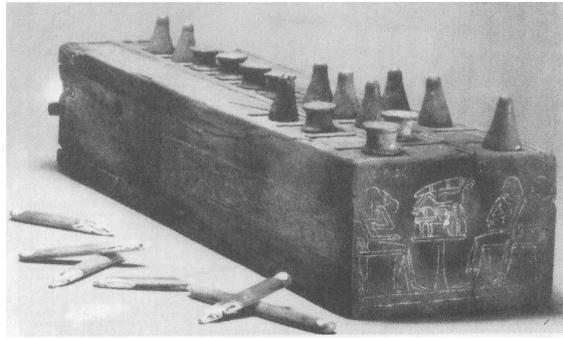
Playing Ancient Egyptian Board Games

Class Assessment Sheet

Assessment Criteria	Children who excelled	Children who achieved	Children working towards
English			
Speaking and Listening			
Articulating logical arguments, ideas and opinions			
Contributing to group planning discussions			
Reading Comprehension			
Understanding and interpreting instructions			
Writing			
Writing explanations			
History			
Empathising with thoughts and feelings of Ancient Egyptian board games participants			
Design and Technology			
Designing Ancient Egyptian Board Games			
Making Ancient Egyptian Board Games			
Physical Education			
Inventing board games with fair rules, including proportionate rewards and forfeits			

2.2: Playing Ancient Egyptian Board Games

Activity Sheet 1: Senet



Introduction

Senet is the oldest board game in the world, played by the Ancient Egyptians before 3000 B.C. – over 5000 years ago. It was particularly popular during the Egyptian summer when it was too hot to play energetic outdoor sports.

The Egyptians also called this game the Game of Thirty or the Thirty Field Game, because the board has thirty squares or 'fields'.

The objective of the game is to snake your five pieces through the three rows, from square 1 to imaginary square 31 before your opponent does.

The Egyptian Senet board was not numbered, but yours should be numbered to show the order of the squares.

Education Scheme

Playing Pieces

Senet has two types of playing pieces, one spindle shaped and the other like bowling pins.

Throwing Sticks

Throwing sticks serve as a die. You could use four ice lollipop sticks, decorating each one on one side, then throw them to score as follows:

Number of Surfaces Showing		Score
Decorated	Plain	
4	0	5
0	4	4
1	3	3
2	2	2
3	1	1

Moving the Playing Pieces

Pieces can:

- move according to the numbers thrown on a die or on the throwing sticks
- 'take' opposing pieces by landing on them if those pieces stand alone. Pieces that are 'taken' return to the beginning.

Pieces cannot:

- take an opposing piece if it is 'protected' (next to another opposing piece).

Special Squares

16: This square is 'the House of Rebirth'. If you land on this field something good happens. We do not know what this is, so you need to **make up your own rule** about what happens.

26: This square is 'The Beautiful House', another positive square to land on. We do not know what happens, so you need to **make up your own rule** about this too.

27: This square is 'Water'. If you land on this square you **go back to square 15**.

28, 29 and 30: Throw the exact number shown in the square to move your piece to the imaginary square 31, that is:

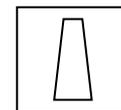
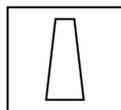
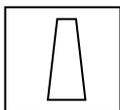
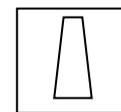
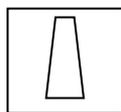
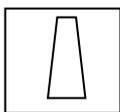
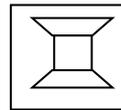
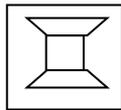
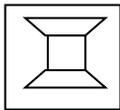
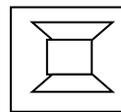
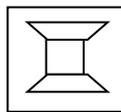
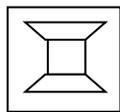
3 from square 28; 2 from square 29; 1 from square 30.

Education Scheme

Senet Board

1	2	3	4	5	6	7	8	9	10
20	19	18	17	16 	15	14	13	12	11
21	22	23	24	25	26 	27 	28 	29 	30 

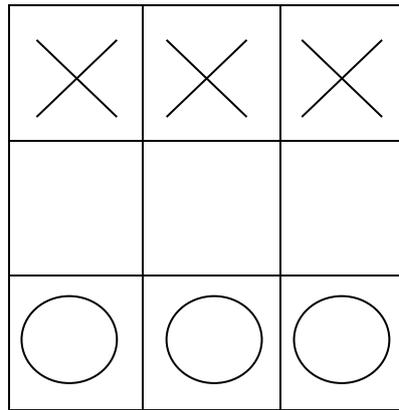
Playing Pieces



Part 2.2: Playing Ancient Egyptian Board Games

Activity Sheet 2: Seega

1. Start with your playing pieces in the positions shown below, one player having the 'crosses' pieces and the other player the 'noughts'.



2. Take turns to move one of your pieces.

3. Movement of the Pieces

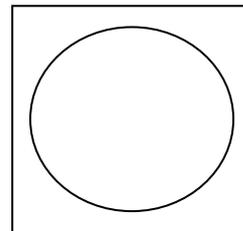
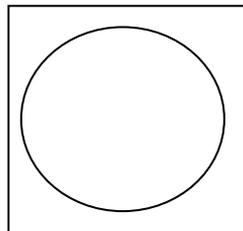
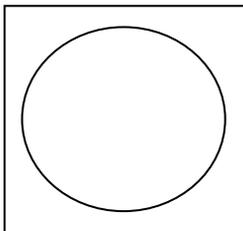
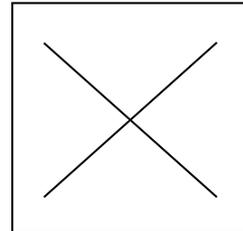
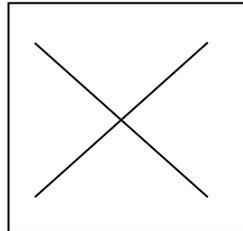
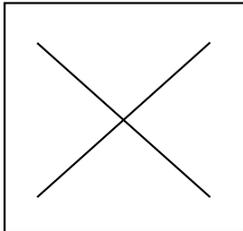
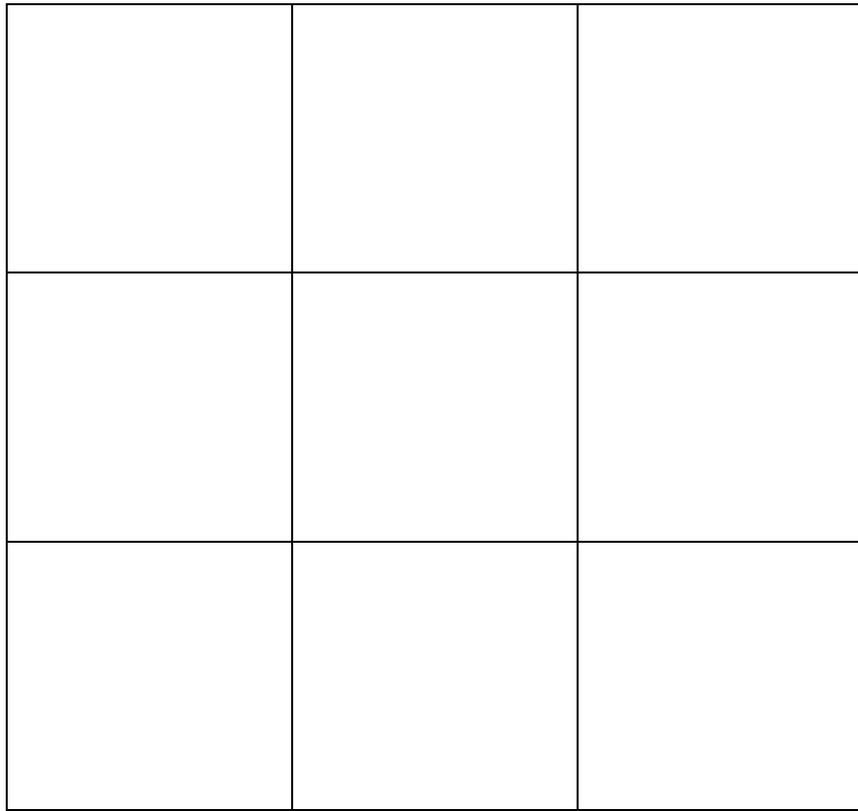
Pieces can move one or two squares in any direction – forwards, sideways, backwards and diagonally.

If you choose to move a piece two squares, it can move either two squares in the same direction or one square in one direction followed by one in a different direction.

Pieces cannot land on or pass over another piece.

4. The winner is the first player to have three pieces in a straight vertical, horizontal or diagonal line, other than the starting position.

Education Scheme



Part 2.2: Playing Ancient Egyptian Board Games

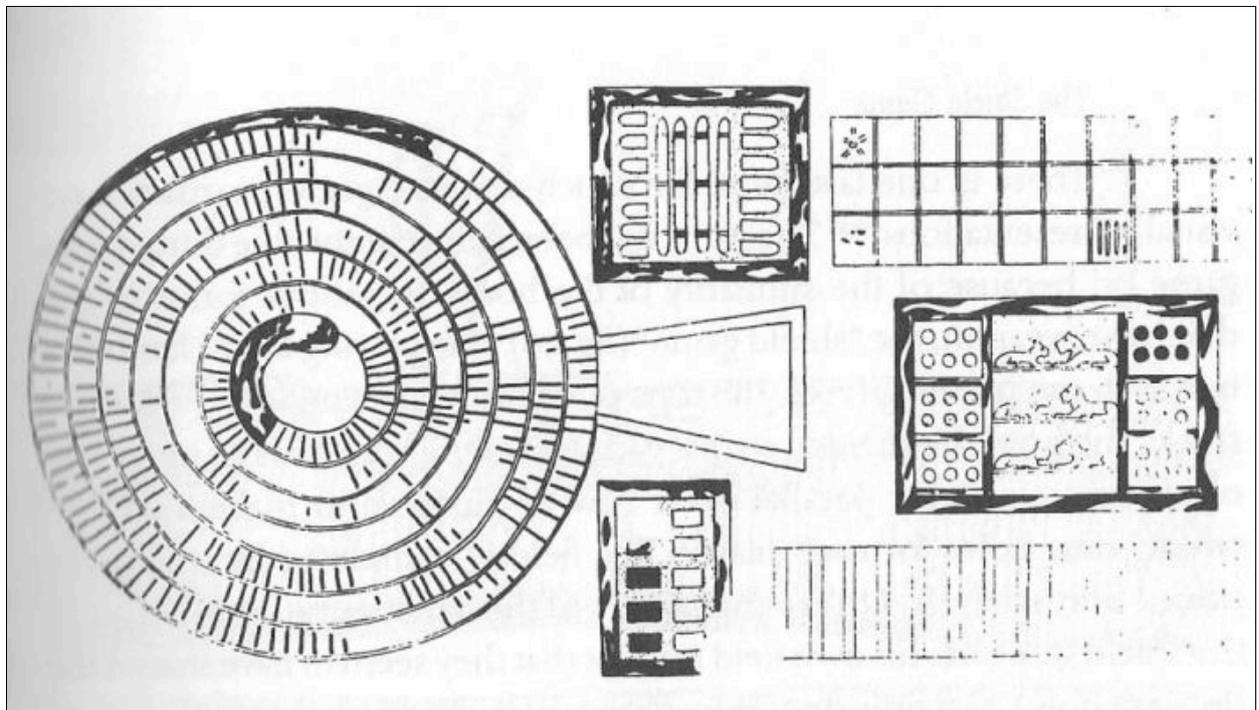
Activity Sheet 3: Ring Snake

The Third Dynasty tomb of Hesy at Saqqara shows a game played on a curled snake.

This game is called 'ring snake', and was played by at least three players.

The carvings show three dice together with six lions; are they the playing pieces?

Ring Snake was played in Old Kingdom Egypt, and versions of it appear in Cyprus and Sudan.



Ring Snake

A. No one knows exactly how Ring Snake was played. Here is one possible set of rules. Try playing Ring Snake by these rules.

1. Each player has six ordinary counters and a lion counter.
2. Each ordinary counter should have its symbol (square, circle or triangle) on **both** sides.
3. Each counter should be a different colour on each side. One colour indicates a counter travelling out, from the snake's tail to its head, and the other colour indicates a counter travelling back, from its head to its tail.

Counters should be turned over to the second colour on reaching the snake's head.

4. Counters are moved according to the number thrown on a die or on the four throwing sticks used in the game of Senet. For each turn, players can choose which counter to move **AFTER** throwing the die or throwing sticks.
5. Once one counter has made it back to the tail, the lion can be started when a player chooses. The lion moves towards the snake's head like the other counters. On its way back, it eats up any of the opponent's counters on which it lands.
6. The winner is the person whose lion has eaten the most counters.

B. Now make up a different set of rules for a game that uses the Ring Snake board and counters.

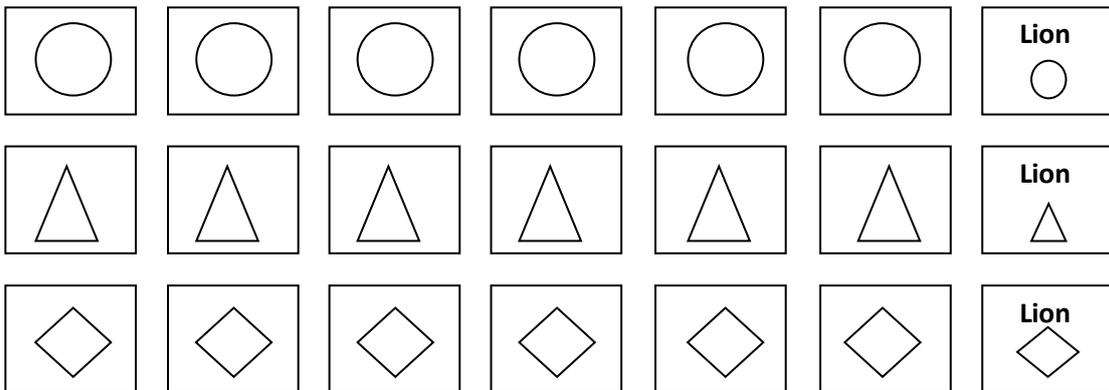
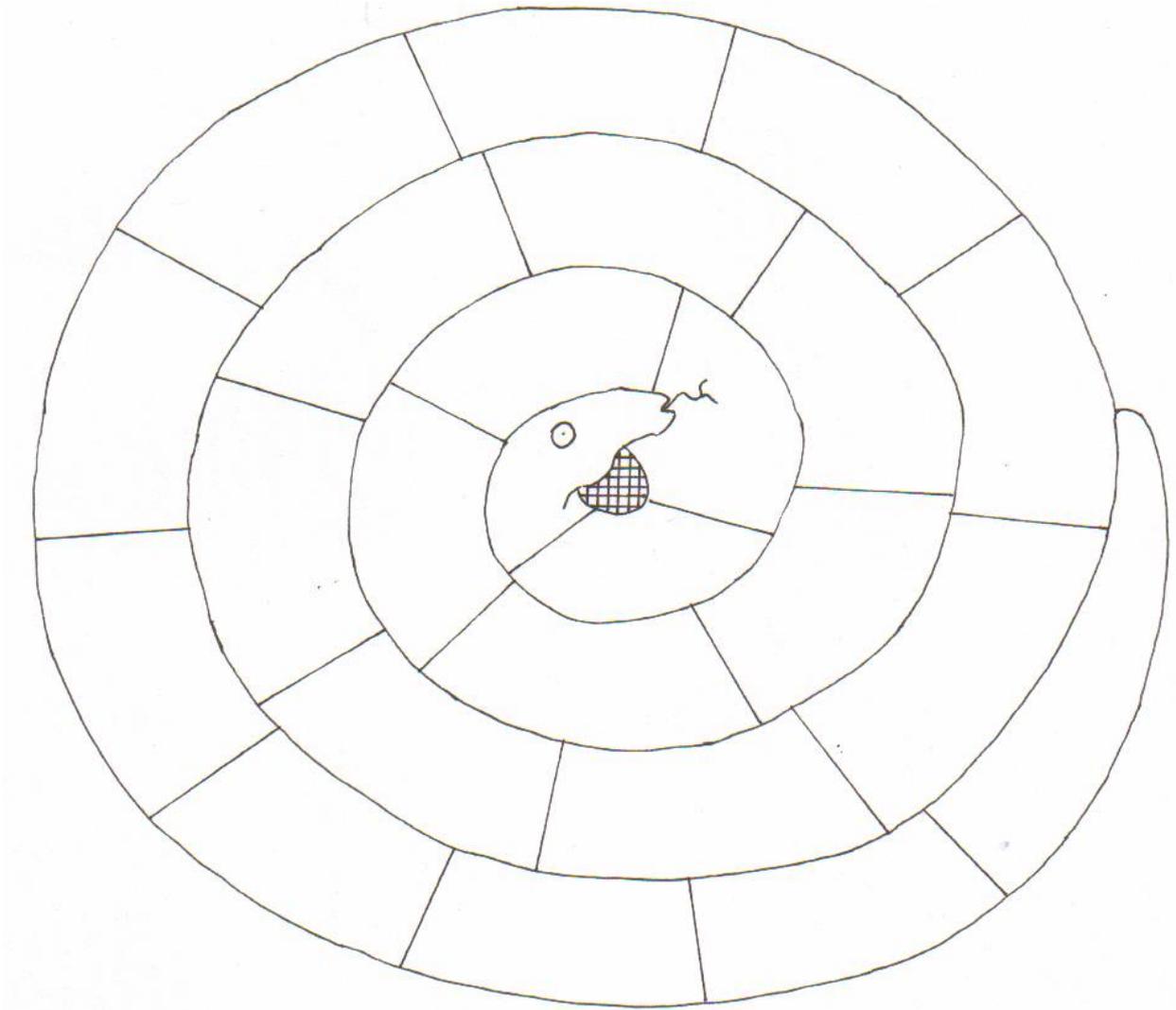
Play your game.

Be ready to explain to the class:

1. your rules
2. which of the two Ring Snake games you enjoyed the most and why.

Education Scheme

Ring Snake



2.2: Playing Ancient Egyptian Board Games

Activity Sheet 4: Shield Game

A Twelfth Dynasty tomb contained a board game that has been called the 'Shield Game'.

There are no pictures that allow us to work out how the game was played.

It might have been played to some of the rules of Senet. Like Senet, the board has 30 holes, except that the shield has 30 holes on each side, each player playing on one side of the board.

Like Senet, each player played with five pieces.

Design a Shield Game

1. Draw a shield designed like the one shown on the next page, but make it colourful.

You will need to:

- count the number of holes down the centre and around the edge, and measure carefully where you are going to position them
- look carefully for lines that appear to be drawn from one hole to another.

2. Invent rules for this game that involve:

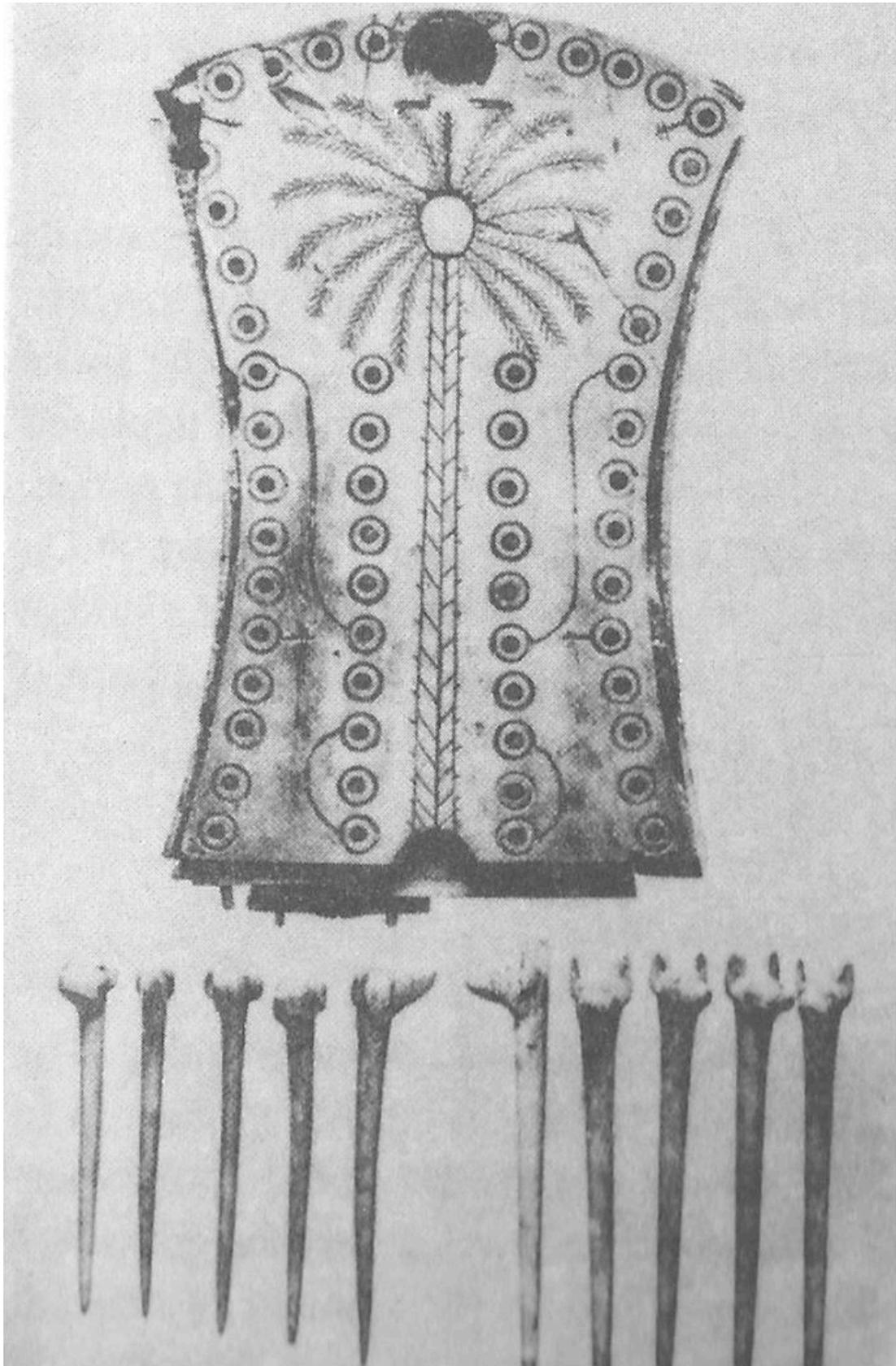
- two players
- five pieces per player
- a die or throwing sticks.

3. Play the game, using playing pieces you have made for one of the earlier games.

You can adapt the rules as you play to improve your game.

4. Be ready to explain your rules and any adaptations you made to the rest of the class.

Education Scheme



2.2: Playing Ancient Egyptian Board Games

Activity Sheet 5: The Games We Have Played

1. Which of the games you have played is most like noughts and crosses?

a) Senet b) Seega c) Ring Snake

2. Which of the games you have played is most like ludo?

a) Senet b) Seega c) Ring Snake

3. Which modern day game is most like your Shield Game?

a) Snakes and Ladders b) Ludo
c) Noughts and Crosses d) Chinese Chequers
e) Backgammon f) Rewards and Forfeits

4a) Which game did you find the easiest to play? _____

4b) Why was this game the easiest to play? _____

5a) Which game did you find the most difficult to play? _____

5b) Why was this game the most difficult to play? _____

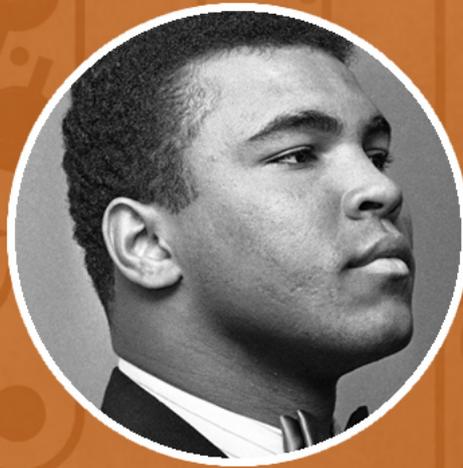
6a) Which game did you find the most enjoyable to play? _____

6b) Why was this game the most enjoyable to play? _____

The African
History Of Sport

Education Scheme

Part 3



Sporting Icons of Black African Origin



Education Scheme

PART 3

Sporting Icons of African Heritage

Teacher Notes

Curriculum Areas

English: reading comprehension
speaking and listening
writing

History: 20th century history in Britain, Europe, the USA and South Africa

PSHE: race and equality issues

Aims

to familiarise children with the stories of modern-day sporting icons of African heritage
to understand the attitudes to race and colour at the time of their achievements
to empathise with these sportspeople and to appreciate their courage

Related Knowledge and Skills

concepts and vocabulary related to the passage of time
reading comprehension for literal and interpreted information
articulating logical reasons and opinions
group discussion and interaction
writing brief summaries and explanations

Time

3 x 60 mins lessons

Resources

Resource 5.1: Muhammad Ali (boxing)

Resource 5.2: Wilma Rudolph (athletics)

Resource 5.3: Learie Constantine (cricket)

Resource 5.4: Nicola Adams (boxing)

Resource 5.5: Arthur Wharton (football, athletics, cricket and rugby league)

Resource 5.6: Althea Gibson (tennis)

Resource 5.7: Cec Thompson (rugby league)

Resource 5.8: Desmond Douglas (table tennis)

Resource 5.9: Jesse Owens (athletics)

Resource 5.10: Jessica Ennis-Hill (athletics)

For each of these resources there is an:

Activity Sheet

Answer Sheet

Education Scheme

Differentiation Strategies

Less able children: Work in a group with a stronger reader and/or in a group with an adult helper.

Answer fewer questions.

Insist that all children contribute to written answers.

More able children: Opportunity to take responsibility and lead group activities.

Overview

Activity Number	Class Organisation/Activity	Main Idea	Resource
1.1	Class reading	Model the activity, reading one of the biographies round the class.	Resource Sheet of one biography
1.2	Individual/pairs written answers	Children drafting answers to questions on the Activity Sheet.	Activity Sheet
1.3	Class discussion, children reporting back	Children reporting back their answers.	Activity Sheet Answer Sheet
1.4	Class discussion	Class discussing the extension activity, preparing a talk about the sportsperson.	Activity Sheet
2.1	Group reading	Each group reading one of the biographies.	Resource Sheets
2.2	Groups' written answers	Groups drafting answers to questions on the Activity Sheet. Children writing up answers formally (optional).	Activity Sheets Answer Sheets
2.3	Teacher feedback	Teacher feedback on answers for each group.	Activity Sheets Answer Sheets
2.4	Groups preparing their talk	Groups planning the content and practising the delivery of their talk about their sportsperson.	Activity Sheets Answer Sheets
2.5	Groups delivering their talk to the class	Groups delivering their talk. Feedback from the class on each talk's content and delivery.	

Education Scheme

PART 3

Class Assessment Sheet

Assessment Criteria	Children who excelled	Children who achieved	Children working Towards
English			
Speaking and Listening			
Articulating logical arguments, ideas and opinions in group discussion			
Presenting to the class			
Listening and responding to presentations			
Reading Comprehension			
Demonstrating literal understanding of the texts			
Demonstrating interpretation of the texts			
Writing			
Writing concise explanations			
History			
Understanding stories in relation to national and international history			
PSHE			
Empathising with sporting icons in the stories			
Indicating attitudes of fairness, including racial issues			

Education Scheme

Part 3.1 Resource Sheet

Muhammad Ali

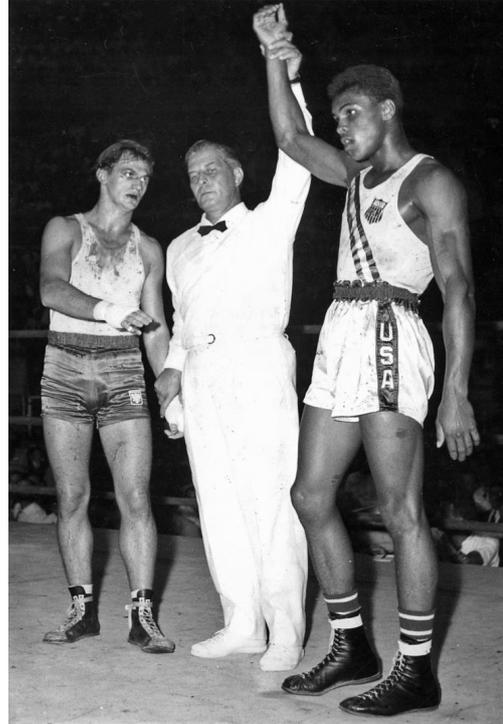
PART 1: Olympic Champion

In 2000, Muhammad Ali was voted BBC Television's 'Sports Personality of the Century', and *Sports Illustrated* magazine's 'Sportsman of the 20th Century.'

Muhammad Ali, the name he adopted when he converted to the religion of Islam in 1964, was born Cassius Clay in the town of Louisville in the state of Kentucky on 17 January 1942.

Cassius was 12 years old when he began his route into boxing. His new bicycle was stolen and he vowed to local policeman, Joe Martin, "I'm gonna whup whoever stole my bike!" Joe told young Cassius that he had better learn how to fight first, and offered to train him as a boxer. Cassius quickly impressed Joe with his ability, confidence and by working harder than all the other boys. This intensity at training stayed with him throughout his career. He later said: 'I hated every minute of training, but I said, "Don't quit. Suffer now and live the rest of your life as a champion.'"

Cassius began to fight as an amateur in junior age groups in 1956. He came to the world's attention at the 1960 Olympic Games in Rome, where he beat Zigzy Pietrzykowski of Poland to win the light-heavyweight boxing gold medal.



18-year-old Cassius Clay is proclaimed Gold Medallist at the 1960 Rome Olympics

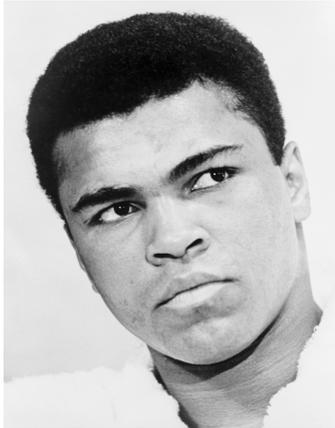
On returning home, the 18-year-old Cassius Clay was disgusted to be refused entry to a restaurant.

'We don't serve Negroes,' he was told. 'That's all right. I don't eat them,' came his witty and cutting reply.

Cassius was angry at the hypocrisy of the United States. His country had praised him and appeared to be proud of him as a gold medal-winning hero, yet treated him as a second class citizen because of his colour. In his fury, he threw his gold medal into the Ohio River. He vowed to fight the injustice of laws that allowed such discrimination against Black men and women in the United States.

Education Scheme

Part 2: World Heavyweight Champion



(Photograph courtesy of World Journal Tribune; photographer Ira Rosenberg, 1967)

After the 1960 Olympics, Cassius Clay turned professional. He won his first 19 professional fights and was rewarded with

a World Heavyweight title fight against defending champion and favourite, Sonny Liston, in 1964. Liston was known as 'The Bear' for his compact, powerful physique and unrelenting aggression.

Cassius had quickly learned the value of publicity. Proclaiming himself 'The Greatest', his pre-fight showmanship combined tongue-in-cheek boastfulness, humour and poetry, entertaining the world whilst taunting and confusing his opponent. Below is Cassius's poem, prepared for interviews before his fight against Sonny Liston.

'Sonny Liston is Great, But he'll fall in eight!'

Clay swings with his left, Clay swings with his right,
Look at young Cassius carry the fight.

Liston keeps backing, but there's not enough room,
It's a matter of time till Clay lowers the boom.

Now Clay lands with a right, what a beautiful swing,
And the punch raises The Bear clean out of the ring.

Liston is still rising and the ref wears a frown,
For he can't start counting till Sonny comes down.

Now Liston is disappearing from view, the crowd is going frantic,
But radar stations have picked him up, somewhere over the Atlantic.

Who would have thought when they came to the fight,
That they'd witness the launching of a human satellite?

Yes the crowd did not dream, when they put up the money,
That they would see a total eclipse of the Sonny.

Sonny Liston looked clumsy and slow next to Cassius's dazzling footwork and hand speed. On his toes, skipping out of range, Cassius controlled the distance between them, flicking his head away with lightning reflexes, snaking out stinging jabs, and unleashing flurries of punches when he

saw an opening. His speed and power – 'float like a butterfly, sting like a bee' – outclassed the champion. Liston did not land a punch and was stopped in six rounds. In a rematch a few months later, Liston was knocked out in the first round. Cassius was clearly unique and brilliant.

Education Scheme

Part 3: Standing up for his Beliefs

Shortly after defeating Sonny Liston, Cassius converted to the religion of Islam. He rejected Cassius Clay as his 'slave name.' Clay was the name of the slave owners given to his ancestors, who were among the millions shipped to America from Africa as captives. Cassius's new, Islamic name was Muhammad Ali.

Ali was passionate about treating people equally and fairly. He challenged the authorities on moral grounds. Standing up for what he believed was right, he began to impact on the world in many ways.

In 1967 Ali was required by law to join the United States army and to fight in the Vietnam War. He refused. 'I ain't got no quarrel with them Viet Cong,' he said. He had a greater quarrel with the people who discriminated against and sometimes brutalised Black people in his homeland.

The first national figure to speak out against the war, Ali's courageous stance as a conscientious objector resulted in conviction and a five-year prison sentence. He was stripped of his passport, boxing licences and boxing titles, forcing him to give up the World Heavyweight crown, and the money that came with it. Sacrificing all this and his freedom, Ali gave courage to those of similar beliefs.

Ali's prison sentence was suspended on appeal, but his ban from boxing lasted for three and a half years. During this time he earned a living speaking at colleges, mainly about his beliefs: his conversion to Islam; his stance against war; and his support for the Civil Rights movement.

The Civil Rights movement had gained momentum in the 1950s. It sought to end the segregation and discrimination suffered by Black Americans. To the White Americans who ran the country, Ali was a threat. To Black people, he was a Civil Rights hero, alongside Martin Luther King. The US Civil Rights Act of 1964 outlawed segregation in public places, and in employment and education. Laws granting equal rights in voting (1965) and housing (1968) followed. Changing racist attitudes would take longer.



Muhammad Ali and Civil Rights campaign leader, Martin Luther King

Ali had many critics but never wavered. Public opinion fell increasingly in line with his views on equal rights and, as the casualty lists in Vietnam grew, he became a popular voice for the anti-war protesters.

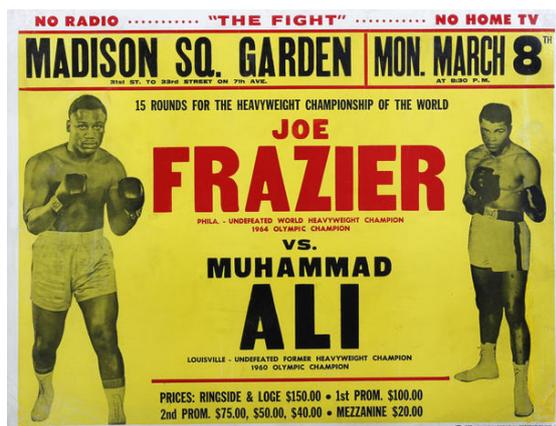
In 1971 the Supreme Court squashed Ali's conviction and upheld his claim as a conscientious objector. No longer a convicted criminal, he was once again able to box anywhere in the world.

Education Scheme

Part 4: Return to the Ring

Muhammad Ali's ban had cost him some of his peak years as a boxer, between the ages of 25 and 28. He returned to the ring in 1970, but he had lost some of the speed that had made him so devastating. Increasingly, in this second half of his career, he would have to show his ability to take a punch, his unwavering spirit and determination, and the heart of a lion.

In 1971 he fought the new undefeated World Heavyweight champion, Joe Frazier, at Madison Square Garden. It was billed as 'The Fight of the Century.' Ali fought well but was knocked down in the final round and lost on points.



Ali also lost to hard-punching Ken Norton, surviving the 12-round fight after Norton broke his jaw in the second round. Ali won the rematch. Frazier, meanwhile, lost his world title, knocked out by the devastating punching of George Foreman, who also knocked out Norton. In 1974 Ali faced Foreman in Kinshasa, Zaire, the fight billed as 'The Rumble in the Jungle.'

Undefeated, Foreman had won 37 of his 40 professional fights by knockout. Ali made an aggressive start, but was soon on

the defensive. Foreman deluged him with punches as, covering up, Ali leaned against the ropes to absorb the thunderbolts on his arms and body. It seemed that, aged 32, he was too slow to dance out of the way. Ali threw few punches, but was this weakness or strategy? Believing that Foreman lacked stamina, Ali was conserving his energy.

In the eighth round, Ali felt that Foreman's punches were losing their sting. The champion was tiring. Suddenly, Ali burst out with a flurry of short, fast punches, followed by a straight right hand that sent Foreman sprawling to the canvas for the first time in his career. Foreman did not get up. Ali's 'rope-a-dope' tactics are boxing legend. He had outfoxed, then out-boxed his younger, stronger opponent.

After the fight Ali visited suffering children at a nearby leper colony.

