

RUGBY FOR PEACE TEACHER GUIDE

**"WHAT WE KNOW IS,
THAT WITH RUGBY
AS A TOOL, WE CAN
CHANGE PEOPLE'S
LIVES."**

– Gonzalo Gómez



RUGBY FOR PEACE

Use these notes and activities to accompany SCIAF's Rugby for Peace documentary film. The film and activities are most suited to an audience aged 15+.



When I first heard about SCIAF's Rugby for Peace project in Chocó, the poorest region in Colombia, I knew we had to do something a little special to share the stories that were emerging from the communities involved. For SCIAF, it was a new and completely different type of development project, having a huge impact on the lives of some of the poorest and most marginalised children and families in Colombia.

In late 2021, we put our heads together and began working on the idea of producing a documentary film about this innovative project. We enlisted the help of a local production company in Colombia, and the crew were soon travelling by small plane and long-boat to meet the partners we are working with, and to interview the participants we are supporting.

Since then, back in Scotland, it has been a real privilege to stitch the stories together and bring the film to life, working with a raft of committed colleagues from Fundación Buen Punto and SCIAF, as well as friends at design and music composition studios based in Glasgow.

This is the first time SCIAF has produced a longer-form film on our work around the world. I hope it will shine a light on Colombia's breath-taking landscapes, the warmth of the people who live there, and one of SCIAF's most unusual but heart-warming projects.

I also hope it provides powerful testimony of the difference made by people, like you, who donate to SCIAF here in Scotland. It is only through your donations that we can continue this life-changing work.

I hope you and your pupils find as much joy in this film as I have had in the making of it. And good luck with the screening in your school – I hope it is a great success.



**JAMES
CAVE**

Rugby for Peace
Producer, Writer, Editor

SCIAF Content Production Officer

TEACHERS' NOTES

COLOMBIA

For six decades, a violent civil war involving guerrilla groups, private armed groups, drug cartels and government forces has left hundreds of thousands of people dead and forced nearly seven million to flee their homes. Despite the 2016 peace agreement, conflict remains and Colombia has one of the highest number of internally displaced people in the world. Poverty and displacement continue to be significant problems.

SCIAF has been working in Colombia since 1985, focusing on promoting peace, helping indigenous and Afro-Colombian people to preserve their land, protecting their land rights, and protecting themselves from threats from illegal mining operations. We're helping communities who were forced to flee their homes to stand up for their rights and reclaim legal access to their land. We also provide seeds, tools, livestock and training to marginalised communities, so they can grow more food and support themselves.

COLOMBIA FACT FILE

Location: South America

Sea borders: Caribbean Sea and the North Pacific Ocean

Land borders: Brazil, Ecuador, Panama, Peru and Venezuela

Population: 49 million people

Capital: Bogota

Time difference to Scotland: GMT -6 hours



BUILDING PEACEFUL COMMUNITIES IN CHOCÓ

Indigenous communities are not fully integrated into Colombian life, and often face discrimination. But Rugby for Peace is slowly helping to break down these barriers by bringing together young players from several different communities including the native Emberá Dobidá people.

EMBERÁ DOBIDÁ

Emberá communities are one of Colombia's largest indigenous populations, many of whom live in Chocó – a vast region perched between Colombia's Pacific Coast and the mountains of the Andes. With a rich cultural heritage deeply rooted in their ancestral lands the Emberá people have a strong connection to the natural world.

Spanish and other colonists in the 16th century met fierce resistance from Emberá people defending their land and culture. Continued conflict spanning centuries caused the Emberá communities to move deeper into the mountains, and into territories inaccessible to outsiders.

The colonial presence in Chocó was motivated by access to natural resources such as gold and silver. Communities today are still under threat from illegal mining and exploitation of natural resources.

Despite the Constitution of 1991 (which outlined the legal duties to protect and uphold the human rights of Colombia's ethnic minorities and indigenous peoples) Emberá communities are still being forced from their ancestral lands, leading to mass displacements. In recent years, the UN has highlighted Emberá people as one of the most at-risk indigenous groups in the world due to the ongoing conflict.

AFRO-COLOMBIAN COMMUNITIES

Chocó, on Colombia's Pacific Coast, is home to around 550,000 people, 90% of whom are Afro-Colombian.

Spanish colonists forcibly brought enslaved people from Africa, beginning in the 16th Century. In the 1800s, following abolition, Afro-Colombians faced continued marginalisation and discrimination leading to socio-economic disparities in the country.

In the early 1990's Afro-Colombian communities were granted territorial rights in Colombia, giving a similar status to indigenous people. However, political violence and conflict between paramilitary groups, narcotics traffickers, guerrillas and government forces has forced them from their territories and displaced millions of Afro-Colombians around Colombia. Today, Afro-Colombians are some of the most marginalised and disadvantaged people in Colombia.

TEACHERS' NOTES

RUGBY FOR PEACE

Perched between Colombia's Pacific Coast and the mountains of the Andes lies the vast region of Chocó. Rich in culture, biodiversity and landscape, it is an area of outstanding natural beauty and warmth of people.

But behind this cover lies another, more sinister story. Chocó is the poorest region in Colombia – and one that continues to reel from the devastating impacts of the climate crisis, the coronavirus pandemic, and an ongoing conflict driven by the illegal drugs trade.