1975 brought a third fight against Joe Frazier, billed as 'The Thriller in Manila'. It was probably the most punishing fight in the history of boxing. Both men fought to a standstill, giving and taking some fearsome punches, until Frazier was unable to rise from his stool for the 15th and final round. Ali too slumped on his stool, too exhausted to celebrate.

Ali remained undefeated as champion for three years. In 1977 he survived some ferocious punches from Ernie Shavers to win on points. Exhausted at the end of this fight, many thought that, aged 35, it was time for him to retire.

Education Scheme

Part 5: Three Times a Champ, and the start of his Greatest Fight

By 1978 Muhammad Ali had begun, very gradually, to slur his speech. His body movements had also begun to slow, perhaps a natural sign of aging. Still he boxed on, encouraged by people who could make a lot of money from his fights.

The retirements of Frasier and Foreman left a poorer group of contenders for Ali's title, but in 1978 he surprisingly lost to Leon Spinks. Ali won the rematch to win the World Heavyweight title for a third time. He remains the only boxer to do so.

He retired in 1979 and that should have been the end, but in 1980, aged 38, he tried to win the title for a fourth time. Ali's former sparring partner, Larry Holmes, took little pleasure in giving Ali a sound beating. Afterwards, Holmes wept at the deterioration in his hero and friend.

Ali's powers had gone, but he was allowed back, taking another beating in 1981 at the hands of the hard-punching Trevor Berbick. Ali refused to buckle, went the distance and lost on points, only his fifth defeat in 61 professional fights.

Aged 39, Ali retired for good. Symptoms of serious illness, evident at least three years before his last fight, were worsening. He was permanently tired, slurred his speech and his hands shook. In 1984 his condition was diagnosed as Parkinson's syndrome, a gradual deterioration of the nervous system from which people rarely recover.

The condition was brought on by too many blows to the head, particularly towards the end of his career.

It was shocking to see such decline in a wonderful athlete, but he faced the 'greatest trial of my life' with courage. Journalist Michael Parkinson wrote: 'A strong man became a fragile man, and yet his spirit remained like iron.'



Ali created and raised funds for the Muhammad Ali Parkinson's Center in Phoenix, Arizona. He supported many good causes and was dedicated to his faith. He believed that: 'The more we help others, the more we help ourselves.'

He faced his fears to make public appearances. At the opening ceremony of the 1996 Atlanta Olympics, he lifted the Olympic torch to the rim of the cauldron, his body shaking violently with the effort, causing many to cry openly at his courage. He also appeared at the opening ceremony of the 2012 London Olympics, helped from his wheelchair by his wife Lonnie to stand before the Olympic Flag.

Alongside his wonderful and ultimately tragic public life, Ali had a chaotic private life. He was married four times, had at least nine children, and made and lost several fortunes. In 2006, he sold his world image rights for £30 million to become financially secure.

Education Scheme

Part 6: Ali the Humanitarian

Despite the steady progression of Parkinson's disease, Muhammad Ali continued to support good causes, trying to make the world a better place. Here is a list of his attempts to help people in need.

1974: visited a Palestinian refugee camp in Southern Lebanon, offering his support for the Palestinians in their struggle to liberate their homeland.

1978: took part in 'The Longest Walk' protest march, supporting the rights of Native Americans.

1980: visited Kenya and persuaded the government to boycott (not go to) the Moscow Olympic Games in protest at the Soviet Union's invasion of Afghanistan.

1981: talked a suicidal man down from a ninth-floor ledge in Los Angeles.

1985: visited Israel to request the release of Muslim prisoners at a detainee camp. Israel refused to release them.

1987: launched the 200th birthday commemoration of the United States Constitution and Bill of Rights for the California Bicentennial Foundation.

1988: visited Sudan to raise awareness about the plight of famine victims.

1989: helped to raise funds at a charity event in India, organised by the Muslim Educational Society.

1990: went to Iraq before the Gulf War, persuading Saddam Hussein to release

American hostages in return for Ali's 'honest account' of Iraq to the USA.

1990: visited Nelson Mandela on his release from prison to show support for the abolition of apartheid in South Africa.



Nelson Mandela and Muhammad Ali

1995: visited North Korea as part of the International Sports and Cultural Festival for Peace.

1996: lit the flame at the 1996 Olympic Games in Atlanta, Georgia.

1996: partnered the Foundation for Education and Disarmament to visit Cuba, donating medicine worth \$500,000 for sufferers of Parkinson's disease. Defying a ban on U.S. citizens travelling to Cuba, he said: 'I hope this donation will pave the way for more understanding between the people of both countries.'

1998: began working with actor Michael J Fox, who also had Parkinson's disease, to raise awareness and fund research for a cure.

2002: visited Afghanistan on a three-day goodwill mission as the United Nations' 'Messenger of Peace'.

Education Scheme

2005: set up The Muhammad Ali Center in Louisville; its educational mission remains to preserve and share the legacy and six core principles of Muhammad Ali: Confidence, Conviction, Dedication, Giving, Respect, and Spirituality.

2015: made his final public statement, condemning jihadists who launched terror attacks in Paris as not 'true Muslims', and the politicians who tried to use the attacks to condemn the Muslim religion.

Although his illness made him less active in his later years, Muhammad Ali's combination of strength, determination and compassion remain an inspiration. He made time to talk to people, and his work reflected his positive attitude to life: 'If my mind can conceive it, and my heart can believe it – then I can achieve it.'

Muhammad Ali died from septic shock – very low blood pressure – on 3 June 2016 in Scottsdale, Arizona, aged 74. He was survived by his fourth wife, Lonnie, whom he married in 1986, and his nine children.

President of the United States, Barack Obama was one of thousands from around the world to pay their tribute:

'He was a man who fought for what was right ... He stood with King and Mandela; stood up when others wouldn't ... he had a unique ability to summon extraordinary strength and courage in the face of adversity ... he has shown us that through undying faith and steadfast love, each of us can make this world a better place. He is, and always will be, the Champ.'

Muhammad Ali's story will continue to inspire. His example, standing up for what is right against seemingly impossible odds, can give courage to us all.

Muhammad Ali's Recipe for Life

What would you like people to think about you when you are gone?

I'd like for them to say:

He took a few cups of **Love**,
He took one tablespoon of **Patience**,
One teaspoon of **Generosity**,
One pint of **Kindness**;
He took one quart of **Laughter**,
One pinch of **Concern**
And then he mixed **Willingness**
With **Happiness**.

He added lots of **Faith**,
And he stirred it up well.

Then he spread it over a span of A Lifetime,
And he served it to each and every Deserving Person he met.

Education Scheme

Part 3.1 Activity Sheet

Muhammad Ali

PART 1: Olympic Champion

1. How did Joe Martin respond when young Cassius Clay told him what he intended to do to the person who had stolen his bicycle? (paragraph 3)

a) Joe lectured Cassius about not taking the law into his own hands.

b) Joe offered to teach Cassius to box.

2. Why do you think Joe offered to teach Cassius to box?

a) Cassius intended to 'whup' the person who had stolen his bicycle and boxing would help to channel his aggression in a disciplined way.

b) Boxing is a positive way for youngsters, who might otherwise cause trouble, to spend their time.

c) Boxing would allow Joe the time to teach Cassius about respecting rules and not taking the law into his own hands.

d) Boxing within the rules requires the discipline and control that Cassius needed.

i) a, b and c

ii) a, c and d

iii) b, c and d

iv) a, b, c and d

3. What was it about Cassius that impressed Joe at the boxing gymnasium? (paragraph 3)

a) his talent

b) his humility

c) his self-belief

d) his effort

i) a, b and c

ii) a, c and d

iii) b, c and d

iv) a, b and d

4. Muhammad Ali said: 'I hated every minute of training, but I said, "Don't quit. Suffer now and live the rest of your life as a champion.'" What does this tell you about him?

a) He knew he was brilliant and could win on ability alone.

b) He was determined.

c) He was prepared to work hard.

d) He was cocky.

i) a and b

ii) a and c

iii) b and c

iv) b and d

Education Scheme

5. Why do the following sporting phrases apply to Muhammad Ali?

a) 'no pain, no gain'

b) 'if you fail to prepare, prepare to fail'

6. Which boxing title did Cassius Clay win in 1960? (paragraph 4)

- a) World heavyweight title b) World light-heavyweight title
c) Olympic heavyweight title d) Olympic light-heavyweight title

7. What does the incident at the restaurant when Cassius was refused entry tell you?

- a) The law of the United States gave restaurants a choice about whether or not they served Black people.
b) The law of the United States banned restaurants from serving Black people.

8. Why is Cassius's reply to the restaurant owner 'witty'?

- a) The verb 'serve' can mean:
i) the people to whom the restaurant would serve food
ii) the food that they would serve.
The restaurant owner intended the first meaning but Cassius pretended to misunderstand him, suggesting that he intended the second meaning.
- b) Cassius's reply ridiculed the restaurant owner, suggesting that he was so ignorant that he believed that Black people were cannibals.
- c) Cassius's reply was a form of revenge, humiliating the restaurant owner for his ignorance, just as Cassius was being humiliated by being refused entry.

- i) a and b ii) a and c iii) b and c iv) a, b and c

Education Scheme

9. The word 'hypocrisy' means to claim to believe one thing but to behave differently. How was the United States hypocritical towards Cassius after his title win in 1960?
(final paragraph)

10. The final paragraph describes Cassius's reaction to the unfair discrimination he suffered at the restaurant. It is the second example on this page of his instinct to fight injustice. What is the first example?

Part 2: World Heavyweight Champion

1. What were the main purposes of Cassius's pre-fight showmanship? (paragraph 2)

- a) to be boastful b) to be entertaining c) to confuse his opponents
- i) a and b ii) a and c iii) b and c

2. Use your ruler to draw straight lines that join the verse numbers to the 'events' that happen in Cassius's imagined boxing match with Sonny Liston.

Sonny is soaring over an ocean.

Verse 3

Sonny is hidden behind the moon.

Verse 5

Sonny has just entered space.

Verse 6

Sonny flies out of the boxing ring.

Verse 7

3. What is the greatest strength of this poem?

- a) its humour b) its rhymes c) its rhythms

Education Scheme

4. Why is the last line of the poem particularly clever?

a) The phrase 'total eclipse of the Sonny' brings to mind 'total eclipse of the sun', when the moon passes between the earth and the sun, suggesting that Sonny Liston has been punched beyond the moon.

b) 'Eclipse' can mean the disappearance from view of the sun behind the moon, but can also mean 'to be defeated by someone more powerful'.

c) It succeeds in its main purpose of suggesting that Sonny Liston was as brilliant as the sun.

i) a and b ii) a and c iii) b and c iv) a, b and c

5a) From the last paragraph, list four action verbs from the account of Cassius's boxing style.

5b) From the last paragraph, list four adjectives that describe Cassius's boxing style.

Part 3: Standing up for his Beliefs

1a) After converting to the religion of Islam, how did Muhammad Ali describe his previous name, Cassius Clay? (paragraph 1)

1b) Why did he describe his previous name, Cassius Clay, in this way? (paragraph 1)

2. What did Muhammad Ali do that showed he felt little loyalty to the United States? (paragraph 3)

Education Scheme

3. Why do you think it Muhammad Ali's refusal to fight in the United States' army is described as 'courageous'?

a) because he was a boxer

b) because he had a great deal to lose

c) because he had no personal reasons to fight against the in Vietnamese

d) because no other nationally famous person had spoken out against the war

i) a and b

ii) a and d

iii) b and c

iv) b and d

4a) Do you think Muhammad Ali was right to refuse to fight in the United States' army?

yes

no

4b) Why do you think this?

5. What did the Civil Rights movement aim to do? (column 2, paragraph 1)

6. Which sentence best describes American public opinion about Muhammad Ali's views concerning the war in Vietnam and Civil Rights? (column 2, paragraph 2)

a) American public opinion increasingly came to agree with Muhammad Ali.

b) American public opinion increasingly disagreed with Muhammad Ali.

c) American public opinion towards Muhammad Ali's views did not change.

7. Do you think Muhammad Ali would have been pleased by the decision of the Supreme Court? (last paragraph)

a) yes

b) no

Education Scheme

Part 4: Return to the Ring

1. Why was it particularly cruel on Muhammad Ali to be banned from boxing from 1967 and 1970? (paragraph 1)

2. When he returned to boxing in 1970, Muhammad Ali took more punches compared to earlier in his career. Why was this? (paragraph 1)

a) He wanted to show how determined he was.

b) He could not avoid punches as easily as he did.

c) He was older and slower.

d) His judgement of distance between himself and his opponent was less good.

i) a and b

ii) a and c

iii) b and c

iv) b and d

3. What did Muhammad Ali do in his first fight against Ken Norton that showed how brave and determined he was?

4. What strategy did Muhammad Ali use in his world title fight against George Foreman? (paragraphs 4 and 5)

a) all-out attack

b) attack, build a lead, then defend it.

c) all-out defence

d) defend then counter-attack

Education Scheme

Part 5: Three Times a Champ, and the start of his Greatest Fight

1. What two symptoms of a possible serious illness did Muhammad Ali show in 1978? (paragraph 1)

2. Complete the following list of boxers defeated by Muhammad Ali on the three occasions when he won, or won back the World Heavyweight title. (paragraph 2)

i) Sonny Liston (1964) ii) George Foreman (1974) iii) _____ (1978)

3. The first seven paragraphs make it clear that Muhammad Ali should not have been allowed to return to boxing in 1980. What rules would you put in place to make sure that this does not happen to any boxers in the future?

4. Find two things that Muhammad Ali did that show that, despite his failing body, his spirit remained strong. (paragraphs 8 and 9)

i) _____

ii) _____

Education Scheme

Part 6: Ali the Humanitarian

1. What do most of the people whom Muhammad Ali tried to help have in common?

- a) They were struggling or suffering in some way. b) They were powerful.
 c) They were wealthy. d) They were religious.

2. Complete the table below by writing the years in the box into the correct columns.

In the first column write the years in which Muhammad Ali took action to try to help or offer support for a person or people.

In the second column write the years in which he tried to help to promote peace.

1974	1978	1980	1981	1985
1988	1989	1990	1991	1995
1996	1998	2002	2005	

Years in Which Ali Tried to Help People	Years in Which Ali Tried to Spread the Word of Peace

3. From 'Muhammad Ali's Recipe for Life' write nine nouns that are qualities that Muhammad Ali tried to show.

Education Scheme

Extension Activity

Prepare a Talk about the life of Muhammad Ali

Prepare your talk about Muhammad Ali by dividing his life into four parts.

Part 1: His life before the Vietnam War

Part 2: The Vietnam War and his beliefs

Part 3: His return to boxing in 1970 until his retirement

Part 4: His life after boxing – his suffering and some examples of his humanitarian work.

In each part of his story, use incidents to show what his personality was like:

- determined
- humorous
- clever
- capable of mistakes
- a risk-taker
- spiritual
- courageous
- kind.

Education Scheme

Sporting Icons of African Heritage

Part 3.1 Muhammad Ali

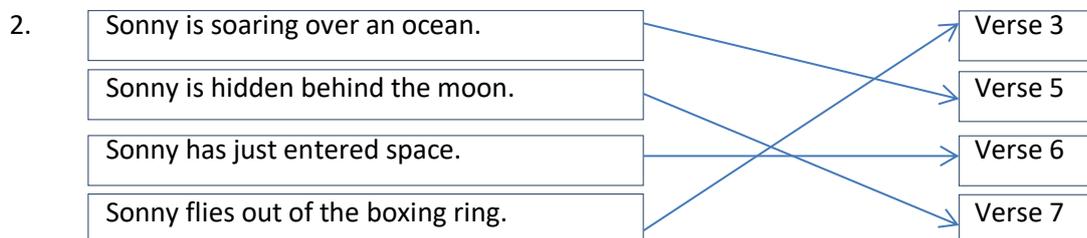
Answer Sheet

PART 1: Olympic Champion

1. b) Joe offered to teach Cassius to box.
2. iv) a, b, c and d
3. ii) a, c and d
4. iii) b and c
- 5a. 'No pain, no gain' applies to Muhammad Ali because he was prepared to train hard to gain the fitness he needed to become the best.
- 5b. 'If you fail to prepare, prepare to fail' applies to Muhammad Ali because he prepared as well as he could, as he was not prepared to fail.
6. d) Olympic light-heavyweight title;
7. a) United States law gave restaurants a choice about whether or not they served coloured people.
8. iv) a, b and c
9. The United States was hypocritical towards Cassius after his title win in 1960 because the country celebrated his success as Olympic champion but did not treat him like a champion, continuing to discriminate against him because he had Black skin.
10. The first example of Cassius's instinct to fight injustice is his determination to punish the person who stole his bicycle.

Part 2: World Heavyweight Champion

1. iii) b and c



3. a) its humour

4. i) a and b

5a. four verbs from: skipping; flicking; snaking; unleashing; float; sting

5b. four adjectives from: dazzling; lightning; stinging; unique; brilliant

Education Scheme

Part 3: Standing up for his Beliefs

- 1a. Muhammad Ali described his previous name, Cassius Clay, as his slave name.
- 1b. He described his previous name, Cassius Clay, in this way because Clay was the name of the slave owners given to his ancestors, who were among the millions shipped to America from Africa as enslaved people.
2. Muhammad Ali showed that he felt little loyalty to the United States by refusing to enlist for the army to fight in the Vietnam War.
3. iv) b and d
- 4a. child's choice of answer, 'yes' (Muhammad Ali was right to refuse to fight in the United States' army) or 'no' he wasn't.
- 4b. reason that explains answer to 4a
5. The Civil Rights movement aimed to end the segregation and discrimination suffered by Black Americans in the United States.
6. a) American public opinion increasingly came to agree with Muhammad Ali.
7. a) yes

Part 4: Return to the Ring

1. It was particularly cruel for Muhammad Ali to be banned from boxing from 1967 and 1970 because, aged 25 to 28, were some of his peak years as a boxer.
2. iii) b and c
3. Muhammad Ali fought the last ten rounds against Ken Norton with a broken jaw.
4. d) defend then counter-attack;

Part 5: Three Times a Champ, and the start of his Greatest Fight

1. Muhammad Ali had started to slur his speech and his body movements had started to slow.
2. iii) Leon Spinks (1978)
3. Child's list of rules that would make sure that no other boxers are allowed to fight when they are showing symptoms of illness. Suggest: tough medical tests to ensure that boxers are physically fit in every way/not suffering from any illnesses.
4. i) Muhammad Ali created and raised funds for the 'Muhammad Ali Parkinson's Center'.
ii) Muhammad Ali lit the Olympic Flame at the 1996 Olympic Games.

Education Scheme

Part 6: Ali the Humanitarian

1. a) They were struggling or suffering in some way.

2.

Years in Which Ali Tried to Help People	Years in Which Ali Tried to Spread promote Peace
1974	1980
1978	1995
1981	2002
1985	
1988	
1989	
1990	
1991	
1996	
1998	
2005	

3. Love; Patience; Generosity; Kindness; Laughter; Concern; Willingness; Happiness; Faith

Extension Activity:

In this activity children are instructed to prepare a talk about Muhammad Ali:

- divide their talk about Muhammad Ali's life into four parts
- to use incidents in his life to illustrate facets of his personality.

Education Scheme

Part 3.2 Resource Sheet

Wilma Rudolph

PART 1: Childhood Illnesses



Wilma Rudolph was born prematurely on 23 June 1940 at Saint Bethlehem, Tennessee, in the United States. Weighing just 4.5 pounds, she was the 20th of 22 children and step-children in her family. Her father, Ed, was a railway porter and her mother, Blanche, was a maid. With so many children to support, there was little money to spare and they lived close to the breadline.

Most of Wilma's difficult childhood was spent in bed. Aged four she contracted the polio virus, which paralysed her for a time, and caused her left leg and foot to become twisted. To correct this she had to wear a brace on her leg. The brace came off when she was nine, but she had to wear an orthopaedic shoe for two years after that.

Wilma hated the brace on her leg and tried to remove it whenever she could. Her brothers and sisters took turns to massage her leg. Every week her mother took her on a trip to Nashville, 45 miles away, for treatment.

At the age of 11, after years of treatment, Wilma could walk normally. Her brothers set up a basketball hoop in the yard and her mother recalled: 'After that it was basketball, basketball, basketball.'

However, aged 12, Wilma suffered further setbacks when she contracted polio and scarlet fever.

It is testimony to her determination that, in 1953, with her illnesses and treatments finally behind her, Wilma was selected for her high school basketball team. Playing for them, she was spotted by Tennessee's leading athletics coach, Ed Temple. He immediately saw that Wilma was a remarkable, natural athlete. Tall, slim and leggy, she ate up the ground with her long, springy stride.

Wilma had done a little running between basketball seasons, but for the next two summers she trained as part of Ed Temple's Tennessee athletics squad. She soaked up advice and trained hard – running itself was joyful fulfilment of her childhood dreams.

Education Scheme

PART 2: Olympic Champion



Wilma wins the 100 metres final at the 1960 Olympic Games in Rome

The trailblazer for African-American women athletes was Alice Coachman. She was the first Black woman to win Olympic gold when she set a new world high jump record at the 1948 Olympics in London. She would almost certainly have won more medals but for World War II which caused the cancellation of the 1940 and 1944 Olympics.

In 1956 Wilma, aged 16 and still at high school, followed in Alice's footsteps as part of the United States 4 × 100 metres relay team at the Melbourne Olympic Games, winning a bronze medal.

A successful Pan American Games in 1959 confirmed that Wilma was close to her peak and ready for the 1960 Olympic Games in Rome.

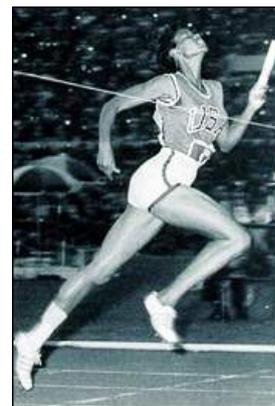
She emerged as the star of Games. In the 100 metres final she finished three metres ahead of her nearest rival, only a strong tailwind denying her a new world record. She then qualified for the 200 metres final with a new Olympic record of 23.2 seconds, before storming to another gold medal in the final.



Wilma leaves the blocks at the start of the 200 metres final at the Rome Olympics

In the heats of the 4 × 100 metres relay the all-Tennessee team of Wilma, Martha Hudson, Lucinda Williams and Barbara Jones set a world record of 44.4 seconds.

In the final, a poor baton pass left Wilma in second place, but she ran an amazing final leg to overtake the Germans and lead the United States to victory. Less than ten years after she first walked properly, without a brace or orthopaedic shoe, Wilma was the star of the Olympics and hailed as 'the fastest woman in history'.



Wilma was the first female American track and field athlete to win three Olympic gold medals, emulating her hero and inspiration, Jesse Owens, the star of the 1936 Berlin Olympics.

Education Scheme

PART 3: Life after Athletics

The 1960 Rome Olympics were the first to be televised internationally. The coverage made Wilma an international star. Her achievements raised the profile of women's athletics to a major sport in the United States.

On her return home, the Governor of Tennessee, Buford Ellington, invited Wilma to a civic celebration. Ellington, however, strongly supported the segregation of Blacks from Whites. For this reason, Wilma refused his invitation, saying she would not attend a segregated event. Instead, a parade and banquet was held in her hometown of Clarksville to which all were invited, and everyone could mix with everyone else. It was the first integrated event Clarksville had ever seen. By insisting that the event could be attended by all people of all races, Wilma was seen to be a supporter of Civil Rights and women's rights.

In 1961 Wilma became the first Black woman to win the James E. Sullivan Award, America's highest honour in amateur athletics. She was also the Associated Press's female athlete of the year in 1960 and 1961.

Still at her peak, Wilma retired from track competition in 1962, aged 22.

After that, she had various jobs, working as a teacher, head of a community centre, athletics coach, United States' goodwill ambassador to French West Africa, sports

commentator and television presenter. She also created the Wilma Rudolph Foundation, a not-for-profit company that sponsored athletics training and competitions for underprivileged children.

Wilma was also married twice and had four children.

Wilma continues to be remembered as one of the all-time great athletes. In 1973 she was inducted to the National Black Sports and Entertainment Hall of Fame. This was followed by inductions to the National Track and Field Hall of Fame in 1974, the United States' Olympic Hall of Fame in 1983, and the National Women's Hall of Fame in 1994. In 2000, when lists of athletes of the 20th century were produced, she was named as the greatest athlete from Tennessee and 41st among world athletes.

In 1994 Wilma's mother died and shortly afterwards, in July 1994, Wilma was diagnosed with a brain tumour – a type of cancer. Just four months later, on November 12, 1994, she died. She was 54.

Wilma is buried in Clarkesville. Thousands of mourners attended a memorial service in her honour. Across Tennessee, the state flag flew at half-mast.

Bill Mulliken, one of her 1960 Olympics teammates, recalled her 'extraordinary calm and grace ... she was beautiful, she was nice, and she was the best.'

Education Scheme

PART 4: Wilma's Legacy



Wilma's success and popularity paved the way for other African-American athletes, especially women, giving courage and belief to those suffering from prejudice and discrimination and inspiring girls from all backgrounds to emulate her.

Among those she inspired were Florence Griffith Joyner, who won three gold medals at the 1988 Seoul Olympics, and Jackie Joyner-Kersey, who won six Olympic golds in the 1990s. Both acknowledged Wilma as their greatest influence. Wilma would remind them 'the most important aspect is to be yourself and have confidence in yourself ... the triumph can't be had without the struggle ... the secret is learning how to lose. Nobody goes undefeated all the time. If you can pick up after a crushing defeat, and go on to win again, you are going to be a champion someday.

'Never underestimate the power of dreams and the influence of the human spirit. We are all the same ... the potential for greatness lives within each of us.'

Wilma is honoured and remembered in:

- Wilma Rudolph Boulevard (part of Route 79 in Clarksville)
- Wilma G Rudolph Residence Center (at Tennessee University)
- Tennessee's Wilma Rudolph Day (23 June, Wilma's birthday)
- Wilma Rudolph Courage Award (for the female athlete who shows great bravery in her performance, overcomes adversity and is an inspiration and role model to those facing challenges – the first winner was Jackie Joyner-Kersey in 1996)
- a Wilma Rudolph life-size bronze statue in Clarksville
- Wilma Rudolph Oberschule, a school in Berlin
- A United States postage stamp.

Wilma's life story has been told in a 1977 television film, *Wilma*, and in a 2015 film made for schools, titled *Unlimited*.

So she continues to inspire. Strong, determined, positive and cheerful, she overcame her crippled, bed-ridden, poverty-stricken childhood, and the discrimination and prejudice faced by women and by African-Americans, to become the greatest athlete of her time.

A role model to girls of all races in the United States and beyond, she also strengthened the Civil Rights cause in the United States. How could an individual who achieved such greatness continue to be treated as second class citizens because she had Black skin?

Education Scheme

Part 3.2 Activity Sheet

Wilma Rudolph

PART 1: Childhood Illnesses

1. Why did Wilma need to wear a brace on her leg and, later, an orthopaedic shoe? (paragraph 2)

2. Find two pieces of evidence in paragraph 3 that Wilma had a supportive and loving family.

i) _____

ii) _____

3. Write two words to describe how you think Wilma felt, being able to run around and play sports after a childhood when she could not walk properly. (paragraph 3)

4. When Ed Temple saw Wilma playing basketball, what impressed him the most?

a) her shooting

c) her passing

b) her dribbling

d) her running

Education Scheme

PART 2: Olympic Champion

1. Which event delayed Alice Coachman's opportunity to compete in the Olympic Games? (paragraph 1)

2. Why is Alice Coachman described as a 'trailblazer'? (paragraph 1)

a) Her chance to compete in the Olympic Games came quite late in her life.

b) She competed in the 1948 London Olympics.

c) She was the first Black woman to win Olympic gold.

d) She set a new world high jump record.

3. In which **two** countries and continents did Wilma compete in the Olympic Games? (paragraphs 2 and 3)

a) Japan in Asia

c) Italy in Europe

b) Australia in Australasia

d) United States in North America

4. List the events in which Wilma won a gold medal at the 1960 Rome Olympics.

i) _____ ii) _____

iii) _____

5. Wilma's story is a good story because of the spectacular change in her physical abilities and her fortunes. There are many stories in different genres that involve spectacular changes of fortune for a main character. Complete the table below to write an example of such a story from each of the genres in the first column.

Genre	Title of Story	Character(s) whose Fortunes Change
Bible Stories		
Fairy Tales		
Myths and Legends		
Children's Stories		
Shakespeare		
Television Series		

Education Scheme

PART 3: Life after Athletics

1a) Why did Wilma reject Governor Buford Ellington's invitation to a civic reception?
(paragraph 2)

1b) How did the event that was held in Clarkesville differ from the event planned by Governor Buford Ellington? (paragraph 2)

1c) Do you think Wilma was right to reject Governor Buford Ellington's invitation?

i) yes

ii) not sure

iii) no

1d) Give one reason to explain your answer to 1c above.

2. Find one clue from the second column that Wilma was loved and respected right to the end of her life.

Education Scheme

PART 4: Wilma's Legacy

1. Which of the following sentences contain advice that Wilma gave to Florence Griffith Joyner and Jackie Joyner-Kersey? (paragraphs 2 and 3)

- a) Believe in yourself.
- b) Compete fairly.
- c) Responding positively to defeat is more important than losing, as everybody loses eventually.
- d) Chase your ambitions with determination and confidence and you can achieve greatness.

i) a, b and c ii) a, b and d iii) a, c and d iv) b, c and d

2. From information in the last paragraph, what do you think the Civil Rights movement in the United States campaigned for?

3. Read paragraph 6. What can you learn from Wilma's story that can help you with your own life?

4a) Below is a list of personal qualities that Wilma developed during her difficult childhood. Circle the one that you think was the most important in helping her to become a world class athlete.

courage determination perseverance ambition

4b) Write one reason to explain your choice of word from 4a above.

Education Scheme

Extension Activity

Plan an interview with Wilma Rudolph about her life.

1. Write a list of questions for the interviewer.
2. Discuss the answers that will tell the audience about Wilma's life.
3. Practice your interview:
 - one or more of your group as interviewer
 - one or more of your group taking the part of Wilma Rudolph, perhaps each taking a different part of her life
 - include the personal qualities that Wilma showed and developed in overcoming her childhood illnesses that helped her to become 'the fastest woman on the planet'
 - try to make the interview as natural as possible.
4. Perform your interview for the rest of your class.

Education Scheme

Sporting Icons of African Heritage

Part 3.2 Wilma Rudolph

Answer Sheet

PART 1: Childhood Illnesses

1. Wilma needed to wear a brace on her leg and, later, an orthopaedic shoe because she contracted the polio virus, which paralysed her for a time, and caused her left leg and foot to become twisted. The brace and orthopaedic shoe corrected the problem.

2. i) Wilma's brothers and sisters took turns to massage Wilma's leg.
ii) Wilma's mother took her to Nashville, 45 miles away, for treatment every week

3. Child's choice of two words to describe how Wilma felt, being able to run around and play sports after a childhood when she could not walk properly. Suggest two from:

joyful; overjoyed; happy; elated; exuberant; excited

4. d) her running

PART 2: Olympic Champion

1. World War II

2. c) She was the first Black woman to win Olympic gold.

3. b) Australia in Australasia; c) Italy in Europe

4. i) 100 metres ii) 200 metres iii) 4 × 100 metres relay

5. Child's choice of answers, completing the table with an example of a story involving spectacular changes of fortune for a main character from each of the genres. (possible examples in table below)

Genre	Title of Story	Character(s) whose Fortunes Change
Bible Stories	The Easter Story Joseph and his Amazing Coloured Coat Samson and Delilah	Jesus Joseph Samson
Fairy Tales	Cinderella Snow White and the Seven Dwarfs Beauty and the Beast	Cinderella Snow White The Beast
Myths and Legends	The Labours of Heracles The Trojan Horse King Midas Pocahontas	Heracles The Trojans Midas Pocahontas; John Smith
Children's Stories	Harry Potter and the Philosopher's Stone The Lion, the Witch and the Wardrobe Black Beauty The Jungle Book	Harry Potter Aslan Black Beauty Mowgli
Shakespeare	Hamlet Othello A Midsummer Night's Dream	Hamlet Othello Titania

Education Scheme

Television Series	The Demon Headmaster Doctor Who (any adventure) The Story of Tracey Beaker Any current soap opera	Dinah Glass Doctor and companion Tracey Beaker; Justine Littlewood Characters central to current storylines
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PART 3: Life after Athletics

1a. Wilma rejected Governor Buford Ellington's invitation to a civic reception because he supported segregation and the event would have segregated Blacks from whites.

1b. The event in Clarkesville differed from the event planned by Governor Buford Ellington because it was integrated, with Black and White skinned people able to mix freely.

1c. Child's choice about whether, in their opinion, Wilma was right to reject Governor Buford Ellington's invitation – yes, not sure or no.

1d. A reason that explains child's choice of answer to 1c above. Suggest the most likely answer is 'yes' because Wilma believed in equality and segregation. To accept Buford Ellington's invitation would have been to publically accept/approve segregation.

2. One clue that Wilma was loved and respected right to the end of her life from:

- she was inducted into the National Women's Hall of Fame in 1994, the year of her death
- thousands attended her memorial service
- across Tennessee the state flag flew at half-mast when she died
- Bill Mulliken's heartfelt tribute 'she was beautiful, she was nice, and she was the best.'

PART 4: Wilma's Legacy

1. iii) a, c and d

2. The Civil Rights movement in the United States campaigned for Blacks to enjoy the same rights and freedoms as whites, without prejudice or discrimination.

3. Suggest that children can learn that, with courage, determination and patience, they can overcome adversity to achieve their ambitions.

4a) Child's choice of the most important personal quality that Wilma developed during her childhood that helped her to become a world class athlete from:
courage; determination; perseverance; ambition

4b) One reason to explain choice of word from 4a above.

Extension Activity

Preparation and performance of an interview with Wilma Rudolph about her life.

Education Scheme

Part 3.3 Resource Sheet

Learie Constantine

PART 1: Escape from Prejudice in Trinidad

Learie Constantine was born in Trinidad in 1902. His family had risen from slavery and British colonialism. His father, Samuel Lebrun Constantine, was a cocoa plantation overseer. He was also a talented cricketer and had toured England with the West Indies cricket teams of 1900 and 1906. In Trinidad, according to writer CLR James, opportunities were very limited for young Black men. Cricket was one of very few ways to progress through the prejudice based on social class, caste and race.

As a young amateur cricketer, Learie Constantine played for Shannon, a club for lower-middle class Black and Asian cricketers. Blessed with immense natural ability, he was selected for the West Indies' 1923 tour of England. He had little success on the tour and realised that he needed to improve. On his return home, he worked hard to develop his fitness and skill, becoming a faster, more accurate bowler, a more powerful batsman, and an agile and brilliant fieldsman. Learie turned his talent into effective performance by practising hard and often.

On the West Indies' next tour of England in 1928, Learie was devastating against the counties, scoring 1381 runs, taking 107 wickets and 70 catches. His performances persuaded Lancashire League club Nelson to sign him as their professional for 1929.

PART 2: Nelson

Nelson is a typical Lancashire town, built around its cotton mills. Cricket in the summer is part of the town's way of life. Complying with the rules of the Lancashire League, Nelson's team comprised ten local lads and one professional.

With average crowds of over 2000 and only one player to pay, the Lancashire League clubs could afford to sign the world's best players. Learie's contract at Nelson made him one of Britain's highest-paid sportsmen. His salary for the season was £600. In addition, he was paid £1 every time he scored a 50 or took 5 wickets in a game. Such performances also earned him a collection from spectators.



Learie Constantine walks out to bat before a huge crowd at Nelson

Education Scheme

Learie Constantine was the biggest attraction in club cricket that Britain has ever known. His fast bowling from a high smooth action, his attacking, hard hitting batting and his miraculous running, throwing and catching made him the most spectacular, attractive cricketer in the world. *Wisden* wrote of him:

‘In the deep he picked up while going like a sprinter and threw with explosive accuracy ... he amazed everyone by his speed and certainty in making catches which seemed far beyond reach. His movement was so joyously fluid and...acrobatic that he might have been made of springs and rubber.’

Crowds flocked to see him from far and wide. In 1929 over 100,000 spectators attended Nelson’s 13 home matches – about 8000 per game. Similar numbers attended their away matches, valuable funds for every club in the League. The home match against Nelson kept several clubs afloat financially.

As the Wall Street Crash of 1929 and the resulting Great Depression of the 1930s devastated the industry of the cotton mill towns of north east Lancashire, Learie became indispensable.

At Nelson, Learie was chief entertainer, leader, advisor, hero and celebrity. He attracted national and international recognition to the town, bringing a sense of pride, prestige and importance to the community, in a way that only sport can do.



Learie launches an explosive cover drive in the nets at Nelson.

Learie spent nine seasons at Nelson, 1929 to 1937, during which they won the Lancashire League Championship seven times and were runners-up twice. They also won the knockout cup, called the Worsley Cup, twice. Among many outstanding performances, he took 10 for 10 as Accrington were bowled out for 12 in 1934. They are still the best bowling figures in the history of the League. In 1937 he hit 192 at East Lancashire, including 26 from one over. Naturally, such a player was copied by local youngsters, helping the League to go from strength to strength.

Such was Learie’s impact that it became a Lancashire League tradition to sign the world’s best players for the next 60 years. These players included other great West Indians such as George Headley, Everton Weekes, Clive Lloyd, Lance Gibbs, Michael Holding and Viv Richards. To a lesser extent, other cricket leagues copied the Lancashire League’s blueprint. Later in his career Learie was professional for Rochdale in the Central Lancashire League, and for Windhill in the Bradford League.

Education Scheme

PART 3: Forming Views about Prejudice



Learie was the Lancashire League's first Black professional and the first Black man most people in north east Lancashire had seen. He was shocked by comments that today would be racist, but at that time were, in the main, made in the ignorant assumption that white people were superior.

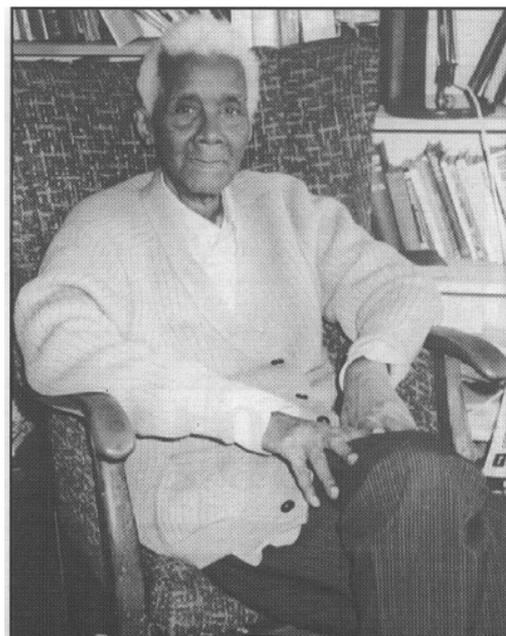
In Learie's first season at Nelson, a man in the street asked: 'Has ta' bin down t'coal 'oil, mister?' When this was translated, Constantine almost packed his bags, but was counselled by his wife, Norma: 'Give them a chance to get used to us...They may grow to accept us, even to like us.'

Learie learned to gently mock people who spoke to or treated him unfairly because of his Black skin, as on the occasion when a bus conductor tried to overcharge him. 'The conductor asked me one shilling and threepence for the fare. I knew it should only be a shilling and I told him so.

"No," replied the conductor, "you're wrong. It's one shilling and threepence." So I turned to the white lady sitting next to me and asked: "Do you know the fare?" She said "Yes, you are quite right – it is one shilling." So I smiled at the conductor and said: "Now do you believe me – now that you have got it in Black and White."

In 1932, Learie and his wife, Norma, took in West Indian writer CLR James as a lodger at their Nelson home. CLR James wrote of Learie: 'He revolted against the revolting contrast between his first-class status as a cricketer and his third-class status as a man.' Encouraged by James, Learie began to use his sporting fame to fight against colour prejudice. He did so with great dignity, guided by his principles of equality and fairness:

'I don't think about Black men or white men or yellow men; only about good men, indifferent men and bad men.'



CLR James

Education Scheme

Learie liked the Lancashire League's stated aim of making cricket accessible to all, based purely on ability. He preferred the company of the League's working class amateurs to English county cricket's upper class amateurs, who were segregated from their working class professional teammates.

'In league cricket ... players mix and are friendly. You do not find amateurs coming out of one exit and being called 'Mister' and the pros creeping out elsewhere...nor do you find any colour bar (parts of the ground where Black people cannot go). A cricketer is just a cricketer and nothing else.'

Learie was fair and patient in coaching and encouraging his Nelson colleagues, school children and women. Among the women he coached was Burnley Cricket Club's Betty Snowball, the outstanding wicketkeeper among the first generation of England Women cricketers. At a time when women cricketers were viewed as a novelty, perhaps even a bit odd, Learie had no qualms about coaching Betty.

'As a wicketkeeper she was unique. I was still bowling very fast when she was my pupil ... and sent down balls that would have been treated with respect by any international 'keeper. She never was at all afraid of the speed or bounce ... one of the quickest learners I ever taught.'

Betty Snowball took 'aggressive inspiration' from Constantine. She opened the batting and kept wicket for England in the first ever women's Test Match at Brisbane in 1934, and hit the highest score by an English woman, 189 against New Zealand in Christchurch. In ten Test

Matches either side of the war, she averaged 40 runs per innings with the bat and took 21 victims behind the stumps.



Betty Snowball

Constantine made many lifelong friends and changed the views of thousands about Black people and race in north east Lancashire.

'Looking back on my cricketing days in the league I know that for every one insult there were ten thousand human expressions of warmth and friendship towards me.'

In 1937 when news leaked that Constantine and Nelson had agreed a friendly parting after nine seasons...

'...I could not walk half a mile through the streets without being stopped literally hundreds of times by all sorts of people I didn't know...men, women and even youngsters begging me to stay.'

Education Scheme

PART 4: Fighting Prejudice

Learie Constantine's Test Match career ended in 1939. His international record was disappointing for a player of his ability, but he signed off with a good performance, taking five wickets and scoring 79 at The Oval in the last pre-war Test Match.

During World War II Learie was a welfare officer for the Ministry of Labour in the north-west, based in Liverpool. Looking after the interests of West Indians coming to assist the war effort, he regularly dealt with unpleasant discrimination. He was praised for the quality of BBC radio broadcasts he made to the West Indies, encouraging African-Caribbean soldiers to join the war effort.



Learie and Norma at the BBC

He also joined the 'League of Coloured Peoples' which fought discrimination in Britain, later becoming its President.

Learie struck a great blow against racism in during the war. In August 1943 he was in London to captain the Dominions XI against England in a match at Lord's to raise funds for war charities. Learie, Norma and their teenage daughter Gloria were staying at the Imperial Hotel in

Russell Square. White servicemen from the United States complained about staying in the same hotel as a Black family. After one night, the hotel threw the Constantines out. There were no race laws in 1944, but Learie, who was studying to work in the law, took the hotel owners to court for breach of contract. He won 5 guineas damages from the hotel for 'failing to receive and lodge them'. More importantly than the money, the case set a precedent that the law would support people against some forms of racism. It was a major breakthrough.

Learie retired from League cricket after leading Windhill to the Bradford League title in 1949, and moved from Nelson to London where he could be more influential.



Blue plaque at Learie Constantine's Nelson home

Education Scheme

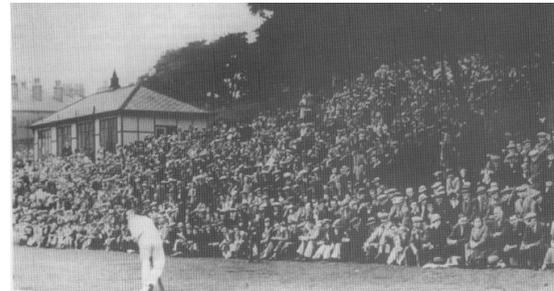
Learie's position as figurehead against discrimination took on greater significance after the British Nationalities Act of 1948. This Act gave British citizenship to 700 million people of the Commonwealth, inviting them to come and help rebuild Britain during the labour shortage that followed World War II. Its effects contributed substantially to Britain's diverse and multi-cultural society of today.

Learie was invited to become a member of the Race Relations Board, and helped to write the UK's first Race Relations Acts, passed in 1965 and 1968. These Acts made it illegal to encourage racial hatred or to discriminate against anyone because of their 'race, colour, nationality, or ethnic origin.' Learie played his part in the UK becoming a comparatively racially tolerant country, a refuge, for example, for Gujarati Indians expelled by Ugandan dictator Idi Amin in 1969.

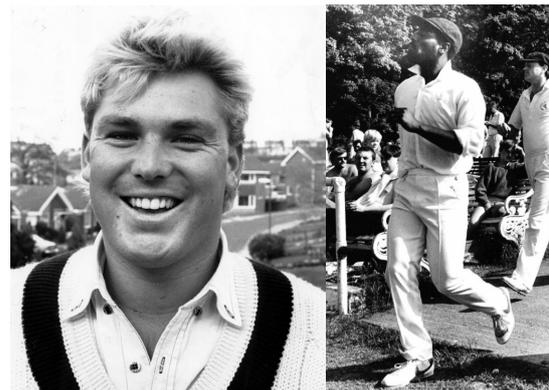
Learie also represented Trinidad and Tobago in talks that led to his homeland gaining independence in 1962, and became its first High Commissioner in London. Locally, he established the Learie Constantine Centre for the Brent Community Relations Council.

Meanwhile, Learie's legacy to the Lancashire Cricket League continued. It is the most famous cricket league in the world, and for many years had the finances, ground infrastructure and playing strength to match. Until the 1990s, outside county cricket, it was the number one choice for most overseas

professionals who sought a combination of experience and payment from the English summer. No club either joined or left the Lancashire League in 120 seasons from 1897 to 2016, a world-record for any league in any sport.



A huge crowd at Lancashire League cricket club, Rawtenstall



Two international cricketers who followed in Learie Constantine's footsteps as professionals in the Lancashire League, Shane Warne (left) and Viv Richards (right)

CLR James traced the rise of West Indian cricket from the 1950s onwards to 'the high fees paid to players by the English leagues.' In turn, the growing pride in West Indian nationalism was fuelled in part by the successes of the West Indies cricket team.

Education Scheme

Learie Constantine was awarded the M.B.E. in 1947, qualified as a barrister in 1954, and was a governor of the BBC and a member of the Sports Council in the 1960s. He was knighted in 1962, and in 1963 he was made an honorary Master of the Bench and a freeman of the borough of Nelson. In 1969 he became the first person of African descent to become a member of the House of Lords. He chose the title 'Baron Constantine of Maraval in Trinidad and of Nelson in the County Palatine of Lancaster'.

Learie died of bronchitis in July 1971, aged 69. In 1972 Trinidad posthumously awarded him the Trinity Cross, his country's highest honour.

Cricket was the springboard from which Learie rose above and fought prejudice. The dignity and intelligence he learned to show in tackling the prejudice directed at him were transferred to the national stage for the common good. He was, in the words of Nelson Cricket Club supporter and journalist, Noel Wild:

'...the man who came to us from a slave background and ended up in the House of Lords.'



1969:

*Learie Constantine at his investiture
as the first Black peer
to enter the House of Lords*

Education Scheme

Part 3.3 Activity Sheet

Learie Constantine

PART 1: Escape from Prejudice in Trinidad

1. How did Learie Constantine's father, Lebrun, earn a living in 1902? (paragraph 1)

2a) Was the Constantine family better off or worse off in 1902 than it had been in previous generations, or had there been little change? (paragraph 1)

i) better off ii) worse off iii) little change

2b) Explain how you know this. (paragraph 1)

3. Which word in paragraph 1 explains why 'opportunities were very limited for young Black men' in Trinidad'?

a) slavery b) talented c) progress d) prejudice

4. Compared to other ways of earning a living, did cricket provide a fairer chance, or a less fair chance for young Black men in Trinidad to show their talents and succeed?

(paragraph 1)

a) a fairer chance b) a less fair chance

5. What does Learie's approach to cricket after the West Indies' 1923 tour of England tell you about him? (paragraph 2)

a) He was determined. b) He was happy that he was talented enough to succeed.
c) He was ambitious. d) He realised that talent without hard work was not enough.

i) a, b and c ii) a, c and d iii) b, c and d iv) a, b, c and d

6. How did Learie perform on the West Indies tour of 1928 compared to their tour of 1923? (paragraphs 2 and 3)

a) less well b) just as well c) better

Education Scheme

PART 2: Nelson

1. What was the main industry in Nelson? (paragraph 1)

- a) coal b) wool c) cotton d) steel

2. What was Learie's salary at Nelson in 1929? (paragraph 2)

- a) £6 b) £60 c) £600 d) 6000

3. £1 in 1929 is worth almost £60 at today's values. What would Learie's salary at Nelson be worth today?

- a) £36 b) £360 c) £3600 d) £36,000

4. Read the first paragraph and the quote from *Wisden* at the top of page 2. Write three phrases from this section that tell you that, as well as his cricket skills, Learie was very athletic.

- i) _____
- ii) _____
- iii) _____

5. Fill in the three missing numbers in the following table to calculate the money paid by a Nelson crowd of 8000 in 1929, if the entrance money for each spectator was 6d (6 pennies). (There were 12d (12 pennies) in one shilling and 20 shillings in £1.)

Number of Spectators	Amount Paid
1	6d
2	12d (1s)
40	20s (£1)
	£10
	£20
8000	

Education Scheme

6. Read page 2, paragraph 3. The following sentences explain why the Great Depression of the 1930s helped to make Learie Constantine 'indispensable', but they are in the wrong order. Write numbers 1 to 7 next to them to give their correct order.

Sentence	Number Order
The Lancashire cotton mills made some workers redundant and others part time.	
With fewer orders for their goods, the Lancashire cotton mills did not need to make as many goods as they had previously, and so did not need as many workers as they had previously.	
The 1929 Wall Street Crash – a huge fall in the value of stocks and shares on the United States' stock exchange – caused the Great Depression of the 1930s.	
Even in hard times, when many people had little money to spare, Learie Constantine was able to attract very good crowds to Nelson's cricket matches.	
The local people had less money to spend on leisure time activities such as watching cricket.	
The Great Depression made it harder for the Lancashire cotton mills to sell their goods.	

7. There were no televisions, no internet and no mobile telephones in 1929. Write one reason why the lack of these forms of electronic communications and entertainment might have made people more excited about going to see Learie Constantine play in 1929 than they would be about going to watch a similar cricketer play today.

Education Scheme

PART 3: Forming Views about Prejudice

1. What does the first sentence of paragraph 1 tell you about Britain in 1929?

- a) Britain was more multi-racial in 1929 than it is today.
- b) Britain was less multi-racial in 1929 than it is today.
- c) Britain was just as multi-racial in 1929 as it is today.

2. Read the two stories that show the sort of racism suffered by Learie, one from his first season that happened in the street, and one from sometime in the 1930s that happened on a bus. Write 'street' or 'bus' next to the descriptions of Learie's reactions to these incidents.

- a) Learie reacted angrily. _____
- b) Learie reacted with humour. _____
- c) Learie made fun of the man who offended him. _____

3. Write in your own words what CLR James meant when he wrote that Learie 'revolted against the revolting contrast between his first-class status as a cricketer and his third-class status as a man.' (paragraph 5)

4a) Learie said: 'I don't think about Black men or white men or yellow men; only about good men, indifferent men and bad men.' Do you think this is a good principle to live by?

- i) yes ii) no

4b) Why do you think this?

Education Scheme

5. Several reasons are given that explain why Learie preferred to play league cricket rather than first class county cricket. Which of the following, a to e, is NOT one of the reasons given? (paragraph 1 on the second page of this part, including Learie's quote)

- a) because players were selected purely on ability in league cricket
- b) because the standard of play was better in league cricket
- c) because players were segregated according to their social class in first class cricket but were not in league cricket
- d) because he found league cricketers to be friendly
- e) because there was no 'colour bar' at league cricket grounds

6. Write three words to describe the qualities that Learie showed through his coaching. (paragraph 2 of the second page of Part 3)

7. Draw straight lines with your ruler to match the adjectives that describe Betty Snowball on the left with the evidence on the right.

(paragraph 2 of the second page of Part 3, including Learie's quote)

courageous

'one of the quickest learners I ever taught'

talented

'She never was at all afraid of the speed or bounce'

intelligent

'She opened the batting and kept wicket for England'

8. Which word or phrase best describes the proportion of people from whom Learie experience racism in north east Lancashire? (next to last paragraph)

a) most people

b) half the people

c) hardly any people

d) no people

9. Learie was the only Black person that many people of north east Lancashire had met. What do you think they learned from him about people of different races?

Education Scheme

PART 4: Fighting Prejudice

1. What are you told about the England v West Indies Test Match at The Oval in 1939? (paragraph 1)

a) It was Learie's last Test Match.

b) Learie had a good Test Match career but a poor last match.

c) It was the last Test Match before World War II.

i) a and b ii) a and c iii) b and c iv) a, b and c

2. Find two ways in which Learie helped Britain's war effort during World War II. (paragraph 2)

i) _____

ii) _____

3a) Why was Learie Constantine in London in August 1943? (paragraph 4)

i) to broadcast for the BBC ii) to enlist for the army
iii) to fight discrimination iv) to raise money for war charities

3b) Why did the United States servicemen complain to the management of the Imperial Hotel? (paragraph 4)

3c) How did the hotel management respond to the complaint? (paragraph 4)

Education Scheme

3d) What is your opinion about the complaint made by the servicemen and the response of the hotel management?

3e) On what grounds did Learie take the hotel owners to court? (paragraph 4)

i) Breaking laws about racism

ii) Breach of the contract to receive and lodge guests

iii) Theft

3f) Why was this legal case very important? (paragraph 4)

i) It was the first time the law had supported Black people against racism.

ii) Learie and his family were awarded 5 guineas.

iii) The hotel owners breached their contract.

iv) The United States servicemen were insensitive and racist.

4a) What did the British Nationalities Act give to the 700 million people of the Commonwealth? (page 2 of this Part of the resource, paragraph 1)

4b) Why was the British Nationalities Act passed?

(page 2 of this Part of the resource, paragraph 1)

4c) Write one reason that could explain why Britain had too few workers after World War II.

Education Scheme

5a) The ancestors of many modern day British families came from the Caribbean and South Asia to Britain after the British Nationalities of 1948 was passed, in part to help Britain expand its labour force. Do you think it would help tolerance and understanding between people of different ethnic backgrounds and colours of skin if this piece of history was more widely known?

yes

no

5b) Write one reason to explain why you think this.

6. Learie Constantine helped to write Britain's first Race Relations Acts of 1965 and 1968. What did these Acts make illegal? (page 2 of this Part of the resource, paragraph 2)

7. Why was Learie Constantine a good person to be involved in writing Britain's first Race Relations Acts?

a) He was Trinidad's first High Commissioner in London.

b) He had experienced various examples of racism so knew about the sort of behaviour that should be banned.

c) He was trained as a barrister so knew the sort of behaviour that could be proved in law and could be punished.

i) a, b and c ii) a and b iii) a and c iv) b and c

8. Read the final page of the resource sheets. Many supporters of Nelson Cricket Club knew Learie Constantine personally. If you had been one of them, how would knowing this man have made you feel?

Education Scheme

Extension Activity

Prepare a talk about the life of Learie Constantine.

Select the most important information from the account of the life of Learie Constantine, and from the answers to your questions, to prepare your talk about him. Divide your talk into five parts.

Part 1: His life before he became professional at Nelson Cricket Club.

Part 2: Why Learie was such an attraction at Nelson, what he did for the Nelson club and for the Lancashire Cricket League.

Part 3: Learie's experiences of racism, and his views about equality and fairness.

Part 4: How Learie helped to achieve equality and fairness in race relations.

Part 5: How the contrast between Learie's start to life and his position at the end of his life make a good story.

Try to use incidents in Learie's life to show what his personality was like:

- determined
- patient
- courageous
- kind
- fair
- intelligent
- friendly.

Education Scheme

Sporting Icons of African Heritage

Part 3.3 Learie Constantine

Answer Sheet

PART 1: Escape from Prejudice in Trinidad

1. Lebrun was a cocoa plantation overseer.

2a.i) better off

2b. The Constantine family had 'risen from the slavery of British colonialism.'

3. d) prejudice

4.a) a fairer chance

5. ii) a, c and d

6. c) better

PART 2: Nelson

1. c) cotton

2. c) £600

3. d) £36,000

4. Three phrases from:

'he picked up while going like a sprinter'

'he amazed everyone by his speed and certainty in making catches which seemed far beyond reach.'

'his movement was so joyously fluid ... and acrobatic'

'he might have been made of springs and rubber.'

5.

Number of Spectators	Amount Paid
1	6d
2	12d (1s)
40	20s (£1)
400	£10
800	£20
8000	£200

Education Scheme

6.

Sentence	No. Order
The Lancashire cotton mills made some workers redundant and others part time.	4
With fewer orders for their goods, the Lancashire cotton mills did not need to make as many goods as they had previously, and so did not need as many workers as they had previously.	3
The 1929 Wall Street Crash – a huge fall in the value of stocks and shares on the United States’ stock exchange – caused the Great Depression of the 1930s.	1
Even in hard times, when many people had little money to spare, Learie Constantine was able to attract very good crowds to Nelson’s cricket matches.	6
The local people had less money to spend on leisure time activities such as watching cricket.	5
The Great Depression made it harder for the Lancashire cotton mills to sell their goods.	2

7. One reason from:

With no electronic communications and entertainment people had fewer choices about how to spend their leisure time.

With no electronic communications and entertainment the only chance that people had of seeing Learie Constantine play was to watch him in a live game.

The thrill of watching Learie Constantine playing cricket live was not diluted by the chance of watching him on television or on the internet.

PART 3: Forming Views about Prejudice

1. b) Britain was less multi-racial in 1929 than it is today.

2. a) street b) bus c) bus

3. CLR James meant that Learie was disgusted by the contrast between the adulation he received as a cricketer and the unfair treatment he suffered off the field, based entirely on his Black skin, and decided to do something about it.

4a. i) yes

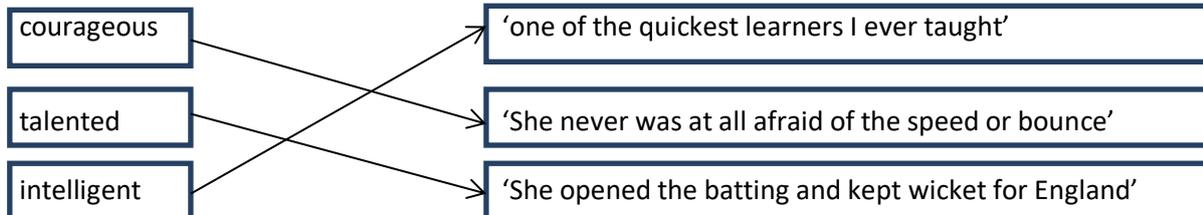
4b. This is a good principle to live by because it is about treating people according to their words and deeds and not according to the colour of their skin.

5. b) because the standard of play was better in league cricket

6. Three words to describe the qualities that Learie showed through his coaching from:

kindness; patience; fairness; tolerance; friendliness; responsibility; sympathetic

7.



8. c) hardly any people

9. open answer: suggest that people of north east Lancashire learned that people should not be judged or treated on the basis of their race or skin, as this is no indication of their character.

Education Scheme

PART 4: Fighting Prejudice

1. ii) a and c

2. Two ways in which Learie helped Britain's war effort during World War II from:

- He was a welfare officer for the Ministry of Labour in the north-west, based in Liverpool.
- He looked after the interests of African Caribbean people coming to assist the war effort, regularly dealing with unpleasant discrimination.
- He made BBC radio broadcasts to the West Indies, encouraging African-Caribbean soldiers to join the war effort.

3a. iv) to raise money for war charities

3b. The United States servicemen complained to the management of the Imperial Hotel because they did not want to stay in the same hotel as a Black family.

3c. The hotel management responded by throwing the Constantine's out of the hotel after one night.

3d. Suggest that children will be appalled by the racism behind the complaint made by the servicemen and by the response of the hotel management, and that such racism is illegal now and should have been illegal then.

3e. ii) Breach of the contract to receive and lodge guests.

3f. i) It was the first time the law had supported Black people against racism.

4a. The British Nationalities Act gave British citizenship to the 700 million people of the Commonwealth.

4b. The British Nationalities Act was passed to encourage people of the Commonwealth to come to live in Britain so that they could help to rebuild the country during the labour shortage that followed World War II.

4c. One reason that could explain why Britain had a shortage of workers after World War II from:

- Many British men had been killed or disabled during World War II.
- There was a huge amount of work to do, repairing bombed cities and restoring supplies of food and other resources such as fuel and steel.

5a. Suggest yes

5b. Suggest that increased knowledge about the British Nationalities Act of 1948 would improve racial tolerance and understanding as more people would understand that many foreign families were originally invited to come here by the British government.

6a. Britain's first Race Relations Acts of 1965 and 1968 made illegal:

- encouragement of racial hatred
- discrimination against anyone because of their 'race, colour, nationality, or ethnic origin.'

7. iv) b and c

8. Suggest that knowing Learie Constantine personally would make the child feel (one or more of): proud; privileged; fortunate/lucky; inspired

Extension Activity

Preparation and performance of a talk about the life of Learie Constantine.

Education Scheme

Part 3.4 Resource Sheet

Nicola Adams

'Tell me I can't, and that's why I will'

PART 1: Discovering Boxing



Nicola Adams was born in Leeds on 26 October 1982. Her family's ancestry has been traced to France, Germany, Egypt, Nigeria and Jamaica.

Nicola was brought up on a tough council estate at Burmantofts, Leeds. Her father, Innocent, was a boxing fan and Nicola loved watching his videos of the fights of Muhammad Ali and Sugar Ray Leonard.

When Nicola was 12 years old her parents split up and her father and older half-brother moved out. She missed them.

Soon afterwards her Mum, Dee, started to go to an aerobics class in Leeds. Lacking a babysitter, she took Nicola and her younger brother Kurtis along. Next door was Burmantofts Boxing Club, where Nicola recognised some boys from school. She joined the club and loved trying to emulate her heroes, the boxers from her father's videos. Her Mum was happy that she had a healthy hobby that kept her off the streets, particularly when she started 'beating up the boys' in the ring.

The boxing club became almost a second family for Nicola. Her coaches became father figures and advisors, and Nicola felt she had discovered her goal in life.

'Even though women's boxing wasn't an Olympic sport then, I knew I would be an Olympic champion ... I don't know why ... it just felt like that was my path.'

There were plenty of challenges ahead, and Nicola was fully aware of the sacrifices her Mum was making to raise herself and Kurtis by herself.

'I know it was a struggle, and even from a young age, when I was boxing, it was always to make my mother proud.'

When Nicola was 13 her Mum became seriously ill with meningitis. Fearful that she might not survive and that the rest of her family would be broken up, Nicola worked frantically to keep them together. Between visits to see her Mum in hospital, she went to school, picked her brother up from primary school, did her homework, shopped, washed, cleaned and cooked. The strength, courage, determination and capacity for hard work that Nicola showed during this family crisis would stand her in good stead in the years to come.

Her Mum made a full recovery, and Nicola continued her disciplined approach to life with a demanding daily routine – school, homework, boxing gym, bed – the routine of a champion.

Education Scheme

PART 2: The State of Women's Boxing



Nicola was entering a sport that had been banned for 116 years by the UK's Amateur Boxing Association. This ban had just been lifted when Nicola had her first fight against another 13 year-old girl. Although the rules had changed, attitudes were still pre-historic. Many in boxing called the fight a 'freak show', and it was four years before Nicola found a second opponent.

Further progress for women's boxing came in 1998. Jane Couch from Fleetwood was welterweight champion of the world but, incredibly, was still not allowed to fight in her own country. She took the British Boxing Board of Control to a tribunal which overturned this ban, making her the UK's first licensed female professional boxer.

Even when women's boxing was accepted as an Olympic sport in 2009, the Amateur International Boxing Association suggested that women boxers should wear skirts as this would make them look more 'elegant.'

Nicola Adams regards the progress that women's boxing has made as further steps in women's fight for equality.

Meanwhile, the cost of Nicola's training and equipment was putting a strain on her family's finances. Her Mum worked as a restaurant manager until late at night, and tried very hard to attract funding for Nicola, but none was forthcoming. The family cut back on food and clothes, but eventually her Mum admitted that she could no longer support Nicola's boxing.

Nicolathen took a series of jobs, working on a building site, as a painter and decorator, and as an extra – an actor with a non-speaking part – on *Emmerdale* and *Coronation Street*. Together, Nicola and her Mum just covered the costs of sending her to international competitions.

The sacrifices paid off as Nicola progressed to become one of the most successful amateur boxers. The funding that she needed arrived after the International Olympic Committee accepted women's boxing as an Olympic sport in 2009. She was now be eligible for Lottery funding in preparation for the 2012 London Games, the first time she had received funding to help her training.

The National Lottery has provided UK Sport with funding for athletes since the 1996 Atlanta Olympics, rising from £69 million for the 2000 Sydney Olympics to £86 million for Athens (2004), £265 million for Beijing (2008), £313 million for London (2012) and £347 million for Rio de Janeiro (2016). The funding allows leading athletes such as Nicola to train full time and to receive the best coaching, sports science advice and medicine.

Education Scheme

PART 3: A Boxing Champion



Nicola had, over the previous decade, built her position as Great Britain's leading amateur women's boxer.

In 2001, she became the first woman boxer ever to represent England and in 2003 she became English Amateur Champion, retaining the title at the next 3 championships, 2004 to 2006.

She became the first Englishwoman to win medals in the major international championships, earning the silver medal at the 2007 European Amateur Championships and the 2008 World Championships. These were her last major tournaments in the bantamweight division.

After that Nicola moved into the lighter (48 to 51 kilograms) flyweight division.

Soon afterwards, Nicola faced another crisis. In 2009 she was rushing to get to a fight on time when she tripped and fell downstairs at home. She felt a pain in her back but carried on and won the fight. Afterwards she suffered increasing soreness. She had broken a vertebra in her back. She went from doing 400 sit ups without pause to being immobile in bed. Nicola doubted that she would ever box again, but the doctors reassured her that she would.

It was a long road back to fitness, made more difficult by an illness. The first squad for the 2012 London Olympics was selected whilst Nicola was still recovering. The selectors had faith in her, but she was told she must box to be considered. Nicola had not boxed for a year and, still on painkillers for her back, was not really ready, but she still impressed enough to be selected for the Team GB Boxing Squad.

This selection gave her access to Lottery funding. Now able to train full time, her determination and self-discipline kicked in. Nicola trained for five hours per day – including an early morning run – to develop her skills and fitness for the sport she loved.

Nicola had the gift of controlling her nerves and remaining confident.

'I'm always nervous for every competition ... I think it's good to have nervous energy when you get into the ring. It gives you the adrenaline and it lets you know that you're taking it seriously, not just thinking that you're going to win.'

Nicola returned to competition with a silver medal at the 2010 World Championships in Bridgetown, Barbados. In 2011 she won gold at the European Union Amateur Boxing Championships in Katowice, Poland, and at the European Amateur Championships in Rotterdam. In July 2011 she was nominated by the BBC as one of '6 Promising Britons to watch in the Olympics.'

Education Scheme

PART 4: London 2012



Nicola's qualification for the Olympics was confirmed with a silver medal in the 2011 World Championships. She was beaten in the final by the Chinese champion Ren Cancan. The same result in the 2012 World Championship Flyweight final made Cancan favourite for 2012 Olympic gold.

Nicola entered the 2012 Olympic Games as World Number Two. She progressed smoothly a semi-final against India's Mary Kom, another leading contender.

Using her height and longer reach, Nicola used her left jab effectively to lead 3-1 after Round 1. Kom became increasingly clumsy trying to get close to Nicola, who extended her lead to 8-4 by the end of Round 3. Kom came back with a couple of combinations at the start of Round 4, but Nicola re-opened the gap to win 11-6.

As expected, the three times World Champion, Ren Cancan, was Nicola's opponent in the final.

Ten thousand cheering spectators packed into the ExCel Arena, and Nicola was at her best from the start. Connecting with spearing jabs and clubbing right hands, she opened up a 4-2 lead in Round 1. The

bout hinged on a fierce exchange at the start of Round 2, which ended when Nicola rocked Cancan onto the ropes with a huge right hand. A right-left combination put Cancan on the canvas as Nicola won the Round 5-2. The World Champion never recovered. Nicola extended her lead then stayed out of trouble in Round 4 to win 16-7.



Right: *Nicola celebrates her Olympics gold.*
Left: *Leeds postboxes painted gold in honour of Nicola's Olympics success.*

'When I won gold I felt goosebumps...not only because I had achieved my goal, but also because I knew I was opening up the sport for women all over the country.'

The first woman to win an Olympic boxing title, Nicola was a role model for women around the world. Her advice was: 'You've just got to have that dedication and determination to achieve it.'

Nicola was awarded the MBE for services to boxing in the 2013 New Year's Honours list. She was also the first female boxer to receive an award from the Boxing Writers' Club of Great Britain – the Joe Bromley Award. In 2015 she was awarded an honorary Doctor of Laws degree by the University of Leeds.

Education Scheme

PART 5: World Champion



As Olympic Champion, Nicola faced different pressures. She was now expected to win, but her approach to boxing helped her to cope. She has the gift of being determined, focussed and sharp whilst being relaxed, confident and happy. It comes from a love of her sport. The ring is her domain. Opponents never see her nervousness. She never underestimates an opponent or forgets that defence is paramount.

Nicola's successes continued with gold at the 2013 European Union Amateur Championships in Hungary, and the eyes of the world were on her once again at the 2014 Commonwealth Games in Glasgow.

She entered the games with a very painful shoulder injury, but kept quiet about it to avoid giving her opponents an advantage. Progressing to the final, she faced a tough challenge from Northern Ireland's Michaela Walsh who, aged 21, was ten years younger than Nicola. It was a tough, aggressive fight, much of it at close quarters. There was little to choose between the boxers in rounds 1, 3 and 4, but Nicola won round 2 decisively. Two judges scored the fight as a draw but the third had Nicola ahead. She became the first woman to win a Commonwealth Games boxing gold medal by a split decision.



Nicola added gold at the 2015 European Games at Baku, Azerbaijan. She completed her haul in 2016 when she became World Amateur Champion for the first time at Astana, Kazakhstan.

Education Scheme

PART 6: Rio 2016

Nicola entered the 2016 Olympic Games in Rio de Janeiro as the reigning Olympic, World, Commonwealth Games and European Games champion. She had worked for this moment since London 2012. Unlike London, she was now the favourite, the one to beat, but women's boxing had also progressed. There were more quality boxers to defeat. There would be no easy fights.

After a bye in Round 1, Nicola had a tough quarter-final bout against Ukrainian Tetyana Kob. Kob's brawling style put Nicola's skill under great pressure. Scoring well with her jab early in the fight, Nicola was increasingly forced to box at close range as the fight went on. She just about kept her opponent at bay to win a unanimous points decision from the three judges.

In the semi-final she met her opponent from the 2012 final, Ren Cancan. The Chinese woman caught Nicola with a powerful straight right early in Round 1 and won the round. Cancan scored again with right hooks in Round 2, but Nicola scored heavily with head and body shots to win the round and level the fight. Round 3 saw Nicola at her best, boxing with good rhythm and throwing accurate punches to take the lead. She also claimed a much quieter final round. All three judges scored the fight 39-37 – three rounds to one – in her favour.

Nicola's opponent in the final was the French champion Sarah Ourahmoune, who was smaller than Nicola but strong

and quick. Nicola won the first two rounds, using her extra reach well, but was never in total control. The judges awarded a close third round to Ourahoume. Encouraged, the French girl charged at Nicola early in Round 4. But Nicola kept out of trouble, landing the few punches that counted to take the round and the Olympic title. She was the first British boxer to retain an Olympic title since 1924.

Tears during the national anthem were soon replaced by Nicola's familiar broad, spontaneous smile that lit up the arena. She was officially Britain's most successful amateur boxer of all time.

Aged 33, Nicola took her time to decide whether to continue in an amateur boxing, defend her Olympic title in Tokyo in 2020, or become a professional. Her other options included using her equity card to develop a career in acting. Deciding to become a professional boxer, she won her first professional fight in April 2017.

She continued her charity work with various organisations. In particular, she encouraged people of all ages and abilities to join their local sports clubs, promoting healthy and well-balanced lifestyles. She also raises awareness of young people and women in sport and particularly in boxing. No one is better qualified to do that. Like the most iconic athletes before her, Nicola will continue to be an inspiring role model long after her boxing career is over.

Education Scheme

Part 3.4 Activity Sheet

Nicola Adams

PART 1: Discovering Boxing

1. Where was the boxing club that Nicola attended? (paragraph 4)

- a) Leeds b) close to her Mum's aerobics class c) at Nicola's school
i) a and b ii) a and c iii) b and c iv) a, b and c

2. Why do you think Nicola's Mum was 'happy' that Nicola 'had a positive hobby that that kept her off the streets'? (paragraphs 2 and 4)

3a) What did Nicola do when her Mum was in hospital with meningitis? (paragraph 7)

3b) What reason is given to explain why Nicola worked so hard while her Mum was in hospital? (paragraph 7, sentence 2)

3c) How did you feel when you read about what Nicola did whilst her Mum was in hospital? (paragraph 7)

Education Scheme

4a) From the following list, draw a circle round the best word to describe the relationship that Nicola had with her Mum. (paragraphs 6 and 7)

loving

respectful

supportive

strong

4b) Write a sentence to explain why you have chosen this word.

5. Whilst Nicola's Mum was in hospital, Nicola showed the following great qualities:

- strength of character
- determination
- self-discipline
- capacity for hard work

Choose one of these qualities and explain how you think it helped her to become an outstanding boxer. (paragraphs 7 and 8)

Education Scheme

PART 2: The State of Women's Boxing

1. Which of the following statements are examples of ways in which boxing organisations treated women in a sexist manner, that is, differently, allowing women fewer opportunities than male boxers. Tick the correct columns in the table. (paragraphs 1, 2 and 3)

Statement	Sexist	Not Sexist
Women's boxing had been banned for 116 years.		
Nicola's first boxing bout was against another 13-year-old girl.		
Some in boxing called Nicola's first bout a 'freak show'.		
Jane Couch was world champion but not allowed to box in her own country.		
Jane Couch became the UK's first licensed female professional boxer.		
Women's boxing was accepted as an Olympic Sport.		
The International Boxing Association suggested that women boxers should wear skirts so that they would look more 'elegant'.		
The National Lottery funds male and female athletes, including boxers.		

2. Who paid for Nicola's training and travel to competitions before women's boxing was accepted as an Olympic sport and who paid for it after women's boxing was accepted as an Olympic sport? (paragraphs 5, 6 and 7)

3a. All of the statements i, ii and iii complete the following sentence. With which one do you most agree? (paragraphs 7 and 8)

Money spent on Olympic athletes is well spent because it helps talented sportspeople to be successful ...

i) ... when, otherwise some might not have the money to afford the coaching and training they need to fulfil their potential.

ii) ... and their successes inspire other people to take up their sports and become more fit and healthy.

iii) ... and their successes make people feel proud of them and their country.

3b. Explain why you chose your answer to 3a above.

Education Scheme

PART 3: A Boxing Champion

1. Using your ruler, draw straight lines to match the women's boxing championships with Nicola's achievements in them. (paragraphs 2, 3 and 9)

won silver in 2007 and gold in 2011

World Championships

won silver in 2008 and 2010

English Amateur Championships

won this title four years in a row

European Amateur Championships

2. Which two qualities, mentioned in paragraph 7, did Nicola need to recover full fitness after her illness and injury?

3. Write numbers 1 to 7 next to the sentences to put the events in the correct order, telling the story of Nicola's injury and recovery. (paragraphs 5 and 6)

Event	Order
Nicola boxed even though she needed painkillers.	
Nicola won a fight even though she felt pain in her back.	
Nicola's recovery was hindered by an illness.	
Nicola fell downstairs.	
Nicola was rushing because she was late for a fight.	
Nicola was selected for the Team BG Olympic Boxing Squad.	
Nicola found out that she had broken a bone in her back.	

PART 4: London 2012

1. Who was favourite to win the Women's Olympic Flyweight gold medal at London 2012? (paragraph 1)

a) Nicola Adams

b) Ren Cancan

c) Mary Kom

2. Which sentence best explains why Nicola was 'a role model for women around the world'? (paragraphs 7 and 8)

a) Nicola was the first-ever woman to win an Olympic boxing gold medal.

b) Nicola won the Women's Olympic Flyweight gold medal.

c) Nicola achieved her goal.

Education Scheme

PART 5: World Champion

1. Name one activity that you have experienced in which you would benefit from Nicola's approach of being 'determined, concentrated and sharp whilst being relaxed, confident and happy.'

2. Why did Nicola keep quiet about the shoulder injury from which she was suffering during the 2014 Commonwealth Games? (paragraph 3)

3. Which title did Nicola win for the first time in 2016? (paragraph 4)

a) Olympic

b) European

c) British

d) World

Education Scheme

PART 6: Rio 2016

1a. Why was Nicola 'the favourite, the one to beat' at Rio 2016? (paragraph 1)

1b. Why do you think being the favourite put more pressure on Nicola than she had felt in 2012 when Ren Cancan was the favourite? (paragraph 1)

2. Using your ruler, draw straight lines to match Nicola's opponents at the Rio Olympics with with events in their fights against Nicola. (paragraphs 2, 3 and 4)

Tetyana Kob	won Round 3 against Nicola
Ren Cancan	eventually forced Nicola to box at close range
Sarah Ourahoume	was winning the fight after Round 1

3a. Aged 33 after the Rio Olympics, Nicola was at an age when she was unlikely to improve any further as a boxer. In sports that require speed of movement, most athletes gradually deteriorate after their early 30s. This makes future successes more unlikely, but great and memorable if they are achieved. Bearing this in mind, Nicola faced a tricky decision.

What would you have done after the 2016 Olympic Games, or continue her career in the sport that she enjoys so that she defends her Olympic title in 2020, when she would be 37?

i) continue as an amateur boxer, aiming to defend your Olympic title in 2020, aged 37

ii) retire iii) become a professional boxer, aiming to become world champion

3b. Write one reason to explain your answer to 2a above.

Education Scheme

Sporting Icons of African Heritage

Part 3.4 Nicola Adams

Answer Sheet

PART 1: Discovering Boxing

1. i) a and b

2. Nicola's Mum was 'happy' that Nicola 'had a positive hobby that that kept her off the streets' because ... suggest any of:

- she lived on a tough council estate so it was safer to be at the boxing gym.
- training for boxing was good for Nicola's health and fitness.
- training for boxing was good for developing Nicola's self-discipline, confidence and friendships/social skills.

3a. When Nicola's Mum was in hospital with meningitis Nicola continued to go to school and ran their home, picking her brother up from primary school, doing her homework, shopping, washing, cleaning and cooking.

3b. Nicola worked so hard while her Mum was in hospital to keep their family together, as she feared that they would be broken up.

3c. Open answer – child giving at least one feeling they had when they read about what Nicola did whilst her Mum was in hospital. Suggest:

- sadness that Nicola was so frantic and worried
- admiration for the mature way she coped with the family crisis
- grateful that they have not had to cope with such a difficult family crisis.

4a. Child's choice of the best word to describe the relationship that Nicola had with her Mum from: loving; respectful; supportive; strong

4b. a sentences to explain the word chosen in answer to 4a. Suggest:

Loving – The relationship that Nicola had with her Mum was loving because Nicola did everything she could to keep their family together so that the children would not be separated from their Mum.

Respectful – Nicola was respectful of the sacrifices that her Mum made to raise herself and her brother, Kurtis.

Supportive – Nicola's Mum was very supportive of Nicola and her brother, making sacrifices to bring them up on her own. Nicola was very supportive of her Mum by looking after the family home during her Mum's illness.

Strong – The bond between Nicola and her Mum was strong because Nicola worked frantically to keep the family together when it was threatened by her Mum's illness.

5. Explanation of how one of following personal qualities – strength of character; determination; self-discipline; capacity for hard work – helped Nicola to become an outstanding boxer. Suggest:

Nicola's determination and strength of character helped her to become an outstanding boxer because she would keep going when training or fights were tough.

Nicola's self-discipline and capacity for hard work would help her to be reliable in training hard.

Education Scheme

PART 2: The State of Women's Boxing

1.

Statement	Sexist	Not Sexist
Women's boxing had been banned for 116 years.	/	
Nicola's first boxing bout was against another 13-year-old girl.		/
Some in boxing called Nicola's first bout a 'freak show'.	/	
Jane Couch was world champion but not allowed to box in her own country.	/	
Jane Couch became the UK's first licensed female professional boxer.		/
Women's boxing was accepted as an Olympic Sport.		/
The International Boxing Association suggested that women boxers should wear skirts so that they would look more 'elegant'.	/	
The National Lottery funds male and female athletes, including boxers.		/

2. Before women's boxing was accepted as an Olympic sport, Nicola's training and travel to competitions was paid by herself and her family. After women's boxing was accepted as an Olympic sport, Nicola's training and travel to competitions was paid by Lottery funding.

3a. Child's choice of one of statements i, ii or iii as the one with which they most agree.

3b. Explanation of choice of answer from 3a. Suggest:

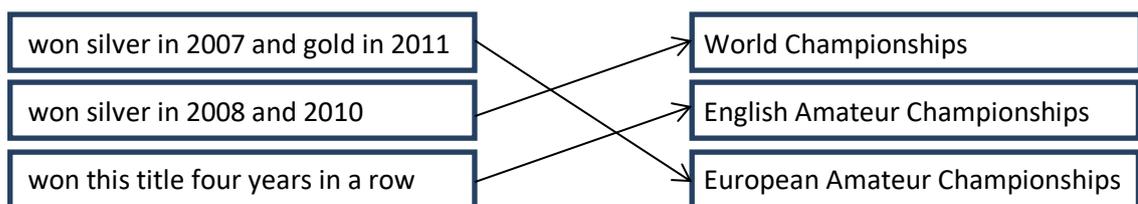
i) It is important that everyone has the chance to fulfil their potential. But for Lottery funding, athletes from rich families would have a much better chance of fulfilling their potential than athletes from poor families.

ii) It is important that this country has sporting heroes who inspire young people to try to emulate them, because sport helps to keep many people fit and healthy, and gives lots of enjoyment.

iii) Sport is one way in which we can share a feeling of togetherness and national pride.

PART 3: A Boxing Champion

1.



2. determination; self-discipline

3.

Event	Order
Nicola boxed even though she needed painkillers.	6
Nicola won a fight even though she felt pain in her back.	3
Nicola's recovery was hindered by an illness.	5
Nicola fell downstairs.	2
Nicola was rushing because she was late for a fight.	1
Nicola was selected for the Team BG Olympic Boxing Squad.	7
Nicola found out that she had broken a bone in her back.	4

Education Scheme

PART 4: London 2012

1. b) Ren Cancan
2. a) Nicola was the first-ever woman to win an Olympic boxing gold medal.

PART 5: World Champion

1. Child's choice of one activity in which they would benefit from being 'determined, concentrated and sharp whilst being relaxed, confident and happy.' Suggest a sporting activity or an examination.
2. Nicola kept quiet about the shoulder injury from which she was suffering so that her opponents would not have the advantage of knowing about this physical weakness, as they could target it.
3. d) World

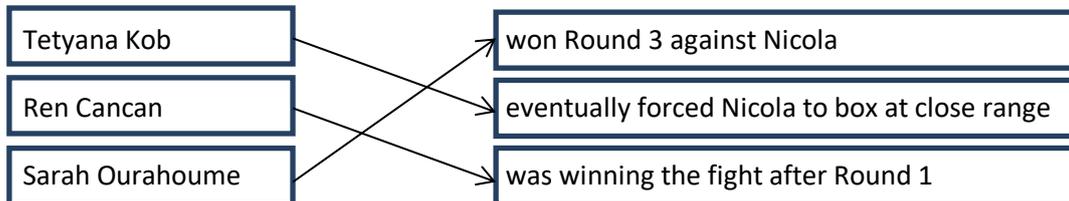
PART 6: Rio 2016

1a. Nicola was 'the favourite, the one to beat' at Rio 2016 because she was the reigning Olympic, World, Commonwealth Games and European Games champion.

1b. Being favourite put more pressure on Nicola because ... suggest one of:

- everyone expected Nicola to win.
- Nicola's opponents were highly motivated to beat her as the Olympic champion.
- it would be a big story for the newspapers, television, radio and internet if Nicola lost.
- as the Olympic champion and world number 1, Nicola could not go any higher, only lower.

2.



3a. Child's choice from: i) continue her boxing career ii) retire

3b. One reason to explain child's answer to 2a above. Suggest:

i) Nicola should continue her boxing career because:

- she enjoys boxing
- it would be an even greater achievement to win Olympic gold in 2020 at the age of 37.

ii) Nicola should retire because:

- she has the chance to retire at the top and be remembered as a champion
- there will be more younger and possibly stronger boxers to overcome in 2020
- whether or not she wins gold in 2020, she is unlikely to be as good as she was at Rio 2016 when she was aged 33.

Education Scheme

Part 3.5: Resource Sheet

Arthur Wharton

PART 1: Arthur's Early Life



Arthur Wharton was born on 28 October 1865 at Jamestown, now called Accra, on the Gold Coast of Africa, now called Ghana.

His father, Reverend Henry Wharton was a Wesleyan Methodist minister from Granada in the West Indies. His mother was related to Ghana's royal family and, like his father, had Scottish ancestors.

In 1873, when Arthur was eight years old, his father died. He had been serving as Chaplain to Methodists in the British army.

Two years later, at the age of ten, Arthur was sent to London to be educated. He returned to Ghana in 1879 and, after three years at high school there, continued his education in England.

From 1882-84, Arthur trained to follow in his father's footsteps – as a Methodist minister – at Cannock in Staffordshire. This was thought to be an appropriate role for a man of his high social class.



Arthur's parents Annie and Henry, seated

Arthur had always enjoyed sports. Playing for Cannock and White Cross Football Club, and rugby and cricket for the local Wesleyan Band of Hope Cricket Club, he soon impressed with his athleticism and balls skills.

Education Scheme

PART 2: Becoming an Athlete



Arthur pictured with the Amateur Athletics Association 100 yards championship trophy

In 1884 Arthur's college at Cannock closed. He moved to Cleveland College in Durham, and began to play football for Darlington as an amateur, mainly in goal. Arthur's speed, a great asset as goalkeepers were allowed to handle the ball anywhere in their own half, impressed local athletics coach Manny Harbon. He suggested that Arthur should take up running.

At 5 feet 11 inches tall and weighing 12 stones, Arthur was ideally built for sprinting but he had so little experience that, when winning his first race, he ducked under the finishing tape rather than breaking it! By 1886 he was running for Birchfield Harriers near Birmingham.

At the 1886 Amateur Athletics Championships he shocked everyone by running the 100 yards in ten seconds, a new world record time. He was the first Black athlete to win a championship title, and his world record stood for 26 years. When Arthur retained his title in 1887 he decided to become a professional athlete so that he could earn money from appearance fees and from betting on his races.

Compared to his religious studies, Arthur found life as a professional sportsman attractive and exciting. In 1888 he moved to Sheffield to train as a sprinter. As a professional, he could no longer enter the Amateur Athletics Championships, but he won the professionals' title in 1888 at the Queen's Ground, Sheffield. He also played rugby for Heckmondwike.



A Baines card of Arthur, celebrating his early football career with Darlington and his success as a sprinter. Baines cards were the first collectable sports' cards.

Education Scheme

PART 3: Becoming a Footballer

Arthur loved his sport. He was a keen cyclist, setting a new record for a race between Blackburn and Preston in 1887. Athletics and club cricket, which he played as a professional past his 40th birthday, were his main summer sports.

Arthur's main income came from professional football. Occasionally, he played on the wing, but Arthur spent most of his career as a goalkeeper. He was in goal for Darlington when Preston North End signed him as an amateur in 1886.

Preston reached the FA Cup semi-finals in 1886-87 and Arthur played in all six cup ties, conceding only one goal until the semi-final which Preston lost 3-1 to West Bromwich Albion. The *Athletic News* described him as 'a born goalkeeper' who 'never loses his head ... his hands are always in readiness'. The *Northern Echo* described Arthur as 'one of the most capable goal-custodians in the country ... undoubtedly deserving of a place in any international team'.

Arthur was not, however, first choice goalkeeper at Preston and also played for Darlington in 1886-87, where he was a 'tower of strength' to his team-mates.

Arthur moved to Sheffield in 1888 to concentrate on his professional running.

He trained hard and ran at most major events.

Meanwhile, most of Arthur's former Preston team-mates were unbeaten in the 1888-89 season, winning the FA Cup and the first ever Football League title, earning the nickname 'The Invincibles'.



Arthur in football kit, including goalkeeping 'gauntlets'. Until 1905 it was a rule of the Football Association that shorts had to come below the knee.

Education Scheme

PART 4: Moving to Rotherham

After a year out of football, Arthur returned to the game as a professional with Rotherham Town in 1889. He was the first Black professional footballer in England, and probably the world. He also played club cricket as a professional for Greasebrough. Arthur married a local woman, Emma Lister, in 1890 and the couple had two daughters, Minnie and Nora.

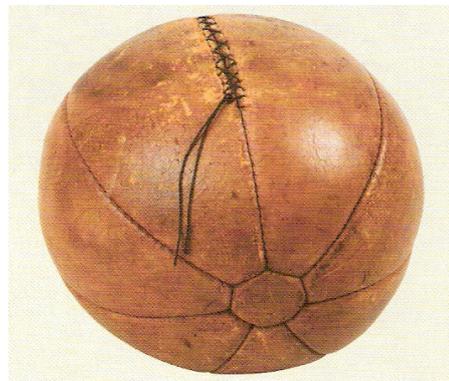
In 1890 Arthur retired as a professional runner. In 1891 he became licensee of the Albert Tavern in Rotherham and continued to play as a professional footballer and cricketer. It was common for breweries to employ sportsmen as licensees because their fame was likely to attract working men into their pub to chat and drink.

As a goalkeeper, Arthur was a crowd favourite. He combined cat-like agility, bravery and skill with quick thinking, and he invented some unusual tactics. Sometimes he jumped up to pull the crossbar down so that shots sailed over the top. *The Football and Athletic News* described him as 'a skylark'.

In those days football allowed some moves that would be illegal today. These included barging the goalkeeper. Until 1891, forwards could even barge the goalkeeper when he was not holding the ball. Sometimes forwards just barged the

goalkeeper to give a teammate a better chance of scoring. Goalkeepers would often punch the ball clear rather than catch it so that they could not be barged over the goal line with the ball. Arthur could punch the ball over 30 yards, but forwards still charged him in case he caught it. To avoid the forwards, Arthur invented a tactic of standing at the side of the goal, sometimes crouched down, until his goal was under threat, when he would leap into action.

On one occasion, with three forwards bearing down on him, Arthur leapt up at the last second, grabbed the crossbar and caught the ball between his legs. The forwards barged through the space where Arthur had been and tumbled in a heap in the back of the net!



Leather footballs of the 1890s weighed the same as footballs today, until they got wet. Then they would absorb the water and could double in weight. To punch such balls 30 yards, as Arthur did, took great strength.

Education Scheme



Arthur Wharton, centre of the back row, in the Rotherham Town team of 1891



Barging the goalkeeper: an illustration from Boys' Own Paper, 1896. The goalkeeper, like Arthur in the Rotherham Town team photograph, is wearing the same kit as the rest of his team.

Education Scheme

PART 5: The Cheshire Cat

In 1893 Arthur applied for a civil service post with the Gold Coast Colonial Administration. He was rejected, at least partly because, as a professional sportsman, he was now in a lower social class.

After five seasons at Rotherham Town, including their first two in the Football League, Arthur signed for Sheffield United in 1894.

Sheffield United's manager, Tom Bott, had been Arthur's manager in his days as a sprinter. As part of the deal, Arthur became the landlord of the Sportsman's Cottage public house in Sheffield. Arthur became the first Black player to play in the First Division – now the FA Premier League – when he played for Sheffield United in a 2-0 defeat at Sunderland.

Facing stiff competition from future England goalkeeper, 19 years old William Foulke, Arthur only played three games

for Sheffield United. In 1895 Arthur briefly returned to Rotherham Town, playing 15 matches. In 1896 he moved to Cheshire where he played for Stalybridge Rovers Football Club and Stalybridge Cricket Club. The supporters of both clubs loved him. The football team became known as 'Wharton's Brigade' and Arthur's agility earned him the nickname 'The Cat'.

Arthur left Stalybridge Rovers in 1897 after a disagreement with the management and signed for nearby Ashton North End, where he played until the club went out of existence, bankrupt, in 1899. He then returned to Stalybridge as player/coach.

Arthur retired from football after playing the 1901-02 season with Stockport County in Division 2. His last match was against Newton Heath in the season before that club changed its name to Manchester United.

Education Scheme

PART 6: Life after Football

By 1903 Arthur was once more a publican in Rotherham. He played as a cricket professional for Rotherham Town until 1907, but he was also drinking heavily.

Arthur's sporting abilities declined with age and drink, and his earning power also declined. His last opportunity for an income from sport came in 1914 when he was offered cricket coaching work in Durham, but he needed paid work alongside it and none was available.

In 1915 he moved to Edlington near Doncaster. He worked as a labourer at the Yorkshire Main Colliery for the next fourteen years. He also served in the Home Guard during World War I (1914-1918).

On a low wage, Arthur gradually fell into poverty. He joined the Miners' Federation and took part in the General Strike of 1926 in protest at poor pay.

Towards the end of the 1920s, Arthur's health began to fail and he suffered a long, painful illness. He was committed to Rotherham's Springhill House Sanatorium

– a place where invalids and the seriously ill were treated. He died there, aged 65 and penniless, on 13 December 1930. He was buried in a third-class unmarked grave at Edlington Cemetery, where he was quietly forgotten until 1997. His wife, Emma, survived him and died in 1944.



Arthur in later life as a miner

PART 7: Role Model and Inspiration for a New Generation

Education Scheme

As the only Black professional footballer of his time, Arthur suffered what today would be regarded as racist comments during his career. He stood up to them with great deeds on the pitch and thoughtful words off it. Many people did not realise they were being racist – the words racism and racist did not exist in the 1890s. They simply assumed that white people were superior. This ignorance was encouraged by newspapers which sometimes referred to Arthur as 'Darkie'. They also sometimes questioned his intelligence, reporting his unusual tactics as stupidity rather than thoughtful and clever.

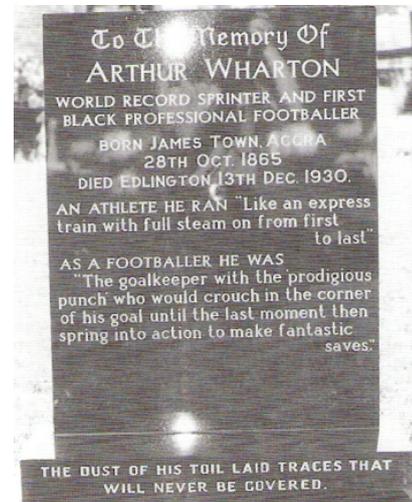
Among the people who recognised the nonsense of judging people by the colour of their skin was Arthur's wife, Emma. She was courageous in marrying one of the few Black men in South Yorkshire in 1890.

As more Black players came into football in the last quarter of the 20th century, football suffered much racist chanting. The game faced a choice: continue as a vehicle for racism, or become a force for good, helping to unite different parts of the community within and beyond the game.

As Britain increasingly became a multi-racial society, doing nothing was not an option. Football has tried to tackle the problem with schemes such as 'Kick It Out' and 'One Game, One Community'. As a result, racism if not eliminated, has been greatly reduced.

The organisation 'Football Unites – Racism Divides' recognised Arthur's achievements, and realised that his bravery in the face of racist ignorance was remarkable. He

deserved recognition and could be a role model. In 1997 they arranged for his biography to be written and provided a headstone for his grave.



In 2003 Arthur was included in the National Portrait Gallery's exhibition of British Sporting Heroes and he was inducted to the Hall of Fame at the National Football Museum.

Statues of Arthur now sit in the offices of the Football Association and of FIFA. A care unit is named after him in Darlington. In 2014 a life-size statue of him was unveiled at the Football Association's headquarters at St George's Park, and another is planned for Rotherham United's New York Stadium in 2016.

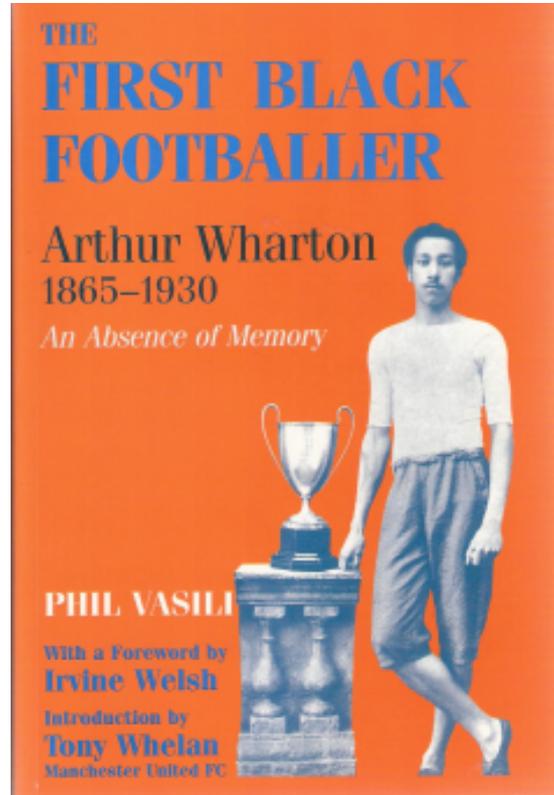
Arthur's is an unlikely story – a man from a wealthy, royal Ghanaian background who became a northern working-class sporting hero, forgotten for decades after his death, and now a role-model and inspiration for a new generation.

Education Scheme



Left: Arsenal and England footballers Theo Walcott and Kieran Gibbs hold a replica of the Arthur Wharton statue that is in place at St George's Park.

Right: The statue forms part of the logo of the Arthur Wharton Foundation which promotes racial harmony and understanding as a legacy of Arthur's life story.



The cover of Phil Vasilis outstanding biography of Arthur Wharton

Education Scheme

Part 3.5: Activity Sheet

Arthur Wharton

Part 1: Arthur's Early Life

1. Complete the table showing the main events in Arthur's early life.

Year	Age	Events in Arthur's Life
1865	0	born
1873		
	10	sent to London to be educated
1879		
		began training as Methodist minister in Cannock, Staffordshire

2. Which phrase completes the following sentence? (paragraph 2)

Arthur's father, Henry, worked in...

- a) the church. b) the government.
c) his own business. d) gold mining.

3. Which **three** sports did Arthur play whilst he was in Staffordshire? (last paragraph)

- a) athletics b) cricket c) cycling
d) football e) golf f) rugby

4a) What do you think is the toughest event that Arthur had to cope with during this period?

4b) Why have you chosen this event as the toughest?

Education Scheme

PART 2: Becoming an Athlete

1. Complete the table showing the main events in this part of Arthur's life.

Year	Age	Events in Arthur's Life
		moved to Cleveland College, Durham
		became Amateur Athletics 100 yards champion in world record time
1887		
	23	moved to Sheffield to train as a sprinter; won professionals' 100 yards title

2. Are the following sentences true or false?

- a) The rules of football have not changed since in 1885. (paragraph 1) true false
- b) Arthur started to play in goal after he had been spotted winning sprint races. (paragraph 1) true false
- c) Arthur was the world record holder for the 100 yards at the start of the 20th century. (paragraph 2) true false

3. For what reasons did Arthur decide to become a professional sprinter? (paragraphs 3,4)

- a) Arthur wanted to earn money. b) Arthur was bored by his religious studies.
- c) Arthur wanted to move to Sheffield. d) Arthur was excited by professional sport.
- i) a, b and c ii) a, b and d iii) b, c and d iv) a, b, c and d

4a) Do you think Arthur was right to give up religious studies to become a professional athlete?

yes no

4b) Why do you think this?

5. On the Baines Card of Arthur, which two sports that he played are referred to?

Education Scheme

PART 3: Becoming a Footballer

1. Complete the table showing the main events in this part of Arthur's life.

Year	Age	Events in Arthur's Life
1886	21	moved from Darlington Football Club to sign for Preston North End
	22	played in an FA Cup semi-final for Preston North End
1887	22	
1888		

2. In which other position besides goalkeeper did Arthur sometimes play? (paragraph 2)

a) centre forward b) centre half c) full back d) winger

3. How many goals were scored passed Arthur in the six matches that Preston played in the FA Cup in 1886-87? (paragraph 2)

a) 1 b) 2 c) 3 d) 4

4a) Use your dictionary to look up the meaning of 'invincible' and write the definition.

4b) Which phrase should finish the following sentence?

The Preston North End team of 1888-89 was given the nickname 'the Invincibles' because...

a) they won the FA Cup. c) no other team beat them.
b) they won the Football League. d) Arthur played for them.

5. Look at the picture of Arthur in his goalkeeping kit. Describe three ways in which the kit of goalkeepers is different today compared to the 1880s.

i) _____

ii) _____

iii) _____

Education Scheme

PART 4: Moving to Rotherham

1. Complete the table showing the main events in this part of Arthur's life.

Year	Age	Events in Arthur's Life
1889		
	25	married Emma Lister
1890	25	
		became licensee of Albert Tavern, Rotherham

2. With which team did Arthur become a professional footballer? (paragraph 1)

3. Why did becoming a professional footballer earn Arthur a special place in the history of football? (paragraph 1)

- a) He was the first professional footballer.
- b) He was the highest paid professional footballer.
- c) He was the first Black professional footballer.
- d) He was the first professional at both football and cricket.

4. Why did breweries often employ footballers and rugby players to run their public houses? (paragraph 2)

- a) They were fit enough to carry beer barrels.
- b) They would help to attract men to their pub.
- c) They would organise a pub football team.
- d) They were known to be honest and reliable.

Education Scheme

5a) From the following choices, tick your favourite story about the tactics that Arthur used in goal.

pulling the cross bar down (paragraph 3)

crouching by the side of the goal (paragraph 4)

catching the ball between his legs (paragraph 5)

5b) Why is this story your favourite?

6. Look at the picture of the football match. Name two things that you can see on the pitch that you would not see on a football pitch today.

i) _____

ii) _____

PART 5: The Cheshire Cat

1. Complete the table showing the main events in this part of Arthur's life.

Year	Age	Events in Arthur's Life
1894	29	
	30	returned to play for Rotherham Town
1896		
		signed for Ashton North End
1899	34	
1902		

Education Scheme

2a) How did you feel when you read that Arthur was rejected for the civil service job, and that part of the reason was that he was a professional sportsman and therefore in a lower social class? (paragraph 1)

2b) Explain why you felt like this.

3. Why did Arthur's appearance for Sheffield United at Sunderland make football history? (paragraph 2)

a) He was Sheffield United's first professional footballer.

b) He was the first professional footballer to play in Division 1.

c) He the first professional footballer to play against Sunderland.

d) He was the first Black footballer to play in Division 1.

4. Arthur retired from football in 1902. What do you think might have happened to him next?

Education Scheme

PART 6: Life after Football

1. Complete the table showing the main events in this part of Arthur's life.

Year	Age	Events in Arthur's Life
1903	38	
		retired from playing cricket
		moved to Edlington to work as a miner
1926		
	65	

2. Although Arthur earned money as a landlord, why did this job prove to be bad for his fitness as a sportsman? (paragraphs 1 and 2)

- a) He drank heavily. b) He lived too far from where he played.
c) He did not have time to train. d) His work tired him out.

3a) What do you find is the saddest thing that happened to Arthur in this part of his story?

3b) Why do you find this particularly sad?

PART 7: Role Model and Inspiration for a New Generation

1a. Which piece of information in paragraph 1 do you find most surprising?

Education Scheme

1b. Why do you find this surprising?

2. Why was it courageous of Emma Lister to marry Arthur?

a) It is likely that some people would disapprove.

b) Arthur was likely to continue to be subjected to ignorant comments about his Black skin.

c) Arthur had often been out of work.

i) a and b ii) a and c iii) b and c iv) a, b and c

3. Which of the following statements are true?

a) Professional football has tried to stamp out racism in the game. (paragraph 3)

b) Racism in football is worse now than it was in the 1970s and 1980s. (paragraphs 3 and 4)

c) Arthur Wharton's story is being used to promote racial harmony and understanding.
(picture captions)

i) a and b ii) a and c iii) b and c iv) a, b and c

4. Read the sentence at the foot of the headstone to Arthur's grave:

'THE DUST OF HIS TOIL LAID TRACES THAT WILL NEVER BE COVERED'.

What do you think this means?

a) Arthur worked hard as a miner.

b) Arthur's achievements were forgotten for many years.

c) Arthur's achievements will never be forgotten.

5. Write a list of three ways in which Arthur is remembered. (paragraphs 5, 6 and 7)

i) _____

ii) _____

iii) _____

Education Scheme

Extension Activity

Prepare a talk about the life of Arthur Wharton.

Select the most important information from the account of his life, and from your answers to the questions. Divide your talk into five parts.

Part 1: Arthur's early life.

Part 2: Stories that show Arthur's all-round sporting ability.

Part 3: Arthur as the first Black professional footballer and his style as a goalkeeper.

Part 4: Arthur's life as an older man.

Part 5: Modern day recognition of Arthur's achievements.

Try to use incidents in Arthur's life to show what his personality was like – determined, independent, intelligent, imaginative, lively, courageous, patient, and friendly.

Education Scheme

PART 3: Becoming a Footballer

1.

Year	Age	Events in Arthur's Life
1886	21	moved from Darlington Football Club to sign for Preston North End
1887	22	played in an FA Cup semi-final for Preston North End
1887	22	set a new record for a cycle race between Blackburn and Preston
1888	23	moved to Sheffield to concentrate on his professional running

2. d) winger

3. d) 4

4a. 'Invincible' means unbeatable or impregnable.

4b. c) no other team beat them.

5. Today's goalkeepers have:

gloves which are smaller, stopping at the wrist

shirts designed for sport, not every day shirts with buttons

football shorts, not cut down trousers

boots that are below the ankle and therefore have fewer lace holes

boots with more studs – Arthur's studs would be hammered in with nails, not screw-in

or moulded like today's boots.

PART 4: Moving to Rotherham

1.

Year	Age	Events in Arthur's Life
1889	24	became a professional footballer with Rotherham Town
1890	25	married Emma Lister
1890	25	retired as a professional runner
1891	26	became licensee of Albert Tavern and cricket pro' at Rawmarsh

2. Rotherham Town Football Club

3. c) He was the first Black professional footballer.

4. b) They would help to attract men to their pub.

5a. open answer

5b. open answer that gives reasons for choice in 6a.

6. On a football pitch today you are unlikely to see (any two of the following):

a forward barging the goalkeeper into the goal

shin pads worn outside socks

goalkeeper in the same kit as the rest of the team

shorts below the knee

PART 5: The Cheshire Cat

1.

Year	Age	Events in Arthur's Life
1894	29	signed for Sheffield United
1895	30	returned to play for Rotherham Town
1896	31	signed for Stalybridge Rovers
1897	32	signed for Ashton North End
1899	34	re-joined Stalybridge Rovers as player/manager
1901	36	signed for Stockport County

Education Scheme

- 2a. open answer: suggest aggrieved/sad/indignant for Arthur
- 2b. open answer that gives reasons in support of 2a: suggest that Arthur was being judged partly on his social class and not entirely on his ability to do the job.
3. d) He was the first Black footballer to play in Division 1.
4. open answer, relating to the next step in Arthur's career

PART 6: Life after Football

1.

Year	Age	Events in Arthur's Life
1903	38	working in Rotherham as a publican
1907	42	retired from playing cricket
1915	50	moved to Edlington to work as a miner
1926	61	joined in the General Strike
1930	65	died and buried in unmarked grave

2. a) He drank heavily.
- 3a. open answer – suggest any of:
 - Arthur's illness and suffering
 - Arthur's death
 - that Arthur died away from home in a sanatorium
 - that Arthur died penniless
 - that Arthur was buried in an unmarked grave
- 3b. open answer that gives reasons in support of 5a.

PART 7: Role Model and Inspiration for a New Generation

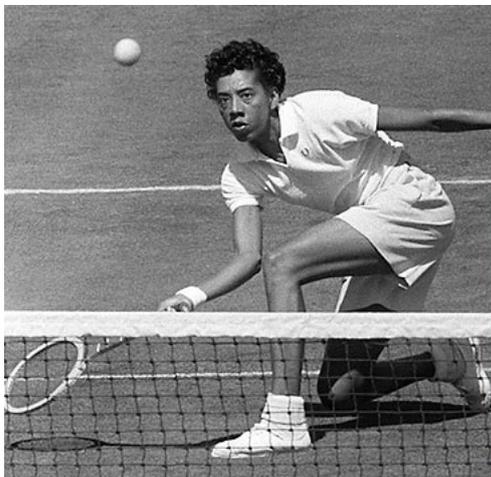
- 1a. open answer – suggest any of:
 - people did not realise they were being racist
 - the words racism and racist did not exist in the 1890
 - newspapers sometimes referred to Arthur as 'Darkie'.
- 1b. open answer that gives reasons in support of 1a – suggest relating to the ignorance of the 1890s.
- 2.i) a and b
3. ii) a and c
4. c) Arthur's achievements will never be forgotten.
5. Four from:
 - a biography has been written about Arthur
 - statues of Arthur have been erected at St George's Park and at Rotherham United's New York Stadium
 - a care unit in Darlington has been named after Arthur
 - Arthur has been inducted to the Hall of Fame at the National Football Museum
 - there are statues of Arthur in the offices of the FA and FIFA
 - Arthur's grave has a headstone engraved with information about him

Education Scheme

Part 3.6 Resource Sheet

Althea Gibson

PART 1: A Talented Youngster



Althea Gibson was born on 25 August 1927 in the country town of Silver in South Carolina in the United States. Her family moved to Harlem in New York when Althea was three years old. Althea had a difficult childhood. Sometimes she played truant from school, but sport kept her occupied in positive activity and out of trouble.

PART 2: Breaking Down the Colour Barrier

Tennis in the United States was run by two organisations. The United States Lawn Tennis Association (USLTA) was for white Americans, and the American Tennis Association (ATA) was for African-Americans. Established in 1916, the ATA was the oldest African-American sports organisation in the United States.

Althea's African ancestry dictated that she played in the ATA tournaments. At 5 feet 11 inches tall and with a powerful serve, she won the ATA's junior national championships in 1944 and 1945.

From an early age she was very athletic and had superb ball skills. She particularly enjoyed basketball, table tennis and paddle tennis. At the age of 12 she won the New York City Women's Paddle Tennis Championship.

In 1941, shortly before her 13th birthday, Althea began to play tennis on the Harlem River Tennis Courts. The courts were for white-skinned people only, so Althea and her parents could only play on them after they had officially closed each evening. Althea believed that playing in poor light helped her to develop some of her remarkable shots, as she instinctively knew where the lines were and could anticipate where the ball would go.

She then won the ATA national women's title in ten consecutive seasons, 1947 to 1956, a feat that no other player has come close to matching.

Althea's progress owed much to Doctor Walter Johnson, the 'Godfather' of African-American tennis. As there were no public courts on which African-Americans could play, Walter set up tennis camps and hired coaches for young African-American players, all free of charge. He advised Althea wisely, and paid for much of her coaching.

Education Scheme



Dr Walter Johnson, the 'Godfather' of African-American tennis



Sarah Palfrey

Althea had another ally in one of her practice partners, Sarah Palfrey, who had won the United States National title in 1941 and 1945. In the spring of 1950 Sarah began to persuade the USLTA that Althea should be allowed to compete in their tournaments alongside the best white-skinned players:

'Althea's height and big service could be a great asset to women's tennis if she could develop a good follow-up volley.'

Alice Marble, who had won the United States National singles title four times, also campaigned for Althea to be allowed to compete with white players. In the July 1950 issue of *American Lawn Tennis* magazine she wrote:

'If Althea Gibson represents a challenge to the present crop of players, then it's only fair that they meet this challenge on the courts.'

Shortly afterwards, Althea was invited to compete at the Eastern Lawn Tennis Association Grass Court Championships played in Orange, New Jersey. She defeated Virginia Rice Johnson, 6-1, 6-3, before losing in the second round 6-1, 6-1 to Helen Perez. Much more importantly, she was the first African-American to compete in a USLTA tournament.

Education Scheme

PART 3: Althea's First Major Tournaments

The championship in New Jersey was a warm-up for the United States National Championships. On 25 August 1950 Althea became the first African-American to compete at the United States Nationals. On the eve of her first match, Althea said: 'I am not afraid of any of these players.' Her 6-2 6-2 first round victory over Barbara Knapp set up a second round match with Number 3 seed Louise Brough, who had won the Wimbledon Women's Singles title a few weeks earlier.

It was an epic match. During the first set, which she lost 6-1, sportswriter David Eisenberg described Althea as a 'lonely, and nervous girl.' Settling into the match, Althea fought back. Combining power and accuracy, she broke Brough's serve to win the second set 6-3. The third set had the crowd on the edge of their seats. After several deuce games and breaks of serve, Althea led 7-6 when torrential rain, thunder and lightning delayed the match.

Resuming the following day, Brough won the next three games to clinch the set 9-7 and the match by two sets to one. Eisenberg was convinced that, but for the weather, Althea would have won: 'The elements robbed her of her great triumph.'

In 1951 Althea won her first USLTA tour event, the Caribbean Championships in Montego Bay, Jamaica. In July 1951 she became the first African-American to play at Wimbledon, reaching the third round before losing to the fifth seed, Beverly Baker, 6-1, 6-3.

Althea, as the first African-American to enter the world's major tournaments, made a breakthrough for Black tennis players, but there was still a long way to go. As a Black player, she had to enter by the back door and was not allowed to use the locker room or the dining room. After playing her match, she had to exit the same way she had entered, by the back door.

Education Scheme

PART 4: World Number 1



Over the next few years Althea worked very hard at her game and fitness. She won several singles championships, but did not progress beyond the third round of any of the majors until 1956.

Althea's breakthrough came in her only appearance at Roland Garros, home of the French Championships in Paris. She beat defending champion, British number 1, Angela Mortimer 6-0, 12-10 in the final of the singles to become the first African-American to win a major tennis title. Partnered by Angela Buxton, she also won the women's doubles championship. The pair went on to win the 1956 women's doubles title at Wimbledon. Like Althea, Angela Buxton was denied membership of clubs and access to facilities because of race discrimination – she was a British Jew. Angela Buxton remained a lifelong friend of Althea and raised funds for her when she was weak and unwell towards the end of her life.

In the final major championship of 1956 Althea was runner-up in the U.S. Nationals, losing 6-3, 6-4 to Shirley Fry in the final.

Fry also defeated Althea in the final of the 1957 Australian championships, but by July Althea was the Number 1 seed for Wimbledon. Progressing to the final, she beat Darlene Hard in scorching temperatures to become the first African-American to win a Wimbledon Ladies Singles Championship. Darlene Hard then partnered Althea to an impressive Wimbledon doubles title. Two months later, Althea defeated Louise Brough, 6-3, 6-2, to win the U.S. Nationals Women's Singles championship. Althea was rewarded with a ticker-tape parade along Broadway in New York City.

Althea successfully defended her Wimbledon and U.S. Nationals titles in 1958, and retained her Wimbledon doubles champion, this time partnered by Maria Bueno. She also won one mixed doubles title – the 1957 U.S. Championship – partnered by Denmark's Kurt Nielsen.

In team tennis, Althea helped the United States Wightman Cup team to victory in 1957. Her string of triumphs saw her named as the *Associated Press* Female Athlete of the Year in 1957 and 1958.

Education Scheme

Althea Gibson's Grand Slam Finals (title wins in bold, runner-up in non-bold)			
Year	Singles	Women's Doubles	Mixed Doubles
1956	French	French Wimbledon	Wimbledon
1957	Australian Wimbledon U.S. Nationals	Australian Wimbledon U.S. Nationals	Wimbledon U.S. Nationals
1958	Wimbledon U.S. Nationals	Wimbledon U.S. Nationals	Wimbledon
1959		U.S. Nationals	

PART 5: Becoming a Professional

The women's main tennis tour was for amateurs. Those who became professionals could not play in the major championships. Althea, ranked number 1 in the world, became a professional in 1959. She was now barred from the major tournaments. It would be 41 years before another African-American woman won a major singles title, Serena Williams winning the United States Open in 1999.

There was little money in women's professional tennis. It would be 1970 before the women had a professional tour similar to that of the men. Short of funds,

Althea was reduced to playing exhibition games as pre-match entertainment for the Harlem Globetrotters basketball team.

To help pay the bills, Althea became a professional golfer in 1960. In 1964, aged 37, she became the first African-American woman to join the Ladies Professional Golf Association (LPGA) tour.

By the time women's tennis established a paid professional tour to compare with the men's game, Althea in her early 40s. She briefly tried, but could not match the athleticism of the younger women.

PART 6: Althea's Later Life

In 1971 Althea was inducted to International Tennis Hall of Fame. In 1975 she began ten years as Commissioner for Athletics in the State of New Jersey.

In later life, Althea became ill and could not afford the medical care she needed. When this news reached the tennis world, stars such as Billie Jean King, Chris Evert, Martina Navratilova and Althea's old doubles partner, Angela Buxton, rallied round to raise funds for her.

Reflecting on her career, Althea said: 'I always wanted to be somebody. If I made it, it's half because I was game enough to take a lot of punishment along the way and half because there were a lot of people who cared enough to help me.'

Althea died of respiratory failure on 28 September 2003 in East Orange, New Jersey.

Education Scheme

Part 3.6 Activity Sheet

Althea Gibson

PART 1: A Talented Youngster

1. Why do you think sport kept Althea 'out of trouble'? (paragraph 1)

2. Why was it a surprise when Althea won the New York City Women's Paddle Tennis Championship? (paragraph 2)

a) Althea had spent time playing other sports such as basketball and table tennis.

b) Althea was good at athletics.

c) Althea was very young to be winning a competition for women.

d) Althea moved to New York when she was 3 years old.

3. Why was Althea only able to play on the tennis courts in the evening? (paragraph 3)

4. In which two ways did playing in poor light help Althea's tennis? (paragraph 3)

i) _____

ii) _____

5. How would you change the laws of New York in 1941 so that Althea had the same opportunities to play tennis as everyone else?

Education Scheme

PART 2: Breaking Down the Colour Barrier

1. Write three words to describe the character of Doctor Walter Johnson. (paragraph 4)

2. Which sentence describes the views of Sarah Palfrey and Alice Marble? (paragraphs 5, 6)

- a) Sarah and Alice both wanted Althea to be allowed to play in USLTA tournaments.
- b) Sarah wanted Althea to be allowed to play in USLTA tournaments but Alice didn't.
- c) Alice wanted Althea to be allowed to play in USLTA tournaments but Sarah didn't.
- d) Neither Sarah nor Alice wanted Althea to be allowed to play in USLTA tournaments.

3. Why was Althea's appearance in the Eastern Lawn Tennis Association Grass Court Championships in 1950 very significant? (paragraph 7)

- a) Althea won her first match in the tournament.
- b) She was the first African-American to compete in a USLTA tournament.
- c) She was heavily defeated in round 2.
- d) Althea's powerful serve was very effective on grass courts.

PART 3: Althea's First Major Tournaments

1. What evidence tells you that Louise Brough was a strong favourite to defeat Althea in Round 2 of the United States National Championships in 1950?

- a) Louise was the Wimbledon champion. b) Louise was the third seed for the tournament
- c) Althea had struggled to win her first round match.

- i) a and b ii) a and c iii) b and c iv) a, b and c

2. Write three words to describe how you would have felt if you had been Althea, having to enter tennis clubs by the back door to play in major tournaments, and not allowed to use the locker room or to eat in the dining room. (last paragraph)

Education Scheme

PART 4: World Number 1

1. Complete the following table about Althea’s achievements at major championships between 1956 and 1958. (paragraphs 2, 3, 4, 5 and 6)

Achievement	Championship	Year
Became first African-American to win a major tennis title		
	Wimbledon	1956
Runner-up to Shirley Fry		1956
Runner-up to Shirley Fry		1957
Beat Darlene Hard in the singles final		
Partnered Darlene Hard to win the Women’s Doubles title		
	U.S. Nationals	1957
Won the Mixed Doubles title	U.S. Nationals	
Represented the U.S.A., helping them to victory	Wightman Cup	
Partnered Maria Bueno to the Women’s Doubles title		

2. Like Althea, Angela Buxton suffered from discrimination. (paragraph 3) Since 1941 laws about discrimination, equal opportunities and equal treatment have been passed in many countries, including the United Kingdom. Which of the following do you think are legal and which are illegal in the United Kingdom today?

Action		Legal	Illegal
a	allowing only white skinned people into a restaurant		
b	disagreeing with someone’s religious beliefs		
c	banning someone from applying for a job because of their nationality		
d	banning Black-skinned people from playing on public tennis courts		
e	arguing with a person of a different nationality and skin colour		
f	barring people with disabilities from applying for jobs they could do		

Education Scheme

PART 5: Becoming a Professional

1. Why was Althea barred from the world's major tennis tournaments from 1959 onwards? (paragraph 1)

a) She was no longer good enough to play in them.

b) She had become a professional player.

c) She was African-American.

d) The major tournaments were for amateurs only.

i) a and b

ii) a and c

iii) b and d

iv) c and d

2. Write one reason why it was sad that 'Althea was reduced to playing exhibition games as pre-match entertainment for the Harlem Globetrotters basketball team'. (paragraph 2)

3. In which sport beside tennis did Althea become the first African-American to join the professional tour? (paragraph 3)

4. Why was Althea unable to earn a living from tennis when a paid, professional tour was established in 1970? (paragraph 4)

Education Scheme

PART 6: Althea's Later Life

1. Find two pieces of evidence in Part 6 that show that Althea was remembered and respected for her tennis achievements after her playing days were over.

i) _____

ii) _____

2. Read Althea's quote in paragraph 3.

a) Write one example of the 'punishment' that Althea took 'along the way' that white-skinned tennis players did not suffer.

b) Write one example of help that Althea received on her way to becoming a tennis champion.

3a) Which of the following words best describes how Althea's story makes you feel about her. Circle your choice.

admiration	sadness	respect	happiness	envy
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3b) Write a sentence to explain your choice of word in 3a.

Education Scheme

Extension Activity

Prepare a talk about the life of Althea Gibson.

Select the most important information from the account of her life, and from the answers to your questions. Divide your talk into five parts.

Part 1: Althea's childhood, the sporting talent she showed and how she developed her tennis skills on the Harlem courts and through the help of Doctor Walter Johnson.

Part 2: How tennis was organised in the United States based on race and on whether competitors had Black or White skin, Althea's first tournaments, the discrimination she suffered and the support she received from leading players.

Part 3: Althea's golden period from 1956 to 1958.

Part 4: Althea's experiences as a professional sportswoman.

Part 5: The honours and help Althea received in later life.

Try to use incidents in Althea's life to show what her personality was like – determined, humble, courageous.

Explain why Althea's life story makes a good story.

Education Scheme

Sporting Icons of Black African Origin

Part 3.6 Althea Gibson

Answer Sheet

PART 1: A Talented Youngster

1. Sport kept Althea 'out of trouble' because it kept her occupied in a positive activity.
2. c) Althea was very young to be winning a competition for women.
3. Althea only able to play on the tennis courts in the evening because the courts were for white-skinned people only.
4. i) Althea instinctively knew where the lines were.
ii) Althea learned to anticipate where the ball would go.
5. Child's suggestion about how they would you change the laws of New York in 1941 so that Althea had the same opportunities to play tennis as everyone else; suggest:
There should be no discrimination against anyone because of their race, including colour, nationality, ethnic or national origin.
There should be equal rights and opportunities for everyone.
(Children might also refer to aspects of discrimination law not directly related to Althea: religious beliefs; sexual orientation; age; marital status; disability.)

PART 2: Breaking Down the Colour Barrier

1. Child's choice of three words to describe the character of Doctor Walter Johnson. Suggest any of: compassionate; caring; generous; intelligent; wise; inspirational; fatherly; kind; benevolent
2. a) Sarah and Alice both wanted Althea to be allowed to play in USLTA tournaments.
3. b) She was the first African-American to compete in a USLTA tournament.

PART 3: Althea's First Major Tournaments

1. i) a and b
2. Child's choice of three words to describe how they would have felt if they had been Althea, having to enter tennis clubs by the back door, not allowed to use the locker room, or to eat in the dining room. Suggest any of:
humiliated; frustrated; angry; annoyed; embarrassed; humble; determined; dishonoured; debased

PART 4: World Number 1

1.

Achievement	Championship	Year
Became first African-American to win a major tennis title	French	1956
Won Women's Doubles title with Angela Buxton	Wimbledon	1956
Runner-up to Shirley Fry	U.S. Nationals	1956
Runner-up to Shirley Fry	Australian	1957
Beat Darlene Hard in the singles final	Wimbledon	1957
Partnered Darlene Hard to win the Women's Doubles title	Wimbledon	1957
Won Women's singles title	U.S. Nationals	1957
Won the Mixed Doubles title	U.S. Nationals	1957
Represented the U.S.A., helping them to victory	Wightman Cup	1957
Partnered Maria Bueno to the Women's Doubles title	Wimbledon	1958

Education Scheme

2.

	Action	Legal	Illegal
a	allowing only white skinned people into a restaurant		/
b	disagreeing with someone's religious beliefs	/	
c	banning someone from applying for a job because of their nationality		/
d	banning Black-skinned people from playing on public tennis courts		/
e	arguing with a person of a different nationality and skin colour	/	
f	barring people with disabilities from applying for jobs they could do		/

PART 5: Becoming a Professional

1. iii) b and d

2. Child's choice of one reason why it was sad that 'Althea was reduced to playing exhibition games as pre-match entertainment for the Harlem Globetrotters basketball team'. Suggest it was sad because (one of):

she was only playing exhibition matches rather than competitive tournament matches.

it was humiliating for the best player in the world to be playing exhibition matches rather than competitive tournament matches.

the crowds were basketball fans and hadn't really come to see her.

3. golf

4. Althea was unable to earn a living from tennis when a paid, professional tour was established in 1970 because she was in her early 40s, past her best, and unable to compete with the athleticism of the younger players.

PART 6: Althea's Later Life

1. i) Althea was inducted to the International Tennis Hall of Fame.

ii) When Althea became ill and could not afford the medical care she needed stars of women's tennis raised funds for her.

2a. One example of the 'punishment' that Althea took 'along the way' that white-skinned tennis players did not suffer. Suggest:

Althea was banned from playing on public tennis courts.

Althea was not allowed to enter the major tennis tournaments until 1950.

Althea suffered discrimination about what she could not do and where she could not go at major tennis clubs.

2b. One example of help that Althea received on her way to becoming a tennis champion. Suggest:

coaching and advice funded by Doctor Walter Johnson

the support of stars Sarah Palfrey and Alice Marble

3a. Child's choice of word that best describes how Althea's story makes them feel about her, from:

admiration sadness respect happiness envy

3b. A sentence to explain child's choice of word in 3a.

Extension Activity

Preparation and performance of a talk about the life of Althea Gibson.

Education Scheme

Part 3.7: Resource Sheet

Cec Thompson



Part 1: A Difficult Childhood

Theodore Cecil Thompson was born in 1926 in County Durham. His mother, Florence Greenwell, was a miner's daughter. His father William Alfred Thompson, an immigrant from Port-of-Spain, Trinidad, was a painter and decorator.

The family name Thompson came from an English owner of a plantation in Trinidad, who had enslaved Cec's ancestors and other African Caribbean people.

Corporal William Thompson met Florence when he was in England with the West Indies Regiment during World War I. They married after the war, and moved to Leeds when William won a contract to decorate walls of Leeds Town Hall with gold leaf.

Cec never knew his father, William. His mother was pregnant with Cec, their fourth child, when William died, aged just 39. War service in Egypt had left sand in his spleen.

Florence could not afford to bring up four children, all aged seven or under, on her own. She returned to Durham, where Cec was born, but her children were soon dispersed to orphanages and foster homes. Cec's foster home was in Wiltshire. Between the ages of five and 12 he lived in orphanages at Weston-Super-Mare, Tattenhall in Cheshire and Tynemouth near Newcastle, where he was mercilessly bullied because he had Black skin.

In 1938, Florence married Edwin, a Leeds baker. Her children rejoined her, but the start of World War II saw the eldest conscripted to the armed forces. The others were evacuated to escape any German bombing of the city. Cec's new family quickly sent him back to his mother and the dangers in Leeds because he had Black skin.

Cec disliked inner city Leeds. 'I never saw another Black face in a city of 500,000.' He was 'taunted by pointed fingers and racist insults ... was there nowhere to hide? ... The only place in which I felt safe was the cinema – we were all the same colour in the dark. But the lights always came back on. No one would sit next to me in the cinema or on the bus. I felt like a second-class citizen, a one-man freak show.'

Education Scheme

Part 2: The Rugby League Family



Leaving school aged 14, Cec had a succession of unskilled jobs. His life was heading down a seemingly 'bottomless pit' when another of these jobs laid the foundations for his escape. Cec worked eight-hour shifts feeding a metal furnace at Kirkstall. It required great physical effort and turned him into ... 'a colossus ... a youth of truly enormous strength and power.'

Cec reached military age (18) in 1944, joining the Royal Navy. He experienced more racism, as some servicemen were cruel to himself and to the natives of other lands. He left the Navy in 1947 with a 'chronic inferiority complex ... wallowing in self-doubt.'

Back in Britain, there was a labour shortage. Cec soon found work as a lorry driver's mate at Yorkshire Copper Works in Hunslet, South Leeds. Lugging eight loads of coke per day from the railway goods yard to the factory further developed his strength. In 1948, now 22 years old, 6 feet tall and a muscular 14

stones, Cec was persuaded to play for the work's rugby league team in a tournament at Bramley – a day that would change his life.

Scouts from rugby league clubs Hunslet, Dewsbury and Bramley were immediately impressed by Cec's strength, his powerful running and tackling, and by his boundless enthusiasm. He had played just two games when Hunslet committee man Albert Howarth signed him for £250. Cec went straight into Hunslet's reserve team for a match against Castleford. Within weeks he was playing as a second row forward in the Hunslet first team.

Cec was unused to the praise, recognition and encouragement he now received. 'No one at Hunslet ever made a comment about the colour of my skin.' Instead, he experienced 'joy and companionship. I had never experienced such precious emotion ... I felt like a millionaire ... it was like entering a dream world. I will always be indebted to rugby league and my Hunslet teammates for their friendship and the self-confidence they instilled into me.'

Cec had played just ten matches when he fractured his left tibia (shin bone). He missed the rest of the 1948-49 season. Whilst he was injured, his mother, Florence, died. Unable to do his job and feeling alone, Cec headed for London to find work. He was unsuccessful and slept 'exhausted, unwashed and hungry' on a bench in Hyde Park before hitchhiking back to Leeds.

Education Scheme

Recovering, he helped Hunslet's reserve team to win the Yorkshire Cup in 1949-50, and gradually established himself in the first team. Playwright Willis Hall, recalled: 'Every Saturday morning a tall Black youth strode jauntily along our cobbled street. Black men were so scarce in Hunslet that we rushed to the window, twitched the net curtain, and watched the young man go past. The same thing happened, I am sure, at every window along that street.'

Cec quickly learned the speed of thought and physical commitment needed to play in the first team. Sometimes he was targeted by the opposition because he had Black skin, and he was grateful to teammates who looked after him when the opposition tried to 'rough him up'.

A standing ovation from a 9000 crowd for his inspiring performance in a 17-9 win at Castleford confirmed Cec as a rising star.

In October 1951 he became the first Black player to represent Great Britain. The *Yorkshire Post* praised Cec's 'poise, his grace, his swerve, and lithe easy action' as New Zealand were beaten 24-15. A 20-19 win in the Second Test clinched the series. It was Cec's last match for Great Britain, although he would also play for England.



Presentations before Cec's debut for Great Britain

In 1953 Cec was signed by Cumberland club Workington Town for £2500. He and his wife, Barbara, moved to the Lake District where he was extremely popular. Cec played 192 matches in eight seasons for Workington. It was the most successful period in the club's history, and included reaching the Challenge Cup and Championship Finals in 1958. Cec took his lead from Workington's legendary player-coach, Gus Risman ... 'exactly what a sportsman should be ... intelligent, dignified and with no nonsense about him.'

Injury ended Cec's playing career in 1960, and he began a two-year stint as coach at Barrow, learning new skills in managing people.

Education Scheme

Part 3: Self-Education

Cec's disjointed schooldays had left him illiterate, but rugby league began to plug the gap that the schools had failed to fill.

In 1950, two of Cec's teammates at Hunslet, Les Williams, a teacher, and Jack Evans, a civil servant, sat with him on journeys to away matches, teaching him to read, spell and understand the meaning of 20 words per trip.

Cec was increasingly popular among the Hunslet supporters but struggled to talk to them or to sign his autograph, only able to print his name. He became determined to improve his handwriting and his ability to make conversation.

The Workington supporters knew about Cec's difficult upbringing and admired his continued efforts to teach himself to read and write. The club bought him a window cleaning round as additional income, which he developed from a one-man round into a business which employed numerous cleaners with himself as

managing director. When he sold the business in 2002 – almost 50 years later – it had a workforce of over one hundred.

Cec's marriage to Barbara ended in divorce in the 1950s, but his second wife, Anne, a school meals supervisor from Workington, encouraged his education.

By the end of the 1950s Cec was writing weekly columns for the rugby league magazines and newspapers, and began to plan a career away from manual labour. He already realised that, thanks to rugby league, he was 'a different person: cheerful, confident and articulate.'

He achieved Grade 'A' in 'O' Level English and took further 'O' and 'A' levels, hoping eventually to qualify as a teacher. As his Literacy skills improved, he grew to love language, immersing himself in books and particularly poetry about the Lake District.

From 1966 to 1969 he studied an honours degree in economics at Leeds University.

Part 4:

Founder of Students' Rugby League

Whilst studying at Leeds, Cec founded the first-ever university rugby league club with Andrew Cudbertson, a chemistry student from Hull, who asked Cec to coach the team:

'Despite being the hardest working student I'd ever seen, he agreed.'

The Leeds Students Rugby League Club entered the Hunslet District League. On 15 March 1968 they played Liverpool at

Widnes in the first match between two universities.

Former Rugby Football League President, David Oxley CBE, reflected:

'The student game is played everywhere now, from Exeter to Aberdeen and all points between, including Ireland and Wales ... Cec was such a positive force, a very strong character with a great sense of humour and deep humility. He was a man of vision and ideas.'

Education Scheme

Cec followed his economics degree with a teaching diploma, He taught at Dinnington High School, Sheffield, for six years, followed by 17 years at Chesterfield Grammar School, where he became Head of Economics and Master of Rugby.

Willis Hall marvelled at how such a shy, nervous man had transformed into one who could talk about 'rugby league, literature, society, music, the theatre, politics, art, philosophy ... you name it.'

Eternally grateful to rugby league for providing the opportunity to transform his life, Cec was always prepared to act as an ambassador for the sport and continued to support the student game. David Oxley recalled:

'He used to say that the game made him, though he in turn ... put an awful lot into it. Rugby league owes him an enormous amount.'

Cec also advised scores of Black youngsters about how to fit into British society.

In 1994 Leeds University awarded Cec an Honorary Masters Degree for services to the community.

Few people have begun life quite so disadvantaged – uneducated, illiterate, enjoying little family life or love, with few social skills, hounded by bullies and racists, and haunted by feelings of inferiority and self-doubt. Yet, with drive and determination, Cec rose to become an international rugby league player, coach, businessman, economics lecturer, journalist, author, and a highly educated and qualified teacher.

The family of rugby league opened the door for him and he stepped through.

As Cec wrote in his autobiography, *Born on the Wrong Side*:

'Opportunity, wherever it lies, should not be wasted and talent in its many forms often hides within the most improbable people and unlikely circumstances.'

In his final years Cec suffered from Parkinson's disease and dementia. He gradually stopped recognising people and faded from public life.

Cec died in 2011, aged 85. His legacies, in student rugby league, and in the inspiration his life story can give to others, live on.

Adapted from:

Born on the Wrong Side by Cec Thompson, published by Abe Books, 1995;

Cec Thompson by Cec Thompson, a chapter in *The Glory of Their Times: Crossing the Colour Line in Rugby League*, published by Vertical, 2004;

Cec Thompson; True Colours, by Tony Hannan, a chapter in *13 Inspirations: The Guiding Lights of Rugby League*, published by Rugby League Cares and Scratching Shed Publications, 2014.

Education Scheme

Part 3.7: Activity Sheet

Cec Thompson

Part 1: A Difficult Childhood

1. Why are the people enslaved on the Thompson plantation in Trinidad referred to as 'African-Caribbean'? (paragraph 2)

a) They were born on the Caribbean island of Trinidad and taken to Africa.

b) They were born in Africa and taken to the Caribbean island of Trinidad.

2. Why did Cec never meet his father? (paragraph 4)

a) His father moved to Leeds to work in Leeds Town Hall.

b) His father served in the West Indies Regiment.

c) His father died before Cec was born.

3. Where did Cec spend most of his childhood until the age of 12? (paragraph 5)

a) orphanages b) foster homes c) his family home

4a) Write a word that describes how reading about Cec's childhood makes you feel. (paragraphs 5, 6 and 7)

4b) What is it about Cec's childhood that makes you feel this?

5. List two examples of ways in which Cec was treated badly because he had Black skin. (paragraphs 5, 6 and 7)

i) _____

ii) _____

Education Scheme

6a) From the box below, circle one word that best describes how you felt when you read about ways in which Cec was treated by the family to which he was evacuated to escape any bombing of Leeds, and by people in inner city Leeds. (paragraph 6)

shocked

horrified

sad

ashamed

6b) Complete the sentence below to explain why you chose this word.

I chose the word ' _____ ' because _____

Part 2: The Rugby League Family

1. How did Cec's job at the Kirkstall furnace help to prepare him for a career in rugby league? (paragraphs 1 and 3)

- a) This job taught him to work long shifts.
- b) This job helped to develop his physical strength.
- c) This job required little skill.

2. How was Cec treated differently at Hunslet Rugby League Football Club compared to the ways in which he was usually treated? (paragraph5)

- a) He was praised and encouraged. b) People were friendly towards him.
- c) He was treated as a human being and not judged by the colour of his skin.
- i) a and b ii) a and c iii) b and c iv) a, b and c

3. Which two words best describe how Cec's treatment at Hunslet Rugby League Football Club made him feel? (paragraph5)

- a) confident b) determined c) joyful d) shy
- i) a and b ii) a and c iii) b and d iv) c and d

4. How did Cec make rugby league history in October 1951? (Part 2, page 2, paragraph 4)

Education Scheme

Part 3: Self-Education

1. How did Les Williams and Jack Evans help Cec? (paragraph2)

2. What did Cec struggle to do at first when he met the Hunslet supporters? (paragraph3)

a) Cec struggled to understand what the supporters were saying.

b) Cec struggled to sign his autograph.

c) Cec struggled to have conversations with the supporters.

i) a and b ii) a and c iii) b and c iv) a, b and c

3. Write numbers 1 to 4 next to the following stages in Cec's education to show the order in which they happened. (paragraphs 4, 6, 7 and 8)

Cec achieved 'O' Level and 'A' Level qualifications.

Cec wrote weekly columns for rugby league magazines and newspapers.

Cec achieved an honours degree in economics.

Cec learned to read and write.

Part 4: Founder of Students' Rugby League

1. What does David Oxley say that tells you that starting rugby league for students was a successful idea? (paragraph3)

2. Why do you think Cec's life story is an 'inspiration ... to others'? (last page, paragraph 6)

Education Scheme

Extension Activity

Prepare a talk about the life of Cec Thompson.

Select the most important information from the account of his life by considering the following questions.

1. What do you know about Cec's parents? (Part 1, paragraphs 1 to 4)
2. Why were Cec and his older brothers and sister taken away from their family home? (Part 1, paragraph 5)
3. Where did Cec live until the age of 12? (Part 1, paragraph 5)
4. How was Cec treated by some people in Leeds? (Part 1, last paragraph)
5. What happened to Cec during World War II (1939-1945) before and after he was old enough to serve in the armed forces? (Part 1, paragraph 6; Part 2, paragraphs 1 and 2)
6. How did Cec come to play rugby league for Hunslet? (Part 2, paragraphs 3 and 4)
7. How was Cec treated by his Hunslet teammates? (Part 2, paragraph 5)
8. What did Cec achieve in October 1951? (Part 2, page 2, paragraph 4)
9. Where did Cec play and live from 1953 to the early 1960s? (Part 2, page 2, last 2 paragraphs)
10. What did Cec do to progress from being unable to read or write in 1950 to achieving an honours degree in 1969? (Part 3, paragraphs 2, 3, 6, 7 and 8)
11. How do you know that Cec made a success of his window cleaning business? (Part 3, paragraph 4)
12. How do you know that Student Rugby League, started by Cec, has been a success? (Part 4, paragraph 3)
13. What work did Cec do for the last 23 years of his working life? (Part 4, paragraph 4)
14. What did Cec do to earn his Honorary Masters Degree? (Part 4, paragraphs 6, 7 and 8)
15. What happened to Cec at the end of his life? (Part 4, last two paragraphs)
16. Bearing in mind Cec's start in life, what are your thoughts and feelings about what he achieved?

Education Scheme

Sporting Icons of African Heritage

Part 3.7 Cec Thompson

Answer Sheet

Part 1: A Difficult Childhood

1. b) They were born in Africa and was taken to the Caribbean island of Trinidad.

2. c) His father died before Cec was born.

3. a) orphanages

4a. Suggest one of: sad; shocked; horrified

4b. Logical reason that supports choice of word for 4a, e.g.:

'I felt sad because Cec was taken away from his mother, and moved around so often that he never knew the love of one family for long.'

'I felt shocked that Cec was moved around so often that he never had anywhere to call home.'

'I felt horrified because Cec was taken away from his family.'

5. Two examples from:

Cec was bullied at the orphanage at Tynemouth.

When Cec was evacuated to protect him from any bombing of Leeds, he was returned to Leeds by the family to whom he was evacuated.

Cec was a target for taunts and racist insults.

No one would sit next to Cec in the cinema or on the bus.

6a. Any two words from: shocked; horrified; sad; ashamed

6b. Suggest:

I chose the word 'shocked' because families who took evacuees should have been doing their bit for the war effort, and because it was very cruel to reject Cec because he had Black skin.

I chose the word 'horrified' because the family who rejected Cec were prepared to put him in the way of German bombs rather than look after him.

I chose the word 'sad' because such rejection would have been very hurtful to Cec.

I chose the word 'ashamed' because I did not expect to learn that people in my country behaved so cruelly and were allowed to do so.

Part 2: The Rugby League Family

1. b) This job helped to develop his physical strength.

2. iv) a, b and c

3. ii) a and c

4. Cec made rugby league history in October 1951 because he became the first Black player to represent Great Britain.

Education Scheme

Part 3: Self-Education

1. Les Williams and Jack Evans helped Cec by teaching him to read, spell and understand 20 words on each journey to an away game.
2. iii) b and c
3. Cec achieved 'O' Level and 'A' Level qualifications. 3
Cec wrote weekly columns for rugby league magazines and newspapers. 2
Cec achieved an honours degree in economics. 4
Cec learned to read and write. 1

Part 4: Founder of Students' Rugby League

1. David Oxley says 'The student game is played everywhere now, from Exeter to Aberdeen and all points between, including Ireland and Wales.'
2. Cec's life story is 'an inspiration to others' because he showed that, no matter how disadvantaged a person is, anyone can succeed if they hard work, particularly at their education.

Extension Activity

Preparing a Talk about the Life of Cec Thompson

The questions on this activity sheet guide children through the text by:

- signposting key information
- asking them to recount and explain events, and to express opinions about Cec's achievements.

They will help them to re-tell the story to the rest of the class, being:

- objective in recounting events
- subjective in expressing their opinions.

Education Scheme

Part 3.8 Resource Sheet

Desmond Douglas



PART 1: Learning to Play

Desmond Douglas is Britain's most successful post-war table tennis player.

Desmond was born in Jamaica on 20 July 1955. When he was five years old his family moved to live in England. They were one of thousands of families who, granted British citizenship by the British Nationalities Act of 1948, moved to live and work in the United Kingdom.

Desmond lived in Handsworth, a suburb of Birmingham. At school he found academic work difficult, and his greatest enjoyment came at the school's table tennis club.

The club's table tennis tables were old and battered, and their practice room was tiny. With so little space, the players had to stand close to the tables, their backs often covered in chalk dust from the blackboard immediately behind them. With little room to create space and time for their shots, Desmond and his mates learned to concentrate very hard so that they could react quickly. Their game was based on anticipation and speed, not on spinning the ball and tactics.

Desmond loved the game, and spent many hours playing it. One of his classmates said: 'I have never seen anyone with such dedication.' Desmond's first five years of table tennis were played at his school's cramped conditions. The strengths of Desmond's game for the rest of his career can be traced to the small rooms in which he learned to play.

Left handed, Desmond's balance, placement of shots, and incredible speed and reactions were too much for most of his opponents. Nicknamed the 'lightning man', he seemed to anticipate where the ball was going before his opponents hit it.

Most comfortable playing from very close to the table, he was an attacking and formidable opponent. His strengths were his scissor jump smash, blocks on the backhand side, and the pace and powerful topspin in his attacking forehand shots.

Today, many of the top players use a variety of mental techniques to prepare themselves for the big tournaments. To Desmond, thinking about 'how and why you do it' would have removed the instincts which made him such a dangerous opponent. He admits that little planning went into his matches. Instead, he relied on his talent, responding spontaneously and joyfully to the challenges presented by his opponents. Any mental advantages came from how often he had already beaten his opponent.

Education Scheme

PART 2: A Successful Career



In 1973, aged 18, Desmond served notice of his ability at the European Youth Championships, as runner-up in the boys' singles and winner of the mixed doubles.

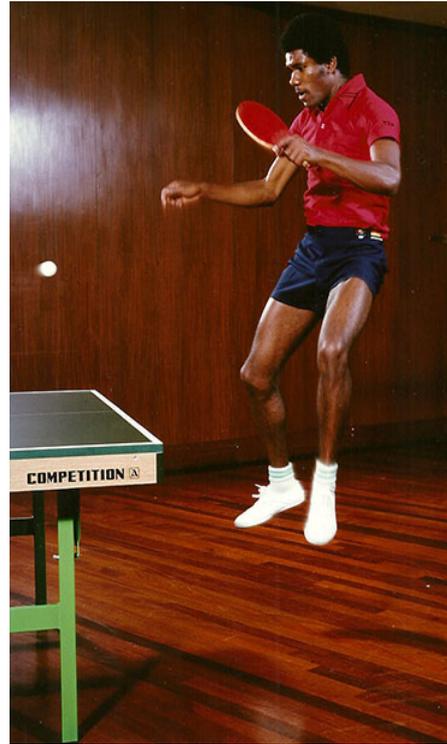
He followed that by winning the doubles and mixed doubles at the 1975 Commonwealth Championships, helping England to first place in the team event.

The following year he made his mark on the English Championship, winning the first of his eleven men's singles titles, the first of his 15 men's doubles titles and the first of his four mixed doubles titles. He won the last of these 30 titles, the men's doubles, in 1997 at the age of 42.

The annual Europe Top-12 tournament, Desmond was runner-up in 1979, 1983 and 1986, and was crowned European Champion in Basel, Switzerland, in 1987.

Desmond also won the British Championship, which is open to the world's best players twice, in 1980 and 1984. He remains the last British player to do so and recalls:

'The British Open was the one I wanted to win in my own backyard. I had played rubbish in the lead up to my second final so to win it twice was fantastic.'



Desmond gets on top of the bounce.

By the mid-1980s Desmond was at his peak. He won the singles and mixed doubles at the 1985 Commonwealth Championships, again leading England to first place. He was ranked 3rd in Europe and 7th in the world, remarkable in a sport dominated by the Chinese.

In 1987 Desmond was awarded an MBE for his contribution to sport. The following year he represented Great Britain in the singles and men's doubles at the 1988 Seoul Olympics, reaching the last 16 in the singles.

After a career that saw him play across Europe, Asia and Australia, Desmond retired in 1997 at the age of 42. The most successful British player, Desmond was highly respected and admired by those who played with or against him.

Education Scheme

PART 3: Lessons to Learn from Desmond

There are several lessons that you can learn from Desmond Douglas:

1. You can become a great player by practising in simple, humble practice facilities.
2. It is better to play well with humble equipment than to have 'all the gear but no idea.'
3. Practice where there are no distractions; focus and concentrate.
4. Practice makes permanent. If you practice correctly and well you will play well. If you practice skills incorrectly and poorly, you will play poorly.
5. Practice involves lots of time, repeating actions so that you develop skills, and make fewer mistakes in using the skills you have.
6. Practice with enjoyment and enthusiasm.

PART 4: Desmond's Legacy

On his retirement, Desmond became one of Britain's most influential and inspiring sports coaches. He continues to train some of the top young British prospects in the Youth Development Squad.

He also acts as an ambassador for his sport: 'Table Tennis is a fantastic sport, anybody from any sort of background can try it if they haven't already.'

Like almost all Black people in Britain in the 1960s, 70s and 80s, Desmond faced and withstood racist challenges. His success showed that table tennis is a game open to everyone, whatever their background, race or colour. His example gave encouragement and inspiration to others to take up the sport.

Desmond's legacy to table tennis is respected by sports people worldwide.

In 2004 he was voted one of the 100 great Black Britons.

Education Scheme

Part 3.8 Activity Sheet

Desmond Douglas

PART 1: Learning to Play

1. At which aspects of table tennis did Desmond and his mates become particularly good? (paragraph 4)

- a) spinning the ball b) speed c) anticipation d) tactics
- i) a and b ii) a and c iii) b and c iv) b and d

2. What does Desmond's experience show about the development of sports skills? (paragraphs 4 and 5)

- a) The conditions in which you learn to play will affect the skills you develop.
- b) You will become skilled by practising often and correctly.
- c) You need the best equipment before you can practice properly.
- d) You can adapt to the conditions in which you practise and still become very good.
- i) a, b and c ii) a, c and d iii) a, b, and d iv) b, c and d

3. Why was Desmond nicknamed 'the lightning man'? (paragraph 6)

4. Which of the following are effects of standing very close to the table, compared to standing further back when playing table tennis?

- a) The ball travels less far between each shot.
- b) The ball must be higher as it passes over the net.
- c) Both players have less time to react in playing each shot.
- i) a and b ii) a and c iii) b and c iv) a, b and c

Education Scheme

5. How did Desmond plan for his matches? (paragraph 8)

a) He practised particular shots to attack his opponent's weaknesses.

b) He meditated to help his concentration.

c) He planned his defensive tactics to counter his opponent's best attacking shots.

d) He did not think too much about it, but just went out and played his own game.

6a) From your answer to number 5 above, do you agree that Desmond's planning for his matches is a good way to prepare? (paragraph 8)

agree

partly agree

disagree

6b) Why do you think this?

PART 2: A Successful Career

1. Look at the photograph of Desmond, top right. Which of the following sentences explain why jumping so high helps the quality of this shot?

a) Jumping so high enables Desmond to hit down on this high-bouncing ball, so that it goes over the net with the fastest, flattest trajectory, giving his opponent less time to react.

b) If he had not jumped so high, Desmond would hit upwards at this high-bouncing ball, which would travel back in an arc, giving his opponent time to plan and hit his next shot.

c) Jumping so high enables Desmond to hit down on this high-bouncing ball, so that it goes over the net with the fastest, flattest trajectory, and will bounce quite low, giving his opponent a more difficult next shot.

d) If he had not jumped so high, Desmond would hit upwards at this high-bouncing ball, which would travel back in an arc. The ball would then drop more steeply, bounce quite high and give his opponent an easier next shot.

i) a, b and c

ii) a, c and d

iii) b, c and d

iv) a, b, c and d

Education Scheme

2. Complete the following table by writing in:

- all of Desmond's the achievements mentioned in Part 2 in the correct years
- Desmond's age on his birthday in each of the years.

In some years the 'achievements' column will be blank.

Year	Desmond's Age	Desmond's Achievements
1973	18	
1974		
1975		
1976	21	won his first English Championships singles, double and mixed doubles titles
1977		
1978		
1979		
1980		
1981		
1982		
1983		
1984		
1985		
1986		
1987		
1988		
1989		
1990		
1991		
1992		
1993		
1994		
1995		
1996		
1997		

3. From the table above, at about what age do you think Desmond was at his peak?

- a) 20 b) 25 c) 30 d) 35 e) 40

Education Scheme

PART 3: Lessons to Learn from Desmond

1a) Put the six 'lessons to learn from Desmond' in order, with the one that you think is the most important and valuable first, and the one of that you think is the least important and valuable last.

Lesson Number	1	2	3	4	5	6
Position						

1b) Write a short explanation of your choices for first and sixth position that you can tell the rest of the class. Your explanations can include comparisons with any or all of the other four positions.

1st position: _____

6th position: _____

PART 4: Desmond's Legacy

1. Desmond says 'anybody from any sort of background can try' table tennis. How has Desmond proved this? (Part 4 paragraph 3, and Part 1 paragraph 4)

a) He showed that you can be an immigrant who suffers from racism and still become a champion.

b) He showed that you can have no special advantages from your family or school and still become a champion.

c) He showed that you can practise in humble facilities and on battered tables and still become a champion

d) He showed that anyone can become a champion by practising hard to make the most of their talents.

i) a, b and c ii) a, c and d iii) b, c and d iv) a, b, c and d

Education Scheme

Extension Activity

Prepare a talk about the life of Desmond Douglas.

Select the most important information from the account of the life of Desmond Douglas, and from the answers to your questions. Divide your talk into four parts.

Part 1: His early life and learning to play table tennis.

Part 2: His achievements in table tennis.

Part 3: His work after retirement as a table tennis coach and an ambassador.

Part 4: His legacy, using the Resource Sheet Part 3 and your answers to the Part 3 questions. Try to use Desmond's story to show what his personality was like – determined, dedicated, kind, friendly.

Education Scheme

Sporting Icons of African Heritage

Part 3.8 Desmond Douglas

Answer Sheet

PART 1: Learning to Play

1. iii) b and c

2. iii) a, b, and d

3. Desmond was nicknamed 'the lightning man' because of the speed with which he reacted to play his shots.

4. ii) a and c

5. d) He did not think too much about it, but just went out and played his own game.

6a. Child's choice – agree, partly agree or disagree – with the opinion that Desmond's planning for his matches is a good way to prepare.

6b. Explanation of child's choice of answer in 6a. This answer should cover:

- the advantages of strategy, being aware of and planning for an opponent's strengths and weaknesses (which is even more important in team games)
- the advantages of playing naturally and instinctively to your own strengths, uncomplicated by thoughts about strategy.

Education Scheme

PART 2: A Successful Career

1. iv) a, b, c and d

2.

Year	Desmond's Age	Desmond's Achievements
1973	18	European Youth Championships: runner-up boys' singles; won mixed doubles
1974	19	
1975	20	Commonwealth Championships: won doubles and mixed doubles
1976	21	won his first English Championships singles, double and mixed doubles titles
1977	22	
1978	23	
1979	24	Europe Top-12 tournament runner-up
1980	25	British Championship winner
1981	26	
1982	27	
1983	28	Europe Top-12 tournament runner-up
1984	29	British Championship winner
1985	30	Commonwealth Championships: won singles and mixed doubles; 3rd in Europe, 7th in world
1986	31	Europe Top-12 tournament runner-up
1987	32	Europe Top-12 tournament winner
1988	33	
1989	34	
1990	35	
1991	36	
1992	37	
1993	38	
1994	39	
1995	40	
1996	41	
1997	42	won his last English Championships title, men's doubles; retired

3. c) 30

PART 3: Lessons to Learn from Desmond

1a. Child's choice, putting the six 'lessons to learn from Desmond' in order, with the most important and valuable first, and the least important and valuable last.

1b. Child's explanations choices for first and sixth positions in 1a above. Explanations can include comparisons with any or all of the other four positions.

PART 4: Desmond's Legacy

1. iv) a, b, c and d

Extension Activity

Preparing a Talk about the life of Desmond Douglas, divided into four parts.

The questions on the Activity Sheet guide children through the text by signposting key information so that they recount events objectively.

Education Scheme

Part 3.9: Resource Sheet

Jesse Owens



Part 1: Star in a Troubled World

Jesse Owens was an African-American – that is, an American descended from Africanstaken from Africa and enslaved in America. His father was the first in his family to escape slavery. He grew crops on land that he rented in Alabama.

Jesse had a natural talent for athletics. At Michigan in 1935 he set or equalled the world records for the long jump, 220-yards dash, 220-yards low hurdles, and the 100-yards dash. He was the new star of world athletics.

Meanwhile, in Berlin, Germany was preparing to host the 1936 Olympic Games. Many people thought that Germany was unfit to host the Olympics.

Germany was ruled by Adolf Hitler's Nazi party, whose fascist values contradicted the Olympic spirit of unity, friendship, fairness and peace.

The Nazis believed in a blond, blue-eyed, white-skinned 'master-race'. In Germany, Jews, Gypsies, the disabled, and people with Black or Brown skin were discriminated against and persecuted. Germany was not alone. Fascism was on the rise in Europe. Laws in the USA discriminated against and segregated people based on race and the colour of their skin. For example, African-Americans could not share public places, such as restaurants, with white-skinned people.

Education Scheme

Part 2: The 1936 Berlin Olympics

Newspapers named the 1936 Berlin Olympics 'The Nazi Olympics'. Among the USA's team of 312 athletes were 19 Blacks and five Jews – athletes who threatened Hitler's hopes that his Games would show the superiority of White athletes.

On Day 1 of the Games, Hitler congratulated the first gold medal winners, a German and a Finn. However, when the USA's African-Americans Dave Albritton and Cornelius Johnson won gold and silver in the high jump, Hitler left the stadium rather than shake their hands. The International Olympic Committee complained, insisting that Hitler should greet all medallists or none. Hitler did not attend any more medal ceremonies.

Against this backdrop, Jesse won the gold medal in his first event, the 100 metres, the muddy track denying him any chance of a new record. His African-American teammate, Ralph Metcalfe, won silver.

Next was the long jump. While practising, Jesse was shocked to be told that he had used one of his three qualifying jumps. He overstepped on his next jump, leaving him one no-jump from elimination. German athlete Luz Long, who had already set a new Olympic record in the heats, advised Jesse to take off from well behind the board. Jesse did so, qualifying for the final in which, after five rounds, he and Long each had a best jump of 7.87 metres. Jesse's last two jumps set new Olympic records of 8 metres and 8.05 metres, taking the gold medal. His record stood until 1956.

Luz Long congratulated Jesse and the gold and silver medallists left the arena arm in arm. Jesse recalled that he could not put a value on 'the friendship that I felt for Luz Long at that moment. Hitler must have gone crazy watching us.' Jesse never saw Luz Long again. The German was killed in World War II.

The following day Jesse stormed to the 220 metres gold medal in a remarkable 20.7 seconds, running into a strong headwind. The Berliners took Jesse to their hearts, chasing him for his autograph in the streets and chanting his name when he entered the stadium. Hitler's Nazi games now had an African-American as its major star, and Hitler commented:

'The Americans should be ashamed ... letting Negroes win their medals for them. I shall not shake hands with this Negro...'

Further humiliation for Hitler's propaganda about white supremacy seemed likely in the 4 × 400 metres relay. The USA team included two Jewish runners, Marty Glickman and Sam Stoller but on the morning of the race they were replaced by Jesse Owens and Ralph Metcalfe. It was rumoured that the German government asked for the change. White German athletes had already been beaten by Black athletes and Hitler did not want them to be beaten by Jewish athletes as well.

Nazi Germany's attitude to the Jews became increasingly apparent as discrimination against them escalated to persecution and extermination during in World War II.

Education Scheme



Jesse Owens and Ralph Metcalfe

Suspecting German interference in the USA's last minute relay team changes, and in fairness to the runners selected, Jesse was reluctant to run. Obediently, he did so, leading the USA team to the gold medal in 39.8 seconds, another Olympic record that would stand until 1956. Jesse was now among the elite athletes who have won four or more gold medals at the same Olympic Games, as shown below.

Athlete	Host City	Year	No. of Golds
Alvin Kraenzlein (USA)	Paris	1900	4
Paava Nurmi (Finland)	Paris	1924	5
Ville Ritola (Finland)	Paris	1924	4
Jesse Owens (USA)	Berlin	1936	4
Fanny Blankers-Koen (Netherlands)	London	1948	4
Carl Lewis (USA)	Los Angeles	1984	4

As Jesse left the Olympic village, he heard machine gun fire. The village was reverting to a military camp as Hitler stepped up his plans to invade and spread Fascism to other countries that would lead to World War II.

Part 3: After the Olympics

African-Americans had won 14 of the USA's 56 medals, successes that Jesse hoped would lead to greater equality in the USA: 'Maybe now people will realise that the Negro is trying to do his part as an American citizen.'

New York greeted Jesse with a ticker tape parade and a reception at the Waldorf-Astoria Hotel. As the lift from the hotel's foyer was for Whites only, Jesse arrived at his reception via the back door and the goods lift. Similarly, he could only enter buses by the back door. Less successful White athletes received sponsorship, whilst Jesse earned a living as a novelty act, racing horses, dogs and motor bikes. As he said, 'You can't eat gold medals.'

Jesse's achievements still commanded respect and admiration. In 1950 the Associated Press voted him the greatest athlete of the first half of the 20th century. He also became the USA's Ambassador for Sport.

When equal rights laws were passed, it was because attitudes towards people of different races and skin colour had changed. Jesse's achievements helped to change those attitudes. Today, he remains a symbol of freedom and equality.

In 1976, President Gerald Ford awarded Jesse the Medal of Freedom. In 1990, ten years after his death, a street was named after him in Berlin, and he was awarded the Congressional Medal of Honour, President George Bush, describing his achievements as 'a triumph for all humanity'.

Education Scheme

Part 3.9: Activity Sheet

Jesse Owens

Part 1: Star in a Troubled World

1. Why is Jesse Owens referred to as an 'African-American'? (paragraph 1)

- a) He was born in the USA and was taken to Africa.
- b) He was born in Africa and was taken to the USA.
- c) His ancestors were born in the USA and were taken to Africa.
- d) His ancestors were born in Africa and were taken to the USA.

2. How did Jesse's father earn a living? (paragraph 1)

- a) He was a slave.
- b) He was a farmer.
- c) He was an athlete.

3. At which **three** types of athletics events did Jesse excel? (paragraph 2)

- a) throwing
- b) long distance running
- c) sprinting
- d) longjumping
- e) hurdling

4. Which of the following statements are true about discrimination in Germany and in the USA? (paragraph 4)

- i) Jews were discriminated against in Germany.
 - ii) People with Black skin were not discriminated against in the USA.
 - iii) People with Black skin were discriminated against in Germany and in the USA.
- a) i and ii
 - b) i and iii
 - c) ii and iii
 - d) i only

Education Scheme

Part 2: The 1936 Berlin Olympics

1. Why did Adolf Hitler leave the Olympic Stadium before the end of Day 1? (paragraph2)

2. Why do you think the International Olympic Committee complained about Adolf Hitler's conduct on Day 1 of the Games? (paragraph2)

3. Write two words to describe how you think Hitler felt when Jesse Owens and Ralph Metcalfe came first and second in the 100 metres. (paragraph 3)

4. Which **four** of the following words best describe Luz Long for the help that he gave to Jesse Owens? (paragraphs 4 and 5)

- | | | | | | | | |
|--------------|--------------------------|-------------|--------------------------|-------------|--------------------------|----------------|--------------------------|
| a) unselfish | <input type="checkbox"/> | b) racist | <input type="checkbox"/> | c) brave | <input type="checkbox"/> | d) ruthless | <input type="checkbox"/> |
| e) sporting | <input type="checkbox"/> | f) friendly | <input type="checkbox"/> | g) cowardly | <input type="checkbox"/> | h) thoughtless | <input type="checkbox"/> |

5. What is your opinion of Luz Long? (paragraphs 4 and 5)

6. Why was it thought that the German government asked the USA to change their 4 × 400 metres relay team? (paragraph7)

- | | |
|---|--------------------------|
| a) The German government wanted Jesse Owens to win a fourth gold medal. | <input type="checkbox"/> |
| b) The German government did not want Jewish athletes to win gold medals. | <input type="checkbox"/> |
| c) The German government wanted to increase the chances of Germany's relay team winning the gold medal. | <input type="checkbox"/> |

Education Scheme

7. Why was Jesse reluctant to run in the USA's relay team? (paragraph 9)

- a) He was tired as he had already won three gold medals.
- b) He suspected that the team had changed after interference by the German government.
- c) It was unfair to replace the athletes who had originally been selected for the team.
- d) It was a last-minute change, so he had not practised with the rest of the team.

i) a and b ii) a and d iii) b and c iv) c and d

8. Study the table of athletes who have won four or more gold medals at the Olympic Games. The table covers all the Olympic Games, staged every four years from 1896 to 2016 apart from the war years 1916, 1940 and 1944. Which of the following statements is true?

- a) It has become easier for athletes to win several gold medals at the same Olympic Games.
- b) It has remained just as easy for athletes to win several gold medals at the same Olympic Games.
- c) It has become more difficult for athletes to win several gold medals at the same Olympic Games.

9. Which group of people used Berlin's Olympic village before and after the 1936 Olympic Games? (last paragraph)

a) the German army b) holidaymakers c) footballers

Part 3: After the Olympics

1. What is your opinion of how Jesse Owens was treated when he returned to the USA? (paragraph 2)

2. Which phrase best describes the respect shown towards Jesse in the USA as time has gone on, compared to respect shown towards him in the USA in 1936? (paragraphs 2 to 5)

a) less respect b) the same degree of respect c) more respect

Education Scheme

Extension Activity

Prepare a talk about the life of Jesse Owens and the 1936 Berlin Olympics.

Use the questions below to help you to select the most important information from the account of his life. From the answers to your questions, prepare your talk about him.

Part 1: Star in a Troubled World

1. What do you know about Jesse's family? (paragraph 1)
2. What evidence do you have that Jesse was expected to perform well at the 1936 Olympic Games? (paragraph 2)
3. Why did people question whether the 1936 Olympics should be held in Germany? (paragraphs 3 and 4)
4. What do you know about the treatment of people who were not white in Germany and in the USA? (paragraph 4)

Part 2: The 1936 Berlin Olympics

5. What did Adolf Hitler hope that the Games would show? (paragraph1)
6. What did Adolf Hitler do on the first day of the Games that was racist? (paragraph2)
7. How do you think Jesse felt in the build up to his first event? (paragraphs1 to 3)
8. How do you think Adolf Hitler felt after the 100 metres final had been run? (paragraph3)
9. What do the actions of Luz Long tell you about him? (paragraphs4 and 5)
10. How do you think Adolf Hitler felt about the actions of Luz Long, and of the Germans who idolised Jesse? (paragraphs 4, 5 and 6)
11. Why is it thought that the German government asked for changes in the USA's 4 × 400 metres relay team? (paragraph7)
12. In which four events did Jesse win a gold medal? (paragraphs 3, 4, 6 and 9)

Part 3: After the Olympics

13. What do you know about how the USA celebrated Jesse's successes? (paragraph2)
14. Did Jesse's successes change his rights as a citizen in the USA? (paragraph2)
15. Was Jesse treated with more respect as time went on? (paragraphs 3, 4 and 5)
15. From what you have read in this account, what are your thoughts and feelings about:
a) Luz Long b) Adolf Hitler c) Jesse Owens
d) the treatment of non-white people in Germany and the USA in the 1930s?

Education Scheme

Sporting Icons of African Heritage

Part 3.9 Jesse Owens

Answer Sheet

Part 1: Star in a Troubled World

1. d) His ancestors were born in Africa and were taken to the USA.
2. b) He was a farmer.
3. c) sprinting; d) jumping; e) hurdling
4. b) i and iii

Part 2: The 1936 Berlin Olympics

1. Adolf Hitler left the Olympic Stadium before the end of Day 1 of the Games because he did not want to congratulate or shake the hands of Black athletes.
2. The International Olympic Committee complained about Adolf Hitler's conduct on Day 1 of the Games because his refusal to congratulate Black athletes after he had congratulated white ones was contrary to the Olympic values of fairness, equality, unity and friendship.
3. Open answer: suggest any of angry, annoyed, livid, appalled, disappointed
4. a) unselfish; c) brave; e) sporting; f) friendly
5. Open answer: suggest that Luz Long should be admired for his unselfish act in helping a rival for the gold medal, for upholding the Olympic values of sportsmanship, and for courageously doing what was right, even though it would be unpopular with the government of his country.
6. b) The German government did not want Jewish athletes to win gold medals.
7. iii) b and c
8. c) It has become more difficult for athletes to win several gold medals at the same Olympic Games.
9. a) the German army

Part 3: After the Olympics

1. Open answer: suggest that it was wrong to continue to discriminate against Jesse Owens and other African-Americans. Suggest also that such treatment arouses feelings of disgust, disappointment, sadness and anger at the humiliation and lack of dignity with which Jesse Owens was treated when he returned to the USA.
2. c) more respect

Extension Activity

Preparing a Talk about Jesse Owens and the 1936 Berlin Olympics

The questions on this activity sheet guide children through the text by:

- signposting key information so that they recount events objectively
- asking them to express subjective opinions.

Education Scheme

Part 3.10 Resource Sheet

Jessica Ennis-Hill

PART 1: Sheffield Girl



Jessica Ennis was born in Sheffield on 28 January 1986. She is of mixed heritage, and both of her parents were athletes. Her mother, Alison, who comes from the nearby Peak District, was a high jumper, and her father, Vinnie, who comes from Jamaica, was a sprinter.

Alison is a social worker and Vinnie is self-employed as a painter and decorator.

Jessica grew up in Highfield, in an area of back-to-back terrace houses close to Sheffield United's Bramall Lane football ground. Later, her family moved to Millhouses on the south side of Sheffield.

Jessica attended King Egbert Secondary School, achieving 3 A-Levels, before moving on to the University of Sheffield,

where she achieved an honours degree in psychology in 2007.

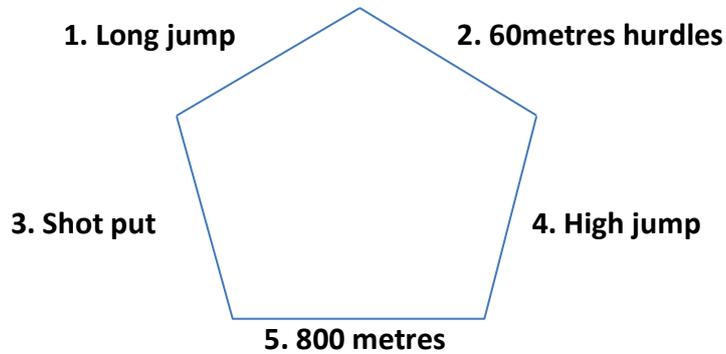
Her introduction to athletics came in the summer holidays of 1996 when she attended a Start Track athletics camp at Sheffield's Don Valley Stadium. She won her first athletics prize there, a pair of trainers, and was inspired to take up the sport. In 1997, aged 11, she joined the City of Sheffield and Dearne Athletic Club and has remained a member ever since.

In 1999, aged 13, she had her first coaching session with Toni Minichiello, the national coach for combined events. He saw that Jessica had the qualities to become a great athlete – all round physical ability, enthusiasm, a willingness to listen, the humility to know that she had much to learn, determination and a capacity for hard work.

Jessica was building towards a career as a multi-event athlete, competing in the pentathlon (5 events) during the indoor season and the heptathlon (7 events) in the outdoor seasons. Details about these events are outlined below.

Education Scheme

The multi-event sport for girls, and for the women's indoor season, is the **pentathlon**, as shown around the pentagon below.



The multi-event sport for women is the **heptathlon**, as shown around the heptagon below.

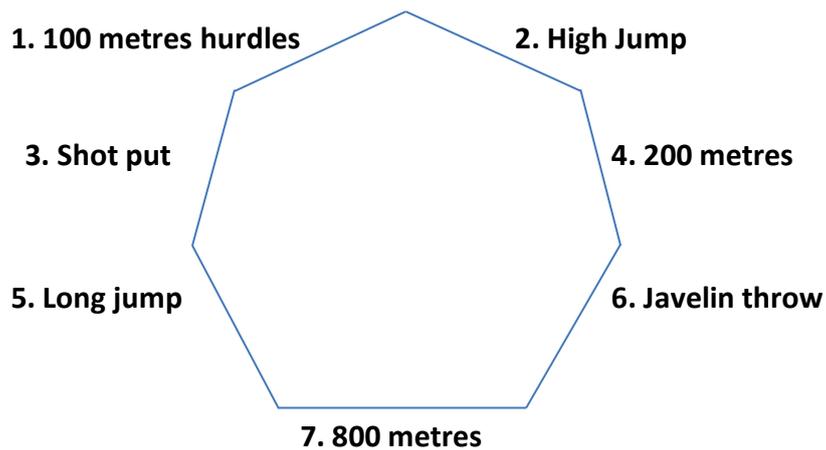


Table Showing Examples of how the Heptathlon is Scored

Event	Closest Performance to Points Awarded in Multiples of 100					
	700 pts	800 pts	900 pts	1000 pts	1100 pts	1200 pts
100 metres hurdles (seconds)	16.12	15.32	14.56	13.85	13.16	12.50
High Jump (metres)	1.57	1.65	1.74	1.82	1.90	1.97
Shot Put (metres)	12.58	14.09	15.58	17.07	18.55	20.02
200 metres (seconds)	27.14	25.97	24.86	23.80	22.79	21.82
Long Jump (metres)	5.50	5.84	6.16	6.48	6.78	7.08
Javelin (metres)	41.68	46.87	52.04	57.18	62.30	67.41
800 metres (minutes/seconds)	2:29.47	2:21.59	2:14.46	2:07.63	2:01.06	1:54.76

Education Scheme

PART 2: International Junior Championships

At first Jessica wanted to be a sprinter, but she also showed talent for the high jump, persuading Tony Minichiello that she had potential as a multi-event athlete. Tony showed a belief in Jessica that gave her the confidence to push herself and train harder.

Jessica first competed in the high jump and pentathlon at the English Schools Junior Girls Championships in 1999. She won the high jump with 1.70m in 2000, and 1.80m in 2002, and was runner-up in pentathlon and high jump in 2001.

In 2003, aged 17, she won the indoor pentathlon and outdoor 100 metres hurdles at the British Under-20s Championships. Later that summer she was 5th in the heptathlon at the World Youth Championships in Canada.

She won silver medals in the 100 metres hurdles and high jump at the 2004 Commonwealth Youth Games in Australia, and gold in the pentathlon at the 2005 European Junior Championships in Lithuania, setting a new British record of 5891 points.

In her first senior competition, the 2005 Universiade in Turkey, she won a bronze medal with a new personal best of 5910 points. Her continued improvements earned selection for the England team for the 2006 Commonwealth Games. In addition to her strengths in the sprinting and jumping events, through Tony Minichiello's training programmes she was improving in the throws, despite her small physique.

Tony explained:

'The heptathlon is about finding the best all-round female athlete through running, jumping and throwing. The tough thing about heptathlon is the training for it. There are seven different technical aspects – running in different ways, hurdling, the two throws and the two jumps. It's getting all that work in and building the physical fitness to compete over two days. Jessica has some God-given physical gifts. All I've done is added to what she's got.'

Tony built year plans for Jessica's training, including rest periods, so that she could be at her peak for major competitions.

Education Scheme

PART 3: 2006 Commonwealth Games



All sportsmen and women with great potential, eventually have to cope with the big occasion. How will they cope with the pressure?

Jessica answered this emphatically at the 2006 Commonwealth Games, her first major senior international championship. Achieving personal bests in the high jump, 200 metres and javelin, she improved her personal best in the heptathlon by 319 points to 6269, winning the bronze medal. Her high jump of 1.91 metres would have won gold in the high jump event.

Later in 2006 at the European Championships, she improved her pentathlon personal best to 6287 points, including personal bests in the shot put, 200 metres and javelin. She finished 8th, 453 points behind the gold medallist Carolina Klüft. To become a champion Jessica needed further improvements, but aged 20, time was on her side.

Jessica's progress continued apace in 2007. A succession of personal bests at indoor pentathlon and outdoor heptathlon competitions included 1.95m for the high jump, equalling the British record. At 1.65 metres tall, Jessica was one of only ten women ever to jump 30cm over their own height.

She twice set a new British under-23 heptathlon record, previously held by Denise Lewis OBE who had won gold in the event at the 2000 Sydney Olympics. Recognition of Jessica's improvements came with the 'European Athletics Rising Star' award for 2007.

Education Scheme

PART 4: A Major Setback



Jessica began the 2008 season where she had left off, setting personal indoor bests in the 60 metres and long jump. Her form was encouraging on the eve of the Olympic Games in Beijing, the event above all for which she had trained for years. Then, three months before the Olympics, Jessica suffered a stress fracture in her right foot. It was a career-threatening injury, and it would be another four years before Jessica got her chance on the biggest stage of all.

Jessica's recovery was a tribute to her self-discipline and to the rehabilitation and training regimes of her coaches. These included changing her take-off leg for the long jump from right to left to protect the potential weakness in her right foot. After a 12-month lay-off, she returned to competition in May 2009 at the World Combined Events Challenge in Italy, winning the event with a new personal best points tally of 6587. She improved this to 6731 points at the World Championships in August to win the gold medal for the first time.

Sheffield City Council held a civic reception for her, she was awarded 'British Athlete of the Year' and 'Sportswoman of the Year', and came third in BBC Sports Personality of the Year behind Formula One World Champion Jenson Button and Manchester United footballer Ryan Giggs. Jessica was now a well-known sporting celebrity beyond her own sport.

Education Scheme

PART 5: A Double World Champion

Captaining the Great Britain and Northern Ireland team at an international at the Kelvin Hall, Glasgow, in January 2010, Jessica produced one of world athletics' great shocks when she beat world indoor 60 metres hurdles champion, Lolo Jones, in a new British record time of 7.95 seconds. As Jones confessed, multi-event athletes are not meant to beat single-event specialists.

It augured well for the pentathlon at the 2010 World Indoor Championships. Jessica was competing against all the medallists from the Beijing Olympics, but emerged victorious with a Championship record score of 4937 points.



Jessica with the Double World Championship Award

Jessica's achievement as Double World Champion was reward for her determination to improve in her less strong events, the throws. Since her injury, she had improved her personal

best in the shot put by almost 1.50 metres and in the javelin by over 8 metres, throwing 46.71 metres at the 2010 European Championships, where she again won gold.

She did not compete at the 2010 Commonwealth Games, but still swept the board of the year's awards for female athletes and was again third in BBC Sports Personality of the Year, this time behind jump jockey Tony McCoy and World Darts Champion Phil Taylor. Inflammation of her right ankle brought an early end to her indoor season in 2011, but she was back to win the heptathlon at the Hypo-Meeting in Austria in May 2011.

Jessica was beaten for the first time in over two years at the 2011 World Championships. She beat the gold medallist, Russian Tatyana Chemova, in five of the seven events, but her best javelin throw of 39.95m was 13 metres behind the Russian.



Jessica during the 2011 World Athletics Championships in Daegu

Among recognition for Jessica in 2011 was the MBE in the Queen's Birthday Honours List, and a life size waxwork of her in Madame Tussauds.

Education Scheme

PART 6: London 2012



Jessica had an excellent indoor season in 2012, recording personal bests in the shot put, 60 metres hurdles and 800 metres. At the World Indoor Pentathlon Championships in March she won silver with a personal best of 4965 points, a British record.

Jessica's form continued in the outdoor season. She won the Hypo-Meeting in Austria, becoming the eighth woman to score over 6900 points in the heptathlon, her 6906 points beating Denise Lewis's British record.

She entered the London 2012 Olympic Games under the greatest pressure of her life. Along with long distance runner Mo Farrah, she was the outstanding athlete in the British team. Promoted as the 'golden girl' of the Games, Jessica appeared on almost all the official posters. She was

favourite for the heptathlon gold medal, but her main rivals were not far behind.

Jessica opened with a personal best in the 12.54 seconds in the 100 metres hurdles, a new British record and the fastest ever in a heptathlon. Her high jump of 1.86 metres was a little below her hopes of clearing 1.90 metres, but her shot put of 14.28 metres was one of her best in a competition. She ended the first day with another personal best of 22.83 seconds in the 200 metres. Her tally of 4158 points was the highest-ever first-day total and 184 points ahead of second place.

On Day 2 Jessica began with a long jump of 6.48 metres, just three centimetres short of her personal best. Another personal best of 47.49 metres in the javelin was only tenth best in the competition but enough to retain her lead. Keeping her nerve, she won the final event, the 800 metres, in a time of 2:08.65 to clinch Olympic gold with a new British and Commonwealth record points total of 6955.

Jessica confessed: 'I felt pure excitement, shock and relief.'

Jessica's performances in the 2012 Olympic Games

Event	Time/ Distance	Position in Event	Points from Event	Points Total	Position After Event
100 metres hurdles	12.54 seconds	1st	1195	1195	1st - lead 17 pts
High jump	1.86 metres	5th =	1054	2249	1st - lead 25 pts
Shot put	14.85 metres	10th	813	3062	2nd - 64 pts behind
200 metres	22.83 seconds	1st	1096	4158	1st - lead 184 pts
Long jump	6.48 metres	2nd	1001	5159	1st - lead 258 pts
Javelin	47.49 metres	10th	812	5971	1st - lead 188 pts
800 metres	2 mins 8.65 secs	1st	984	6955	1st - lead 327 pts

Education Scheme

PART 7: Life after London 2012



Jessica's Olympic success was reward for years of hard work from herself and her team.

Her success brought recognition in many ways. She was featured on a postage stamp and had a gold post box named in her honour in Sheffield city centre. Prints of a painting of her raised funds for Sheffield Children's Hospital, of which she was a patron. *The Beano* published a special Olympic edition in which she was 'Ennis the Menace'. Sheffield United Football Club renamed a stand 'The Jessica Ennis Stand'. Sheffield City Council awarded Jessica the Freedom of the City of Sheffield, and hosted a civic reception for her attended by 20,000 people.

Jessica received numerous sporting awards and was second in the BBC Sports Personality of the Year behind cyclist Bradley Wiggins and ahead of tennis star Andy Murray. Her coach, Tony Minichiello, was named 'Coach of the Year' by Sports Coach UK.

In the 2013 New Year's Honours list, Jessica was awarded a CBE (Commander of the Order of the British Empire).



In addition, opportunities came from advertisers anxious to use her fame and positive image to promote their products.

In 2013 Jessica married Andy Hill, a team mate at Sheffield Athletics Club, and changed her name from Jessica Ennis to Jessica Ennis-Hill. Their son, Reggie, was born in September 2014. The couple continue to live in Sheffield.

Life wasn't all plain sailing, problems arising from events beyond her control.

In 2013, government cuts saw the closure of her training base, Don Valley Stadium.

She also found herself caught up in a moral dilemma when Sheffield United forward, Ched Evans, was convicted of rape in 2014. Jessica bravely asked the club to remove her name from the stand if they continued to employ him. She was criticised for this, but would also have been criticised if she had done nothing. United sacked Evans, and Jessica's name has since quietly been removed from the stand. Evans successfully appealed the conviction and resumed his career at Chesterfield before re-signing for Sheffield United in May 2017.

Education Scheme

PART 8: Rio 2016 – A Last Hurrah

2013 was a quiet season for Jessica, hampered by another injury to her right ankle. Her pregnancy caused her to miss the 2014 season.

Returning to training in October 2014, Jessica found regaining fitness after childbirth very difficult. Tony Minichiello adapted her training to the changes in her body, which included a softening of her tendons. Juggling her time between athletics and motherhood, Jessica returned to competition in May 2015. Her competitive nature kicked in and she peaked to win the World Athletics Championships with 6669 points. Her extraordinary comeback earned further athletics awards, and third place in BBC Sports Personality of the Year.

In 2016 an Achilles tendon injury ended Jessica's indoor season, but she recovered to record the second best heptathlon score of the year – 6733 points – including a lifetime best 6.63m in the long jump.

She was ready for the Olympic Games in Rio de Janeiro, and made a reasonable

start in defending her title, leading after the first day. On Day Two, disappointment in the javelin left her with much to do in the 800 metres. Giving everything, she regained much of the lost ground on leader Nafissatou Thiam, but fell short by just 35 points, 6775 to 6810. It was a surprise win for the Belgian who achieved personal bests in five of the seven events.

Jessica had an Olympic silver to add to her gold from London. A couple of months later she announced her retirement from athletics. She will be remembered as one of Britain's greatest athletes and one of the world's greatest in the heptathlon.

She will be forever grateful to her family and coaches, particularly Tony Minichiello who coordinated all her training:

'He brought me from a young child who didn't know anything about athletics and just enjoyed being active and running around to Olympic and World Champion. I always wanted the feeling of being involved in those amazing events. He made it possible.'

Jessica's Medals

Event	Venue	Year	Event	Medal
Olympic Games	London	2012	Heptathlon	Gold
	Rio de Janeiro	2016	Heptathlon	Silver
World Championships	Berlin	2009	Heptathlon	Gold
	Daegu	2011	Heptathlon	Silver
	Beijing	2015	Heptathlon	Gold
World Indoor Championships	Doha	2010	Pentathlon	Gold
	Istanbul	2012	Pentathlon	Silver
European Championships	Barcelona	2010	Heptathlon	Gold
Commonwealth Games	Melbourne	2006	Heptathlon	Bronze
Summer Universiade	Izmir	2005	Heptathlon	Bronze
European Under-23 Championships	Debrecen	2007	100m Hurdles	Bronze
European Junior Championships	Kaunas	2005	Heptathlon	Gold
Commonwealth Youth Games	Bendigo	2004	100m Hurdles	Silver
			High Jump	Silver

Education Scheme

Part 3.10 Activity Sheet

Jessica Ennis-Hill

PART 1: Sheffield Girl

1a) Both of Jessica's parents were athletes. What were their events? (paragraph 1)

i) Jessica's mum was a _____.

ii) Jessica's dad was a _____.

1b) Do you think it is has been an advantage to Jessica's career in athletics that both her parents were athletes?

yes

no

1c) Why do you think this? Write two reasons to explain your answer to 1b.

i) _____

ii) _____

2a) Which six qualities, mentioned in paragraph 6, suggested that Jessica could become a great athlete?

i) _____

ii) _____

iii) _____

iv) _____

v) _____

vi) _____

2b) How many of these six qualities are:

i) about Jessica's physical ability _____

ii) about Jessica's attitude and character? _____

The African History Of Sport

3. What can you learn from the story of Jessica's early life?

a) Natural ability is enough to succeed.

b) Anyone with the right attitude can succeed.

c) Determination and a willingness to learn are essential to success.

i) a and b ii) a and c iii) b and c iv) a, b and c

4. Which two events are in the heptathlon but not in the pentathlon? (shape diagrams)

a) 200 metres b) 800 metres c) hurdles
d) Long jump e) High jump f) Shot put g) Javelin

5. Read the 'Table Showing Examples of how the Heptathlon is Scored'.

a) What time would score 1000 points in the:

i) 100 metres hurdles _____ ii) 200 metres _____

iii) 800 metres? _____

b) What distance would score 800 points in the:

i) high jump _____ ii) shot put _____

iii) long jump _____ iv) javelin _____

6. About what distance is worth an additional one hundred points in the:

a) high jump
i) 7 to 9cm ii) 13 to 15cm iii) 17 to 19cm

b) long jump
i) 20 to 24cm ii) 30 to 34cm iii) 40 to 44cm

c) javelin
i) 5.51 to 5.59m ii) 6.11 to 6.19m iii) 5.11 to 5.19m

7. About how much time is worth an additional one hundred points in the 800 metres?

i) 6 to 8 secs ii) 8 to 10 secs iii) 17 to 19 secs

Education Scheme

PART 2: International Junior Championships

1. Like all athletes, some events came to Jessica more naturally than others. Read paragraphs 2 to 4, covering Jessica's career from 1999 to 2005. At which **two** of the seven events in the heptathlon was Jessica particularly good?

- a) 200 metres b) 800 metres c) 100 metres hurdles
d) Long jump e) High jump f) Shot put g) Javelin

2a. Which category of events did Jessica find most difficult? (paragraph 5)

- i) throwing ii) jumping iii) running

2b. Why did she find this category quite difficult? (paragraph 5)

- i) because she was poorly coordinated
ii) because she had poor technique
iii) because she was physically quite small

3. Which of the following do you think are important in a planned programme for an athlete to be at peak fitness for major events? (paragraphs 6 and 7)

- a) skills training b) physical fitness training c) rest
i) a and b ii) a and c iii) b and c iv) a, b and c

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PART 3: 2006 Commonwealth Games

1. How did Jessica respond to competing at the 2006 Commonwealth Games, her first major senior international championship? (paragraphs 1 and 2)

a) She buckled under the pressure and under-performed.

b) She was inspired to raise her game and achieved several personal bests.

2. What did Jessica achieve that tells you that she was outstanding in the high jump...

i) at the 2006 Commonwealth Games? (paragraph 2)

ii) during 2007? (paragraph 4)

Education Scheme

4. A Major Setback

1a) Why did Jessica not compete in the 2008 Olympic Games? (paragraph 1)

1b) Write one word to describe how you think this would have made Jessica feel.

2. Write two words that are qualities that you think Jessica showed between the Olympic Games in 2008 and her return to competition in 2009. (paragraph 2)

3a) In which of the seven heptathlon events did Jessica make a change of technique between 2008 and 2009? (paragraph 2)

- i) 200 metres ii) 800 metres iii) 100 metres hurdles
iv) Long jump v) High jump vi) Shot put vii) Javelin

3b) What change did she make?

4. What did Jessica achieve in 2009 that made her 'a well-known sporting celebrity beyond her own sport'? (paragraphs 2 and 3)

- a) She became Olympic Champion. b) She became World Champion.
c) She set a new world record. d) She became Commonwealth Champion.

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PART 5: A Double World Champion

1. Why was it a shock when Jessica beat Lolo Jones in the 60 metres hurdles in January 2010? (paragraph 1)

- a) Lolo Jones was the world 60 metres hurdles champion.
- b) Lolo Jones was a 60 metres hurdles specialist whereas Jessica was a multi-event athlete.
- c) Jessica had the pressure of captaining the Great Britain and Ireland team.

i) a and b ii) a and c iii) b and c iv) a, b and c

2. In which events did Jessica work very hard to improve, helping her to win the 2010 European Championships? (paragraph 3)

- i) 200 metres
- ii) 800 metres
- iii) 100 metres hurdles
- ix) Long jump
- v) High jump
- vi) Shot put
- vii) Javelin

3. What do paragraphs 5 and 6 tell you?

- a) A weakness in an athlete's body can cause problems at any time.
- b) Despite all her hard work, the javelin could still be a weak event for Jessica.
- c) In the pentathlon an athlete can win most of the events but can be beaten because of one poor event.

i) a and b ii) a and c iii) b and c iv) a, b and c

Education Scheme

PART 6: London 2012

1. Find two of Jessica's achievements in the first part of 2012 that suggested that she might perform well at the 2012 Olympic Games. (paragraphs 1 and 2)

i) _____

ii) _____

2. Write two words to describe how you would have felt if you had been 'the face' of the London Olympic Games. After each word write one reason why you would have felt like this. (paragraph 3)

i) _____

ii) _____

3. In which **three** events did Jessica achieve a personal best performance at the 2012 Olympic Games? (paragraphs 4 and 5)

i) 200 metres ii) 800 metres iii) 100 metres hurdles

ix) Long jump v) High jump vi) Shot put vii) Javelin

4. After which two events was Jessica's lead cut or wiped out at the 2012 Olympic Games? (last column of table 'Jessica's performances in the 2012 Olympic Games')

i) 200 metres ii) 800 metres iii) 100 metres hurdles

ix) Long jump v) High jump vi) Shot put vii) Javelin

5. What effect do you think winning the Olympic Gold Medal had on Jessica's life?

The African History Of Sport

PART 7: Life after London 2012

1. If you had received all the awards and recognition that Jessica received, which would have been your favourite?

2. What life-changing event in 2014 would have made it very difficult for Jessica to regain her fitness as an athlete? (paragraph 6)

PART 8: Rio 2016 – A Last Hurrah

1. Write two reasons training was more difficult for Jessica after she became a mother than it had been before. (paragraph 2)

i) _____

ii) _____

2. Tony Minichiello described Jessica's World Championship win in 2015 as her greatest achievement in athletics. Why do you think he believes this? (paragraph 2)

3. In which event did Jessica record a lifetime best in 2016? (paragraph 3) _____

4. What medal did Jessica win at the 2016 Olympic Games? (paragraph 5) _____

5. How did you feel after you had read the last two paragraphs?

6. Write one thing that you can learn from Jessica's relationship with her coach, Tony Minichiello.

Education Scheme

Sporting Icons of African Heritage

Part 3.10 Jessica Ennis-Hill

Answer Sheet

PART 1: Sheffield Girl

- 1a. i) Jessica's mum was a high jumper.
ii) Jessica's dad was a sprinter.

1b. child's choice of answer – yes or no (probably yes)

1c. If answer to 1b is 'yes', suggest:

'It is has been an advantage to Jessica's career in athletics that both her parents were athletes because...' (two from)

- i) they would be able to advise her, for example, about how to warm up and to train.
- ii) they knew how to introduce her to athletics by taking her to a summer camp.
- iii) they understood and valued the physical fitness and qualities such as perseverance and determination that Jessica could develop through athletics.
- iv) she could have inherited their physical ability (her strengths in the hurdles, long jump and high jump suggest that she did)

If answer to 1b is 'no', suggest the following possibilities (neither of them actually true):

'It is has not been an advantage to Jessica's career in athletics that both her parents were athletes because...' (two from)

- i) she might have felt pressure if they expected her to be very good.
- ii) they might have been very serious about athletics which might have reduced her enjoyment.

- 2a. i) all-round physical fitness
ii) enthusiam
iii) a willingness to listen
iv) the humility to know that she had much to learn
v) determination
vi) a capacity for hard work

2b. i) 1 ii) 5

3. iii) b and c

4. a) 200 metres b) Javelin

5a. i) 13.85 seconds ii) 23.80 seconds iii) 2:07.63 minutes

5b. i) 1.65 metres ii) 14.09 metres iii) 5.84 metres iv) 46.87 metres

6a. i) 7 to 9cm ii) 30 to 34cm iii) 5.11 to 5.19m

7. i) 6 to 8 secs

The African History Of Sport

PART 2: International Junior Championships

1. c) 100 metres hurdles
e) High jump
- 2a. i) throwing
- 2b. iii) because she was physically quite small
3. iv) a, b and c

PART 3: 2006 Commonwealth Games

1. b) She was inspired to raise her game and achieved several personal bests.
2. i) At the 2006 Commonwealth Games Jessica's high jump of 1.91 metres would have won gold in the high jump event.
ii) During 2007 Jessica jumped 1.95 metres to equal the British high jump record, becoming one of only ten women ever to jump 30cm over their own height.

PART 4: A Major Setback

- 1a. Jessica did not compete in the 2008 Olympic Games because she was injured with a stress fracture of her right foot.
- 1b. One word to describe how this would have made Jessica feel. Suggest one of:
disappointed; depressed; downhearted; frustrated; annoyed; thwarted; determined
2. Two words that are qualities that child thinks Jessica showed between the Olympic Games in 2008 and her return to competition in 2009 – suggest:
determination; grit; self-discipline; perseverance
- 3a. iv) Long jump
- 3b. Jessica changed her take-off leg from right to left.
4. b) She became World Champion.

PART 5: A Double World Champion

1. i) a and b
2. vi) Shot put vii) Javelin
3. iv) a, b and c

Education Scheme

PART 6: London 2012

1. Two from:

- i) Jessica recorded indoor personal bests in the shot put, 60 metres hurdles and 800 metres.
- ii) Jessica set an indoor personal best for the pentathlon of 4965 points.
- iii) She set a new British record of 6906 for points in the heptathlon.

2. Child's choice of two words to describe how they would have felt if they had been 'the face' of the London Olympic Games, plus one reason why they would have felt like this. Suggest two from:

nervous; apprehensive; overawed; excited; exhilarated; privileged; fortunate; proud

- nervous/apprehensive/overawed because of the level of expectation and pressure
- excited/exhilarated/privileged/fortunate because of the opportunity to perform and represent your country on the biggest sporting stage
- proud to be selected to appear on most of the posters

3. i) 200 metres; iii) 100 metres hurdles; vii) Javelin

4. vi) Shot put; vii) Javelin

5. Winning the Olympic Gold Medal increased Jessica's fame. She would be recognised everywhere she went. She would have many requests for her time, to be interviewed and to make public appearances. She would also have the chance to earn money through advertising opportunities.

PART 7: Life after London 2012

1. open answer – child's choice of a favourite award or recognition received by Jessica after her success at the 2012 London Olympics. Suggest her CBE was the most prestigious.

2. Giving birth to her first child in 2014 would have made it very difficult for Jessica to regain her fitness as an athlete.

PART 8: Rio 2016 – A Last Hurrah

1. Training was more difficult for Jessica after she became a mother because:

- i) her body had changed, for example, her tendons had become softer.
- ii) she had to devote time to being a mother as well as to athletics.

2. Tony Minichiello believes that Jessica's World Championship win in 2015 as her greatest achievement in athletics because she had found it very difficult to regain her fitness levels after childbirth.

3. long jump

4. silver medal

5. open answer – child's description of how they felt after reading the last two paragraphs.

Suggest: sad (that Jessica's career ended); happy (that Jessica went out at or close to the top); admiring (at the quality of Jessica's relationship with her coach, and the awareness of and gratitude for the help that she has received).

6. open answer – child's choice of one thing that they can learn from Jessica's relationship with her coach, Tony Minichiello. Suggest: listen to and from positive relationships with your mentors/teachers/coaches.

Education Scheme

Appendix 1



Timelines:
When were the
Ancient Egyptians?



Education Scheme

APPENDIX 1

Timelines: When were the Ancient Egyptians?

Teacher Notes

Curriculum Areas

English:	Reading comprehension Speaking and listening Handwriting
Mathematics:	Understanding and reading scales
History:	Major events in 20th and 21st century history Major events A.D. Major events and developments in Ancient Egypt Understanding the concept of time

Aims

To develop a concept of the length of children's lives in relation to:

- History of humanity
- National and international events within that history
- Ancient Egyptians, and how long ago they lived

Learn about major events and developments in Ancient Egypt.

Learn that Ancient Egyptian history is organised into periods and dynasties.

Related Knowledge and Skills

Concepts and vocabulary related to the passage of time

Reading the scales of Timelines

Group discussion and interaction

Recording information by labelling

Time

3 x 60 minutes lessons

Resources

Timeline 1: Your Life (2000 to 2020 A.D.)

Timeline 2: 1900 to 2020 A.D.

Timeline 3: 0 to 2020 A.D.

Timeline 4: 7500 B.C. to 2020 A.D.

Timeline 5: Egyptian Dynasties (7500 B.C. to 30 B.C.)

Timeline 6: The History of Humanity (500,000 B.C. to 2020 A.D.)

Differentiation Strategies

Less able children: Work in a group with a stronger reader, or in a group with adult help.
Answer fewer questions.
Contribute to all written answers.

More able children: Opportunity to take responsibility and lead group activities.
Assist less able children by making explanations.

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Overview

Activity Number	Class Organisation/Activity	Main Idea	Resource
1.1	Class reading and discussion	Read and discuss Timeline 1 (2000 to 2020 A.D.), right hand column. Include: - the 1:1 scale of the Timeline - the Arab Spring and the resulting mass migration from North Africa to Europe. Set completion of personal Timeline (left hand column) as homework.	Timeline 1
1.2	Class discussion, children reporting back	Children reporting back on events in their personal Timelines	Timeline 1
2.1	Class reading and discussion	Read and discuss Timeline 2 (1900 to 2020 A.D.). Include: - the 1:10 scale of the Timeline - the invitation to African Caribbean people to migrate to and help rebuild Britain in the labour shortage that followed the death and destruction of World War II - that this invitation took the form of the 1948 British Nationalities Act which gave British citizenship to people of the Commonwealth - that Black people lived in Britain before the post WWII invitation and migration - events between 2000 and 2020 from Timeline 1 that have been included and those that have been excluded.	Timeline 2
2.2	Individual writing	Children completing Timeline 2	Timeline 2
2.3	Class Discussion	Children reporting back further thoughts having completed the Timeline	Timeline 2
3.1	Class reading and discussion	Read and discuss Timeline 3 (0 to 2020 A.D.). Include the Timeline's 1:100 scale.	Timeline 3
3.2	Individual writing	Children completing Timeline 3	Timeline 3
3.3	Class Discussion	Children reporting back further thoughts having completed the Timeline	Timeline 3
3.4	Class Discussion	Read to the children more details about the Atlantic Slave Trade (below these notes); Discuss children's ideas; focus on reasons the slave trade and slavery were outlawed.	Teacher Notes (below)
4.1	Class reading and discussion	Read and discuss Timeline 4 (7500 B.C. to 2020 A.D.). Include: - the 1:500 scale of the Timeline - that the Dynastic history of Ancient Egypt began around 3100 (see Timeline 5)	Timeline 4
4.2	Individual writing	Children completing Timeline 4	Timeline 4
4.3	Class Discussion	Children reporting back on the Timeline	Timeline 4

Education Scheme

Activity Number	Class Organisation/Activity	Main Idea	Resource
5.1	Class reading and discussion	Read and discuss Timeline 5 (7500 B.C. to 30B.C.). Include: <ul style="list-style-type: none"> - this is more a table than a timeline - reminder that the Dynastic history of Ancient Egypt began around 3100 B.C. - the division into periods and dynasties - names of Pharaohs recognised by the children. 	Timeline 5
6.1	Class reading and discussion	Read and discuss Timeline 6 (500,000 B.C. to 2020A.D.). Include: <ul style="list-style-type: none"> - the 1:100,000 scale of the Timeline - the other timelines studied in relation to the history of humanity - that unrecorded (unwritten) history is 'pre-history', in which we glean clues from artefacts and other remains 	Timeline 6

Sport as grand philosophy

At least five thousand years ago, ancient African civilisations in Egypt, Nubia and Ethiopia, pioneered and developed sport as an integral part of their daily lives—a kind of grand philosophy. They called it several names, among which are: “sewetwet, sedjay-Her” (the H strong enough to blow out a candle: (ask someone from Chad or Sudan to pronounce Arabic Ha), “sekhmekh-ib” (kh is the guttural k, a bit like ch in loch;— ask a North or East African to pronounce the Arabic letter kha, as in Aga Khan, or Khartoum). They used it to achieve spiritual fortitude; statecraft and governance; and for leisure.

There was no separation between sport as physical activity and sport as spiritual and intellectual discipline. In other words, sport was perceived as the ultimate union of brain, brawn and spirit. Today, few education systems if any, treat sport as a product of thought, on par with intellectual fields like: law, medicine, natural sciences, economics, religion, or even the arts; for example, the British National Curriculum introduces sport to children, as physical education, or PE.

Ironically, sport involves all intellectual properties or characteristics; but has never been given that holistic treatment by any education system. This means that sport as perceived by its Black African pioneers, did not survive invasion and colonisation by the Greeks; or enslavement and colonization by Romans, Arabs and Western Europeans; all of whom destroyed its philosophical and spiritual premise; which then resulted in its ‘devaluation’ from a ‘grand philosophy,’ to disparate physical activities for the brawny.

European invaders of Egypt were:

1. Greeks: in 331 BC
2. Romans: in 30 BC
3. France: in 1798
4. Britain: in 1882
5. Italy: in 1940.

Arabs invaded Egypt in: 639

This scheme revisits scenes of ancient glory, prior to European and Arab invasions; and as described in Wolfgang Decker’s epic book: ***Sports and Games of Ancient Egypt***.

Education Scheme

APPENDIX 1

Timelines: When were the Ancient Egyptians?

Class Assessment Sheet

Assessment Criteria	Children who excelled	Children who achieved	Children working towards
English			
Speaking and Listening			
Articulating logical arguments, ideas and opinions in class discussion			
Reading Comprehension			
Understanding tabulated presentation of information			
Handwriting			
Writing information legibly and neatly onto Timeline labels			
Mathematics			
Understanding and reading scales			
History			
Understanding the concept of time in relation to events on the Timelines			
Development of knowledge of Ancient Egyptian periods, dynasties events and developments			
Understanding of issues discussed in relation to Timelines			

Appendix 1: Activity Sheet 1

When were the Ancient Egyptians?

Timeline 1: Your Life

Events in your Life	Year	World Events
	2000	Vladimir Putin (Russia), Bashar al-Assad (Syria) & George Bush junior (USA) become presidents of their countries
	2001	9/11: two aeroplanes crash into World Trade Centre, New York; al-Qaeda claims responsibility; start of war against al-Qaeda and the Taliban in Afghanistan
	2002	USA-led invasion of Afghanistan removes Taliban from power; terrorist attacks kill 202 in Bali and 150 in Moscow
	2003	Iraq War; millions protest USA& British invasion; Iran earthquake kills 40,000;space shuttle <i>Columbia</i> (USA) disintegrates re-entering earth atmosphere
	2004	10 new Member States join the European Union; bombs kill 190 commuters in Madrid; tsunamis kills 200,000 around Indian Ocean
	2005	7/7: suicide bombers kill 52 in London rush hour; Israel attacks Palestinians in Gaza; 70,000 die in Kashmir earthquake; Hurricane floods Georgia
	2006	Pluto demoted to 'dwarf planet' status; former Iraqi dictator Saddam Hussein hanged in Baghdad
	2007	Bulgaria and Romania join European Union; India and Argentina elect their first women presidents
	2008	Barack Obama becomes USA's first Black president; stock market crash, world financial crisis; swimmer Michael Phelps wins record 8 Olympic gold medals
	2009	International 'swine flu' pandemic; death of USA music star Michael Jackson
	2010	First synthetic life form created; David Cameron becomes Prime Minister of UK coalition government; Haiti earthquake kills 230,000
	2011	'Arab Spring' uprisings in North Africa and Middle East; UK among NATO forces strike Libyan army; Libyan leader Gaddafi & head of Al-Qaeda, Osama bin Laden, killed; civil war begins in Syria; tsunamis hits Japan - mass evacuation to escape radiation from meltdown of 3 nuclear reactors at Fukushima
	2012	Diamond Jubilee of Queen Elizabeth II; Egypt and Libya hold their first democratic elections
	2013	Violence in Egypt; President Morsi arrested by army, which takes control; state of emergency declared; Nelson Mandela dies

Education Scheme

Events in your Life	Year	World Events
	2014	Ebola epidemic in West Africa; Russia annexes Crimea from Ukraine; ISIL attacks in Iraq and Syria.
	2015	ISIL gun & bomb attacks in Paris; UK joins forces attacking Syria; 195 nations agree to reduce CO ₂ emissions
	2016	Zika virus epidemic in South America; ISIL bombs in Brussels; world population 7.4 billion - 11 billion predicted by 2100; UK votes to leave EU
	2017	global temperature and levels of CO ₂ in the atmosphere are highest ever, contributing to more extreme weather events
	2018	
	2019	
	2020	
	2021	
	2022	
	2023	
	2024	
	2025	
	2026	

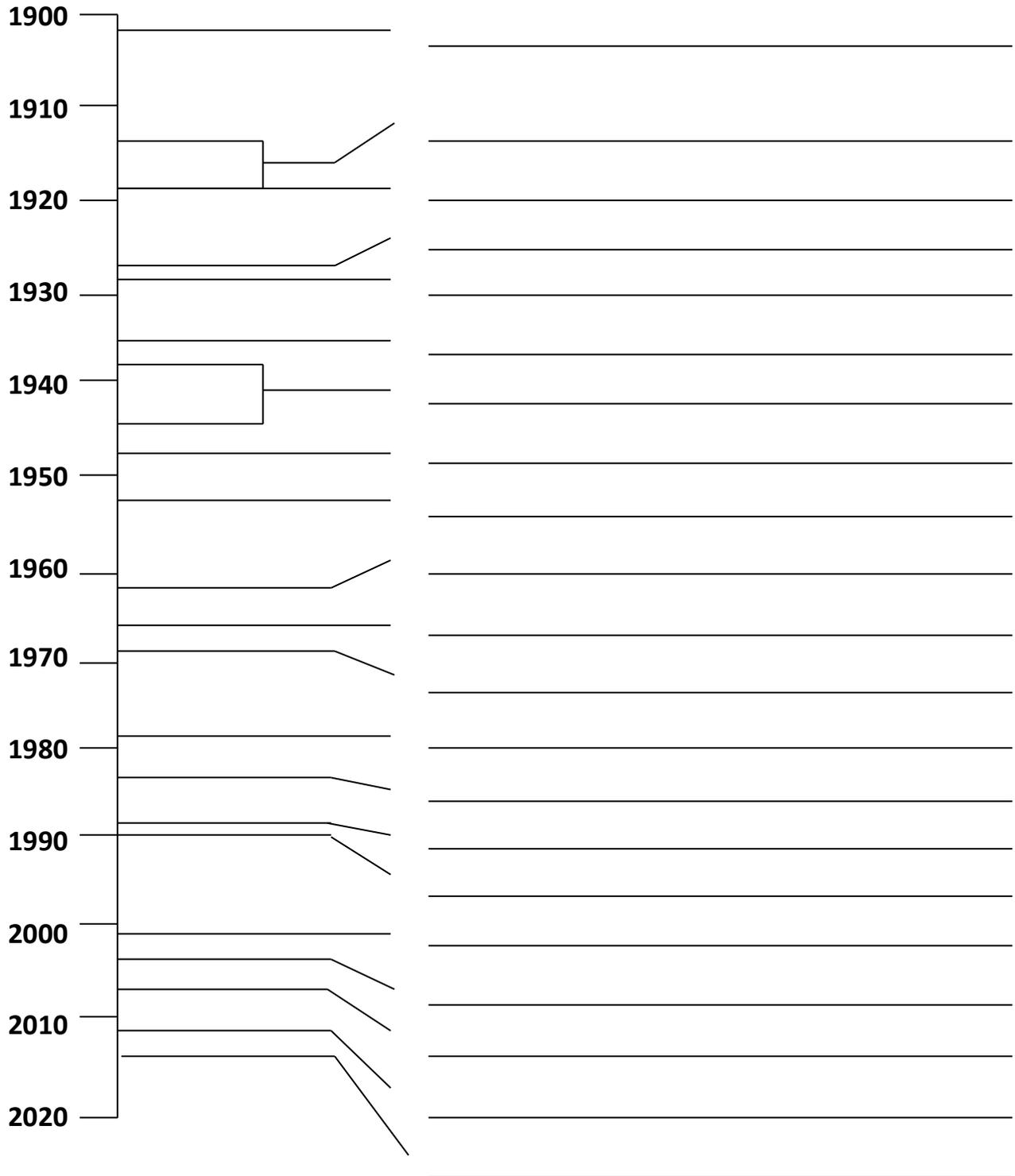
N.B. Countries involved in the 2011 'Arab Spring' uprisings against dictators were: Jordan; Tunisia; Egypt; Syria; Morocco; Sudan; Yemen; Bahrain; and Libya. NATO forces removed Colonel Muammar Gaddafi from power, resulting in destabilisation of Libya. Tens of thousands of Libyans fled their country, to escape suffering caused by the invasion by Britain, France and the USA.

The African History Of Sport

Appendix 1: Activity Sheet 2

When were the Ancient Egyptians?

Timeline 2: 1900 to 2020



Education Scheme

Complete the Timeline by writing the following events next to the labels of the correct years.

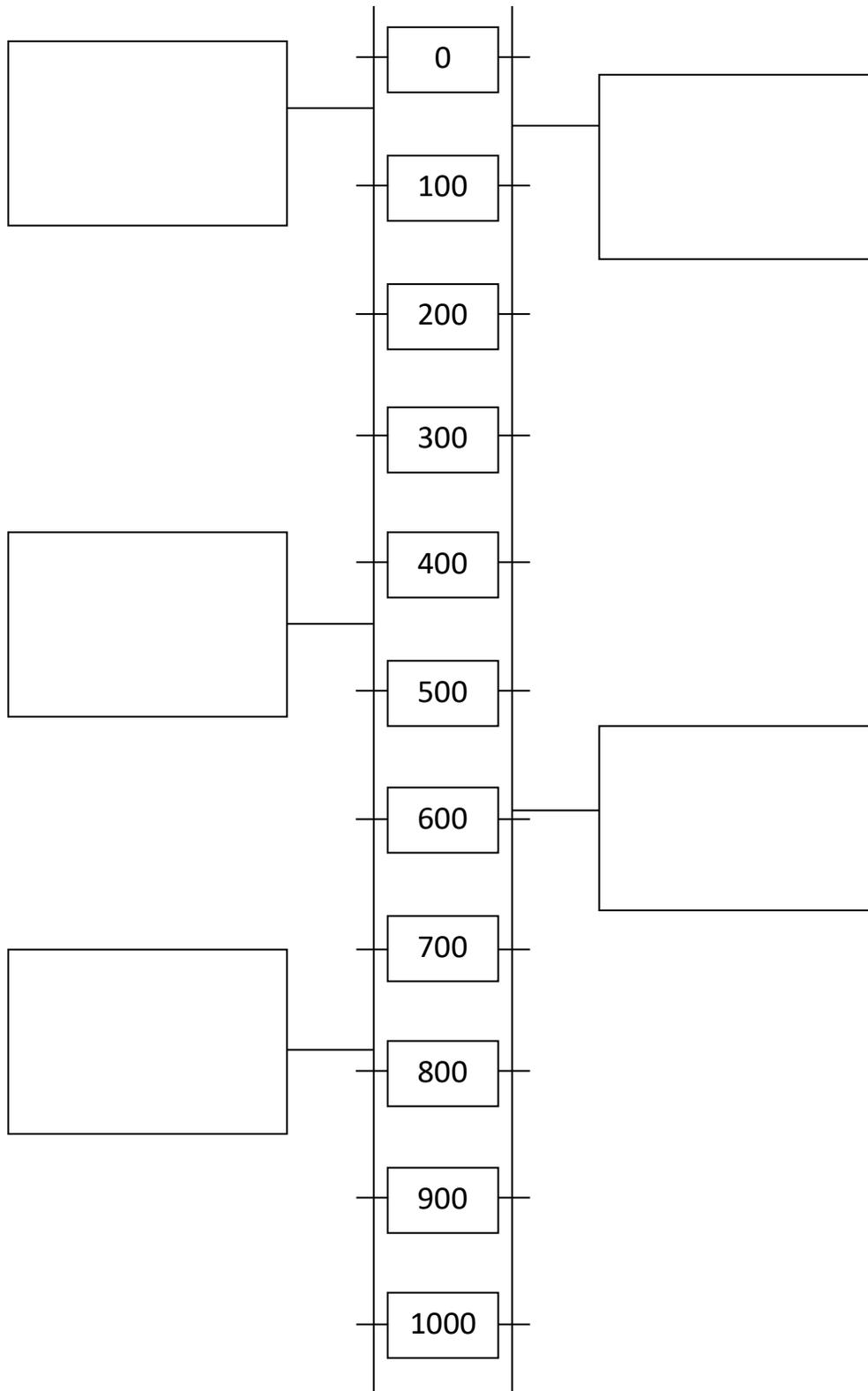
- 1901:** Queen Victoria dies
- 1914-1918:** World War I
- 1919:** Nancy Astor becomes UK's first woman MP
- 1928:** All UK women granted right to vote
- 1929:** Wall Street Crash, leading to Great Depression
- 1936:** First television broadcast
- 1939-1945:** World War II
- 1948:** British Nationalities Act passed
- 1952:** First jet passenger aeroplane
- 1961:** Yuri Gagarin first man in space
- 1966:** England hosts and wins football World Cup
- 1969:** Neil Armstrong first man on the moon
- 1979:** Margaret Thatcher becomes UK's first women Prime Minister
- 1982:** Falklands War
- 1989:** World Wide Web (Internet) invented
- 1990:** Nelson Mandela released from prison; Gulf War
- 2001:** 9/11: New York's "Twin Towers" buildings are destroyed by aeroplanes
- 2003:** Iraq War begins
- 2008:** Stock market crash, leading to world financial crisis
- 2011:** Arab Spring uprisings in the Middle East and North Africa
- 2014:** Syrians and Libyans seek refuge in Europe

The African History Of Sport

Appendix 1: Activity Sheet 3

When were the Ancient Egyptians?

Timeline 3: 0 to 2020 (page 1, Years 0 to 1000 A.D.)

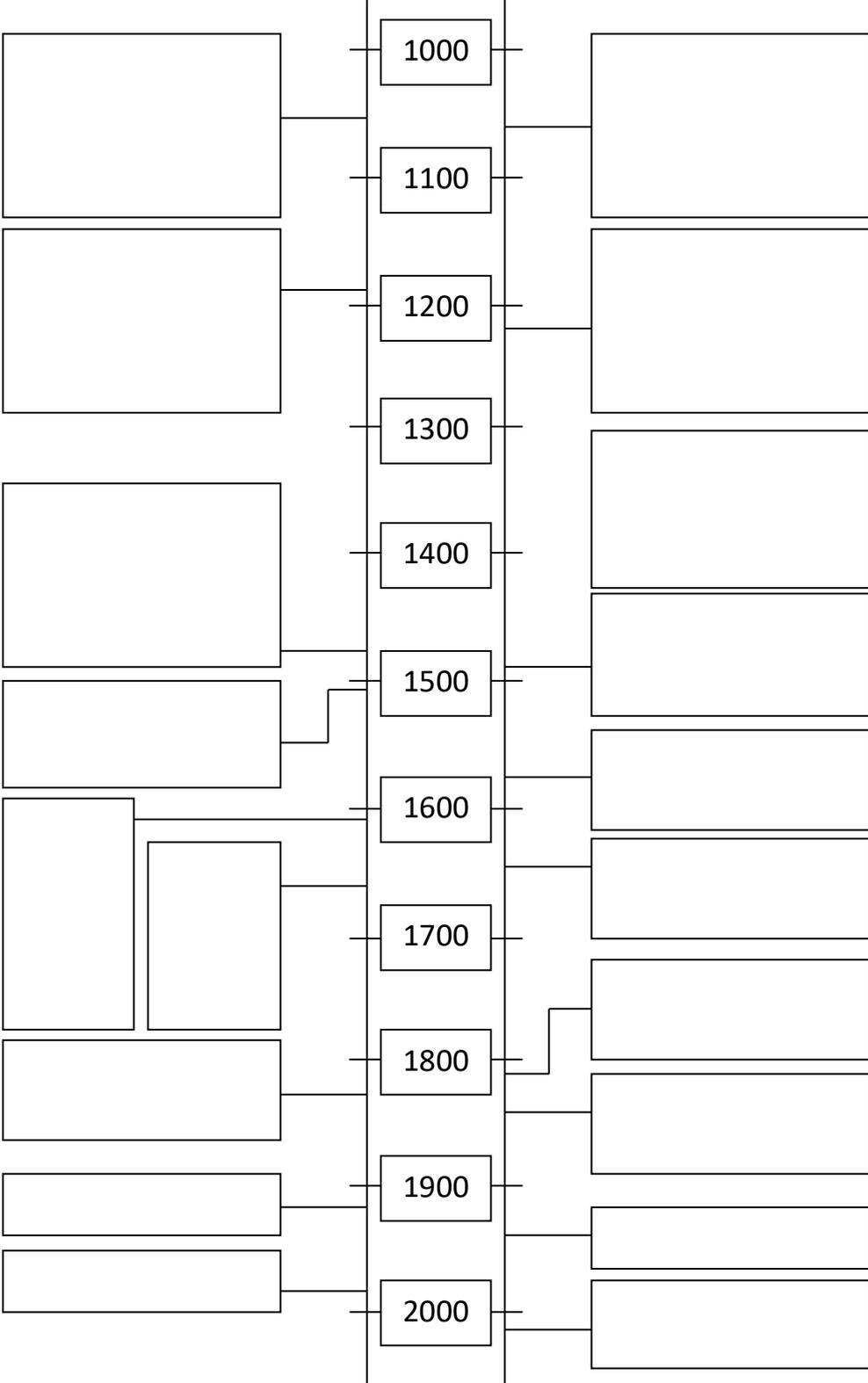


Education Scheme

Appendix 1

When were the Ancient Egyptians?

Timeline 3: 0 to 2020 (page 2, Years 1000 to 2020 A.D.)



The African History Of Sport

Complete Timeline 3 by writing the following events in the labels of the correct years.

Year(s) (A.D.)	Event
43	Romans invade Britain
60	Queen Boudicca's Iceni army captures Londinium from the Romans before losing the Battle of Watling Street
449	First invasion of Britain by Teutonic tribes including Angles and Saxons
597	Augustine re-introduces Christianity to Britain
789	Vikings invade Britain
1066	Normans invade, defeating Saxon army at Battle of Hastings, William I became king
1067	Normans begin compiling the Domesday Book
1191	Richard I begins wars in the Holy Land
1215	King John signs Magna Carta
1415	English defeat French at Battle of Agincourt in the 'Hundred Years' War'
1485	House of Lancaster wins Wars of the Roses, Henry VII becoming first Tudor King
1492	Christopher Columbus first European to sail to America (the New World)
1502	First reports of enslaved Africans in the New World
1577	Francis Drake sails around the world
1605	Gunpowder Plot attempt to blow up Parliament
1649	Roundheads win English Civil War; England is a republic until 1660
1665 & 1666	The Great Plague (1665); The Great Fire of London (1666)
1807	Atlantic Slave Trade made illegal
1805-1815	Napoleonic Wars
1821	Faraday invents first electric motor
1836	Atlantic Slave Trade made illegal
1914-1918	World War I
1939-1945	World War II
1989	World Wide Web (internet) invented
2011	Arab Spring uprisings in North Africa

Education Scheme

Appendix 1: Activity Sheet 4

When were the Ancient Egyptians?

Timeline 4: 7500 B.C. to 2020 A.D.

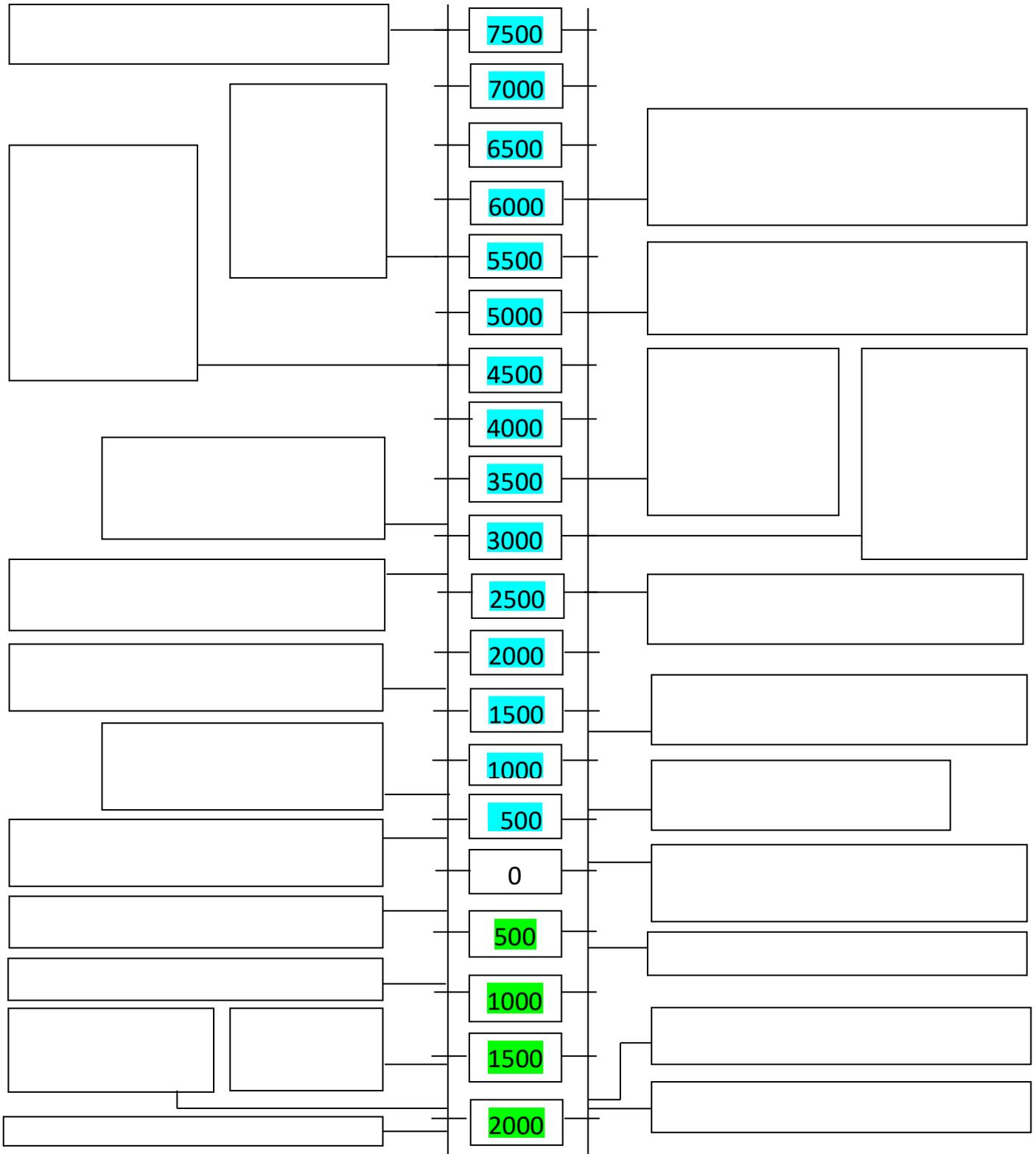
Complete the Timeline by writing the following information about the Egyptians in the labels of the correct years.

Year	Event
7500 B.C.	Evidence of people living in the Egyptian region
6000 B.C.	As climate warms, more people settle in Nile valley; they can make pottery from clay
5500 B.C.	Upper and Lower Egypt two separate lands
5000 B.C.	Evidence of Egyptians farming sheep and cattle, and growing wheat and barley
4500 B.C.	First use of sails on Egyptian ships, the main transport in the Nile valley
3500 B.C.	First Egyptian wall paintings and hieroglyphic writing
3100 B.C.	Upper and Lower Egypt united as one country under Pharaoh Narmer
3000 B.C.	Egyptians build walled towns and villages (buildings of mud brick)
2700 B.C.	First stone pyramid built
2500 B.C.	Great Pyramids of Giza built
1650 B.C.	Northern Egypt conquered by the Hyksos
1327 B.C.	King Tutankhamun buried in Valley of the Kings
664 B.C.	Egypt conquered by Assyrians
525 B.C.	Egypt conquered by Persians
332 B.C.	Egypt conquered by Alexander the Great, falling under Greek rule
30 B.C.	Battle of Actium; Romans defeat fleet of Queen Cleopatra VII; Egypt becomes part of Roman Empire
300 A.D.	Last use of hieroglyphic writing
642 A.D.	Egypt conquered by Arabs
969 A.D.	City of Cairo founded
1517 A.D.	Ottoman Turks ruled Egypt
1869 A.D.	Suez Canal completed
1953 A.D.	Egypt becomes an independent country
1960 A.D.	Aswan Dam built
2011 A.D.	'Arab Spring' uprisings in North Africa

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Timeline 4: 7500 B.C. to 2020 A.D.

Key: B.C. (Before Christ) A.D. (Anno Domini - after the birth of Christ)



Education Scheme

Appendix 1: Activity Sheet 5

When were the Ancient Egyptians?

Timeline 5: Egyptian Dynasties, 7500 B.C. to 30B.C.

Period	Dynasty	No. of Rulers	Most Famous Kings and Queens	Approximate Years(B.C.)
Pre-Dynastic				7500-3100 (4400)
Early Dynastic	1st	8	Narmer	3100-2890 (210)
	2nd	unknown	Hetepsekhemwy; Peribsen	2890-2686 (204)
Old Kingdom	3rd	unknown	Djoser	2686-2613 (73)
	4th	7	Sneferu	2613-2494 (119)
	5th	9	Unas	2494-2345 (149)
	6th	7	Pepy I; Pepy II	2345-2181 (164)
First Intermediate	7th & 8th	31		2181-2125 (56)
	9th & 10th	38	Kheti; Meryibra	2160-2025 (135)
Middle Kingdom	11th	7	Mentuhotep I	2125-1985 (140)
	12th	8	Amenemhat I; Queen Sobeknefru	1991-1782 (209)
	13th	unknown	Ay	1782-1650 (132)
	14th	unknown	Nehesi	1707-1650 (57)
Second Intermediate	15th	unknown	Apepi I	1650-1550 (100)
	16th	unknown		1650-1550 (100)
	17th	unknown	Tao II	1650-1550 (100)
New Kingdom	18th	14	Amenhotep I; Queen Hatshepsut; Thutmose III; Amenhotep II; Amenhotep III; Tutankhamun	1550-1295 (255)
	19th	8	Seti I; Rameses II; Merenptah	1295-1186 (109)
	20th	10	Setnakht I; Rameses III	1186-1069 (117)
Third Intermediate	21st	7	Smendes	1069-945 (124)
	22nd	9	Shosenk I	945-715 (230)
	23rd	4	Pedubast I	818-715 (103)
	24th	2		727-715 (12)
	25th	7	Taharqo	780-656 (124)
Late	26th	7	Psamtek I; Neko II; Ahmose II	664-525 (139)
	27th	7	Persian rulers: Cambyses; Darius I	525-404 (121)
	28th	1	Amyrtacus	404-399 (5)
	29th	3	Nepherites I; Hakor	399-380 (19)
	30th	3	Nectanebo I	380-343 (37)
	31st	3	Artaxerxes III; Darius III	343-332 (11)
Alexander of Macedon (Alexander the Great)				332-323 (9)
Wars of Alexander the Great's successors				323-305 (18)
Ptolemaic		14	Ptolemy I; Cleopatra VII	305-30 (275)

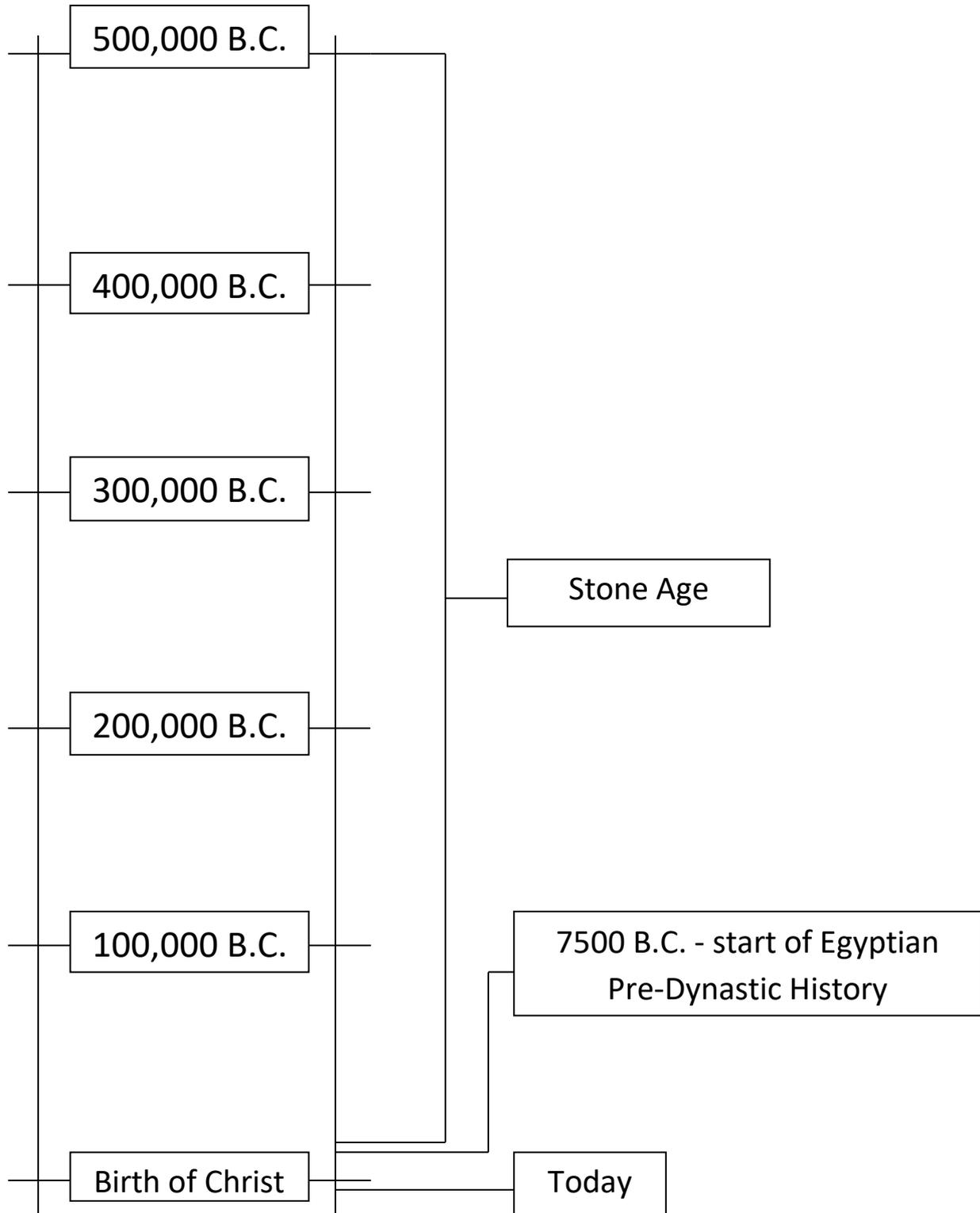
Note: Dates of some dynasties overlap because there were periods of time, mainly the 'Intermediate Periods', when different parts of Egypt were ruled by different families.

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Appendix 1: Activity Sheet 6

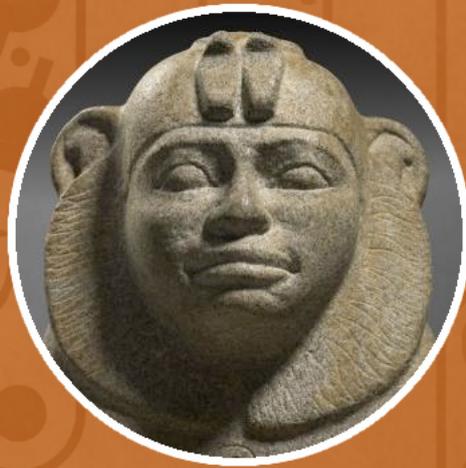
When were the Ancient Egyptians?

Timeline 6: The History of Humanity



Education Scheme

Appendix 2



Who Were The Ancient Egyptians?



APPENDIX 2

Who were the Ancient Egyptians?

Teacher Notes

Curriculum Areas

- English:** Reading comprehension
Speaking and listening
Handwriting
- History:** Understanding concept of pre-history
Major events and developments in Ancient Egypt, including:
- Where they lived
 - Irrigation, growing crops, rearing animals and building
 - Conflicts with other peoples
- Understanding the concept of time, B.C. and A.D.
- Geography:** Learning the locations of:
- Egypt and its near neighbours
 - River Nile, Mediterranean Sea and Red Sea

Aims

- To understand the concept of pre-history
To learn about major events and developments in Ancient Egypt
To learn that Ancient Egyptian history is organised into periods and dynasties
To learn about the geographical locations of Egypt and its near neighbours

Related Knowledge and Skills

- Concepts and vocabulary related to the passage of time
Group discussion and interaction
Writing explanations
Map reading
Eight points of the compass

Time

2 x 60 mins lessons

Resources

- Resource Sheet:** Who were the ancient Egyptians?
Activity Sheet 1: Who were the Ancient Egyptians? (based on Resource Sheet)
Activity Sheet 2: Who were the Ancient Egyptians? (mapwork)
Atlas

Differentiation Strategies

- Less able children:** Work in a pair with a stronger reader, or with adult help.
Answer fewer questions.
- More able children:** Opportunity to take responsibility and lead pair activities.
Assist less able children.

Education Scheme

Overview

Activity Number	Class Organisation/Activity	Main Idea	Resource
1.1	Class reading and discussion	Read the Resource Sheet 'Who were the Ancient Egyptians?' After each of the six parts, discuss the key information. Read the Activity Sheet.	Resource Sheet Activity Sheet 1
1.2	Children's written answers	Children answering questions on the Activity Sheet, individually or in pairs	Resource Sheet Activity Sheet 1
1.3	Class Discussion	Children reporting back their answers	Resource Sheet Activity Sheet 1
2.1	Class mapwork and discussion	Use an atlas to teach the location of Egypt in relation to the rest of the world by: <ul style="list-style-type: none"> • Zooming out from the United Kingdom to Egypt • Zooming out from Egypt to the rest of the world. Read Activity Sheet 2, covering: <ul style="list-style-type: none"> • Eight points of the compass • Contrast between international borders of north east Africa today and in the time of the Ancient Egyptians. 	Atlas Activity Sheet 2
2.2	Children's written answers	Children answering questions about: <ul style="list-style-type: none"> • Eight points of the compass • Labelling locations in Ancient Egypt • Identifying names and locations of modern north east African (and Middle East) countries. 	Atlas Activity Sheet 2
2.3	Class Discussion	Children reporting back their answers	Atlas Activity Sheet 2

APPENDIX 2

Who were the Ancient Egyptians?

Class Assessment Sheet

Assessment Criteria	Children who excelled	Children who achieved	Children working towards
English			
Speaking and Listening			
Articulating logical arguments, ideas and opinions in class discussion			
Reading Comprehension			
Understanding Resource Sheet text			
Handwriting			
Writing labels neatly on to maps			
History			
Understanding how irrigating land close to the River Nile assisted crop-growing and building			
Understanding and appreciating the teamwork needed to build the pyramids			
Geography			
Using atlas to label accurately and write key to maps, showing knowledge about locations			
Understanding eight points of the compass			

Education Scheme

Appendix 2

Who were the Ancient Egyptians?

Resource Sheet

PART 1: Pre-History

Pre-history is the millions of years before anything was written down. We can work out what life on earth was like through clues we find by digging – archaeology.

Such clues tell us that hunter-gatherers lived in Africa about 17,000 years ago – 15,000 B.C. They used stone tools to hunt, to fish and to gather grain and fruit.

By 12,000 B.C. some Africans were grinding grain, and by 8000 B.C. some were herding cattle.

About 8000 B.C., climate change began to dry up the farming land to the north and west, forming the Sahara desert.

PART 2: The First Ruler of all Egypt

By 3300 B.C., Egypt – known as Kemet or ‘Black Land’ – was divided into two kingdoms, Upper Egypt to the south and Lower Egypt to the north.

Hieroglyphic writing began at this time, providing the first written records.

PART 3: Egyptian Farming and Religion

Egyptian survival depended on growing crops. This in turn depended on rainwater that kept the Nile flowing, and on light and warmth from the sun. The Egyptians linked the rain and sun closely to religion. They worshipped their Pharaoh as a God, believing that he ensured the annual flooding of the Nile, keeping their land

By 7500 B.C. increasing numbers of people in the region had moved to live on black, fertile soil close to the River Nile. The swampy water was drained into streams which were channelled to irrigate crop fields, leaving dry areas on which to build houses and community buildings. These Nile Valley settlers grew barley and wheat, raised cattle, goats and pigs and wove linen cloth and baskets.

Native to hot, sunny Africa, the Nile settlers had naturally evolved black skin. Containing more melanin than white skin, black skin is less easily damaged by the sun’s ultraviolet rays, and converts more of the sunlight into Vitamin D.

Around 3100 B.C. Pharaoh Narmer unified the kingdoms of Upper and Lower Egypt to become the first ruler of all Egypt.

watered and fertile. Their religion was closely linked to their customs and art. Their religion, customs and art changed very little over hundreds of years.

The Egyptians gradually expanded their farmland further into the desert to the west.

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PART 4: The Pyramids

The first stone pyramid was built in 2700 B.C. It was the 'Step Pyramid' at Saqqara (below).



Built for Pharaoh Djoser, it was made by building several 'steps' or layers of stone on top of each other. It was the first of many pyramids built as burial places for the pharaohs.

The royal capital of Egypt during this period was at Memphis. About 2500 B.C. the three Pyramids of Giza (below) were built. Constructions such as the Pyramids of Giza and the Great Sphinx (above right) needed a powerful government, reliable tools, craftsmanship and great organisation and teamwork.



PART 5: Battles for Land and Power

About 2200 B.C. the government in Ancient Egypt collapsed. Many people fought for the power to rule, and for about 150 years, Upper and Lower Egypt had different rulers. In 2055 B.C. Menuhotep II gained control of the entire country.



One of the most famous tombs is that of Pharaoh Tutankhamun. He ruled Ancient Egypt for just nine years, 1336 B.C. to 1327 B.C., but when his tomb was discovered by English archaeologist Howard Carter in 1922, it was the first to be found that had not been looted by tomb robbers. It contained many pieces of beautiful artwork, sculptures and carvings made from various materials, including the famous gold mask.

Among other grand and famous works are the Temple of Karnak, the first part of which was built about 1900 B.C., and the Rosetta Stone, which was carved in 196 B.C. Discovered by the soldiers of Napoleon Bonaparte, the Rosetta Stone is an agreement between a group of priests and the Egyptian government in three different languages: hieroglyphic, demotic and ancient Greek.

In 1850 B.C. the Egyptians took control of Nubia, the country just over their southern border which had valuable natural resources such as gold.

The Egyptians viewed invaders as 'the bringers of chaos'. In 1650 B.C. the Hyksos, people from the Levant in Asia,

Education Scheme

who had much superior war chariots, bows and arrows, began to capture land in the north. By 1600 B.C. the Hyksos controlled the Delta region of Egypt. The Egyptians mastered Hyksos technology; and about 1525 B.C. the army of Pharaoh Ahmose threw the Hyksos out of Egypt, unifying Upper and Lower Egypt once more. After that there were several internal squabbles about religion and power, but the Pharaohs were careful to control their borders.

Pharaoh Ramesses II, a great military leader, ruled for 66 years from 1279 B.C. to 1213 B.C. In 1274 B.C. he repelled the Hittites at the Battle of Kadesh near the modern border between Syria and Lebanon. It was the largest chariot battle ever fought, involving over 5,000 chariots. Rameses II also took land along the east coast of the Mediterranean.

Egypt was a unified country until 1050 B.C., when it split again into Upper and Lower Egypt. Weakened, Egypt was conquered by Nubian king Piye in 728 B.C. Nubian kings ruled Ancient Egypt until about 664 B.C.

At this time, Egypt's neighbours began to fall to the Assyrians from Mesopotamia. In

664 B.C. the Assyrians conquered Egypt, controlling the country until 525 B.C. The Assyrians made Psamtek the king of the whole of Egypt. He reigned for the first 54 years of 140 years of Assyrian rule, guiding Egypt successfully and peacefully.

In 525 B.C. the Persians from the Near East conquered Egypt. They controlled the country until 332 B.C.

In 332 B.C. the Macedonian army of Alexander the Great conquered Egypt, having already conquered much of Greece. The Egyptians welcomed Alexander as their deliverer from the Persians. He showed respect for their religion, but he appointed Greeks to virtually all the senior posts in the country. He also founded a new Greek city, Alexandria, to be Egypt's capital. He used the wealth of Egypt to finance his conquest of the rest of the Persian Empire, conquering land as far east as India. In 323 B.C. he died from a fever.

After Alexander's death his generals and companions fought over how to divide up his empire. Ptolemy, a general and good friend of Alexander took control of Egypt and his family ruled for about 275 years.

PART 6: The End of Ancient Egypt

By 31 B.C. Egypt was ruled by the highly intelligent Queen Cleopatra VII., who was mixed raced. She is well-known for her affairs with Roman Emperor Julius Caesar and Roman officer Mark Antony.

In 31 B.C. the Romans went to war against the Egyptians. Antony and Cleopatra fought against the Roman navy at the Battle of Actium, but their fleet was defeated and Egypt became part of the Roman Empire. Cleopatra died shortly afterwards.

Appendix 2

Who were the Ancient Egyptians?

Activity Sheet 1

PART 1: Pre-History

1. What is archaeology? (paragraph 1)

- a) Ancient writing b) Digging to find clues about life in the past
c) Ancient objects d) Anything that happened in pre-history

2. Write a list of three foods eaten by the hunter-gatherers of North Africa.
(paragraph 2)

3. What caused the people to live closer to the River Nile by 7500 B.C.?
(paragraphs 4 and 5)

- a) Climate change b) Farmland to the north and west became too dry.
c) The area to the north was too small to keep animals.
d) Farmland to the north and west became too wet.
i) a and b ii) a and c iii) b and c iv) c and d

4. What did early Egyptians do so that they could farm and build in the Nile Valley?
(paragraph 5)

- a) They allowed all the water to flow wherever the hills and valleys took it.
b) They drained land so that it dried out and could be built on.
c) They controlled where water did and did not go.
d) They dug channels to direct water into crop fields.
i) a, b and c ii) a, c and d iii) b, c and d iv) a, b, c and d

Education Scheme

5. What two main advantages does melanin in black skin provide in a hot, sunny climate? (paragraph 6)

i) _____

ii) _____

PART 2: The First Ruler of all Egypt

1. About how many years ago did Pharaoh Narmer become the first ruler of all Egypt?

a) just over 3300

b) just over 3100

c) just over 4100

d) just over 5100

PART 3: Egyptian Farming and Religion

1. Write a sentence that explains the relationship between the Ancient Egyptians' Pharaoh, their religion and the crop-growing they needed to survive. (paragraph 1)

PART 4: The Pyramids

1. Why do you think the building of the Pyramids of Giza and the Great Sphinx needed 'great organisation and teamwork'? (paragraph 3)

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2. What is the main reason that the tomb of Tutankhamun remains one of the most famous discoveries from Ancient Egypt? (paragraph 4)

a) Tutankhamun ruled Egypt for nine years.

b) The tomb was the first found that had not been looted by robbers.

c) It was discovered by Howard Carter.

PART 5: Battles for Land and Power and PART 6: The End of Ancient Egypt

1. Write the names of the different invaders who tried to conquer Egypt, or parts of Egypt, next to the dates of their invasions.

1650 B.C. _____

1274 B.C. _____

728 B.C. _____

664 B.C. _____

525 B.C. _____

332 B.C. _____

31 B.C. _____

Education Scheme

Appendix 2

Activity Sheet 2

Where is Egypt?

A: Atlas Work

1. Look at a world map. Find Egypt. In which direction would you travel to make the shortest journey from Egypt to...

a) India

i) north ii) east iii) south iv) west

b) United Kingdom

i) north east ii) south east iii) south west iv) north west

c) Brazil (South America)

i) north east ii) south east iii) south west iv) north west

d) United States of America

i) north ii) east iii) south iv) west

e) Australia?

i) north east ii) south east iii) south west iv) north west

2. What is the name of...

a) The sea that is immediately north of Egypt _____

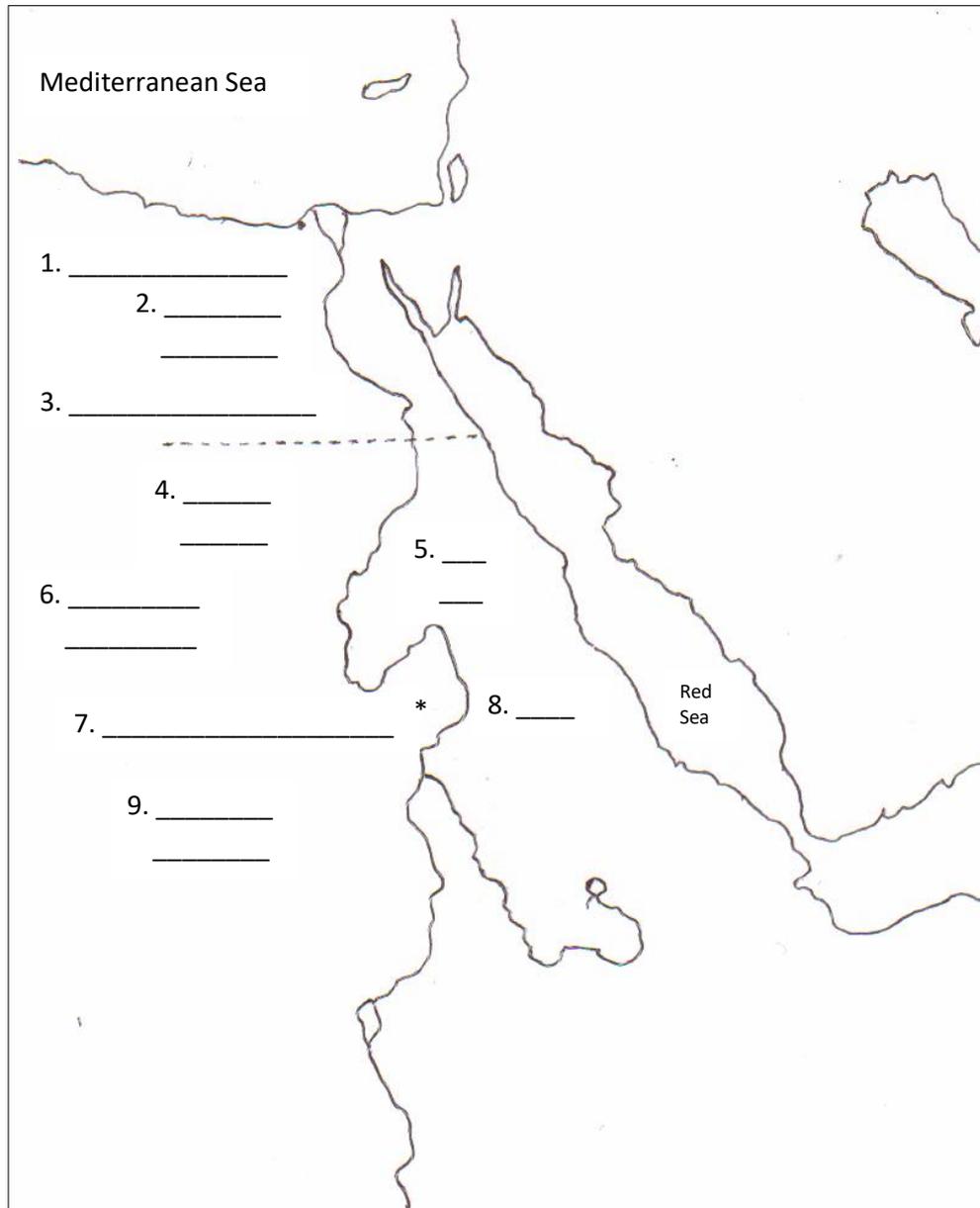
b) The sea that is immediately east of Egypt? _____

3. With which country does Egypt share...

a) Its western land border _____

b) Its southern land border? _____

B: Map of Ancient Egypt



Write the following labels on to the map:

1. Alexandria
2. Lower Egypt
3. Border between Nubia and Egypt
4. Lower Nubia
5. Upper Egypt
6. Western Desert
7. Valley of the Kings
8. Thebes
9. Upper Nubia

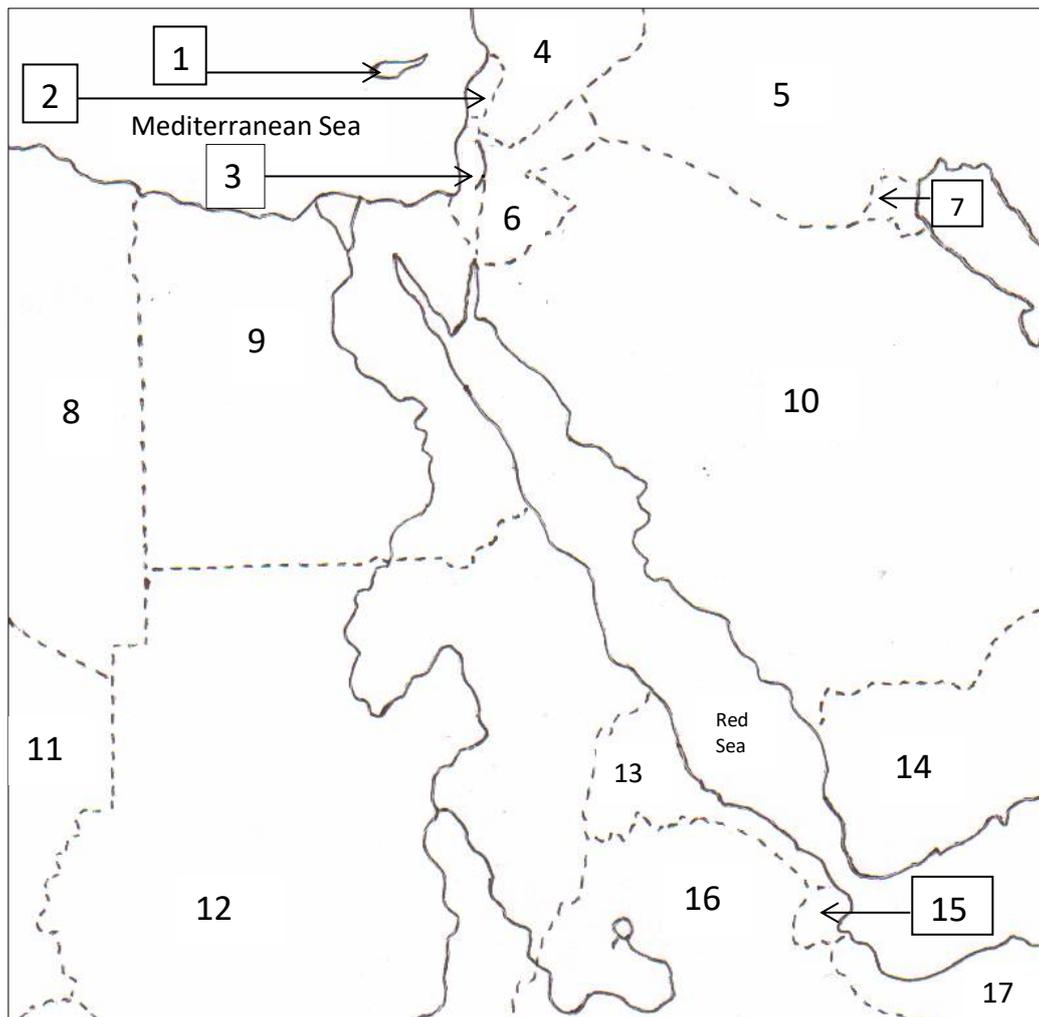
Label also, along the rivers:

- River Nile
- White Nile
- Blue Nile

(The River Nile runs north into the Mediterranean. It begins as the White Nile, which runs roughly south to north, and it's joined by the Blue Nile from the south east just south of the Valley of the Kings.)

Education Scheme

C: Map of Modern Day North East Africa



Complete the key to the map by using your atlas to help you to unscramble the anagrams of countries' names.

Key

——— Coastlines and rivers

----- international boundaries

No	Anagram	Country
1	CRYPUS	
2	NOBLANE	
3	ASLIER	
4	IARSY	
5	QARI	
6	RAJNOD	
7	ITWAKU	
8	BAILY	
9	PEGYT	

No	Anagram	Country
10	AIDUS IAABRA	
11	AHDC	
12	ANDUS	
13	ARETIRE	
14	MEENY	
15	IJIDUBT	
16	OIHEPITA	
17	OAISLAM	

Appendix 2

Who were the Ancient Egyptians?

Teacher Answer Sheet

Activity Sheet 1

PART 1: Pre-History

1. b) Digging to find clues about life in the past
2. Fish; grain; fruit
3. i) a and b
4. iii) b, c and d
5. i) Melanin provides skin with protection against the sun's damaging ultraviolet rays.
ii) Melanin helps the skin to convert more of the sunlight to Vitamin D.

PART 2: The First Ruler of all Egypt

1. d) just over 5100

PART 3: Egyptian Farming and Religion

1. 'The Ancient Egyptians believed that their Pharaoh was a God who ensured the annual flooding of the Nile that kept their land watered and fertile for growing crops.' (or a sentence of similar meaning);

PART 4: The Pyramids

1. The building of the Pyramids of Giza and the Great Sphinx needed 'great organisation and teamwork' because they are huge and it must have taken many men, working together to a plan, to carve and move the stones of the Pyramids of Giza, and to carve the stones of the Great Sphinx.
2. b) The tomb was the first found that had not been looted by robbers.

PART 5: Battles for Land and Power and PART 6: The End of Ancient Egypt

1. 1650 B.C. Hyksos
1274 B.C. Hittites
728 B.C. Nubians
664 B.C. Assyrians
525 B.C. Persians
332 B.C. Macedonians
31 B.C. Romans

Education Scheme

Activity Sheet 2

A: Atlas Work

- 1a. ii) east
- 1b. iv) north west
- 1c. iii) south west
- 1d. iv) west
- 1e. ii) south east

- 2a. Mediterranean Sea
- 2b. Red Sea

- 3a. Libya
- 3b. Sudan

B: Map of Ancient Egypt

Completion of the labels on the map:

1. Alexandria
2. Lower Egypt
3. Border between Nubia and Egypt
4. Lower Nubia
5. Upper Egypt
6. Western Desert
7. Valley of the Kings
8. Thebes
9. Upper Nubia

River Nile

White Nile

Blue Nile

C: Map of Modern Day North East Africa

No	Anagram	Country
1	CRYPUS	CYPRUS
2	NOBLANE	LEBANON
3	ASLIER	ISRAEL
4	IARSY	SYRIA
5	QARI	IRAQ
6	RAJNOD	JORDAN
7	ITWAKU	KUWAIT
8	BAILY	LIBYA
9	PEGYT	EGYPT

No	Anagram	Country
10	AIDUS IAABRA	SAUDI ARABIA
11	AHDC	CHAD
12	ANDUS	SUDAN
13	ARETIRE	ERITREA
14	MEENY	YEMEN
15	IJIDUBT	DJIBOUTI
16	OIHEPITA	ETHIOPIA
17	OAISLAM	SOMALIA

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