Together, these factors have left children and young people with few opportunities to improve their lives and build a brighter future. As a result, many are lured into a life of crime to secure money, make ends meet,

and support their families. They have no choice but to follow this path – until now.

Thanks to the support of the Scottish people, SCIAF's Rugby for Peace project has begun to transform the lives of some of the most vulnerable children – and their families – in Chocó.

Building on a methodology by the University of Brighton, we co-created the Rugby for Peace project with local sports specialists Fundación Buen Punto to engage some of the most vulnerable children in Colombia with something positive, and instil values like discipline, respect, integrity, passion and solidarity – the so-called five pillars of Rugby.



"IN RUGBY, AS IN LIFE, ONE OF THE FIRST LESSONS IS, WHEN WE FALL, WE HAVE TO GET UP."

Coach Carolina

SCIAF'S PARTNERS

FUNDACIÓN BUEN PUNTO

Fundación Buen Punto's mission is to offer life opportunities and strengthen values through sports to young athletes who live in vulnerable populations throughout Colombia. They seek to enhance talent, perseverance and discipline in young people between 4 and 18 years old, offering them new life experiences with access to the practice of rugby, surfing and volleyball, as well as permanent teaching and training.



THE UNIVERSITY OF BRIGHTON

The University of Brighton developed the Football, Rugby and Sport for Peace methodologies more than 20 years ago. Programmes have been applied in conflict zones in four continents around the world, including Israel, Northern Ireland and South Africa. Time after time, this work has demonstrated the power of sport to build bridges, unite people and promote peaceful co-existence in conflict-torn communities.



ACTIVITY PHOTO STORY

Share some of the history and facts about Colombia from the Teachers' Notes.

Use the **Photo Story Sway**  for this activity.

- Ask pupils to view the Rugby for Peace photo story on Sway using their digital devices.
- Give students a few moments to look at the images.
- Encourage pupils to share their initial thoughts, emotions and observations on the photographs.
- Facilitate some discussion on the landscape, people and activities shown.

DISCUSSION

- How do the photographs reflect Colombia?
- How do they represent indigenous and marginalised communities in Colombia?
- How do the photographs reflect the Rugby for Peace project?
- What similarities and differences can you see with Scotland and your own life?



RUGBY FOR PEACE CINEMATOGRAPHER SANTIAGO RAMÍREZ

Santiago lives in Bogotá, Colombia

Santiago is a photographer and videographer whose work focusses on the experiences and daily lives of people living in remote territories in Colombia. He has worked with communities and their leaders who have been exposed to injustices, environmental degradation, and armed conflicts – acts that violate dignity and the human rights of indigenous and Afro-descendant communities. Through the lens, he is constantly searching for Colombia – a constant exploration of the collective memory of a multi-ethnic and multicultural country, full of contrasts and rich in stories.

ACTIVITY INSPIRATIONAL LEADERS

Use the **Biographies Sway**  for this activity.

- Ask pupils to view the Biographies Sway using their digital devices.
- The Sway shares the stories of the team behind Rugby for Peace and some of the players. Allow pupils some time to read the biographies.

DISCUSSION

- How do leaders featured in the film show the values of solidarity and human dignity?
- How do others in the film also show the values of compassion and respect?
- In what ways does the coaches promote inclusion and wellbeing?
- What personal development opportunities are available to the young people through Rugby for Peace?
- What role does SCIAF play in supporting the coaches and local partners?

PLENARY LEARNING POINTS:

- Chocó is the poorest region in Colombia and is home to indigenous and Afro-Colombian communities.
- The communities in Chocó continue to reel from the devastating impacts of the climate crisis, the coronavirus pandemic, and an ongoing conflict driven by the illegal drugs trade.
- The Rugby for Peace methodology – teaching values and life skills through sport – is supported by academic research.
- Young people are developing skills, values and knowledge to interpret events in their life.
- The Rugby for Peace project widens young people's horizons and personal development.
- SCIAF co-created the Rugby for Peace project with local sport specialists.



ACTIVITY

UNDERSTANDING SPORT AND DEVELOPMENT

Use the **Documentary quotes pdf** for this activity.

- Ask pupils to view the pdf using their digital devices or print a few copies.
- Break a larger group into smaller discussion groups and ask the pupils to read the quotes from the Rugby for Peace film.
- Encourage each group to read through the quotes, selecting:
 - One that is most surprising
 - One that is most challenging
 - One that is most inspiring
- Ask each group to feedback to the wider group on what they discussed. Probe the groups to think deeply about the issues, thinking about the quotes and the documentary.



DISCUSSION

- Do they agree with all of the quotes?
- How do you think sport helps develop skills for life?
- How can young people, especially in marginalised communities, gain confidence through sport?
- How can sport break down social barriers and empower women and girls?
- How can sport promote peaceful co-existence?
- What are some of the challenges facing young people in Chocó?
- Situations like the one facing young people in Chocó can happen anywhere in the world. Can you think of similar situations that have happened elsewhere in the world, including closer to home?

ENCOURAGE PUPILS TO FINISH THESE SENTENCES TO ASSIST WITH THE DISCUSSION:

I believe...

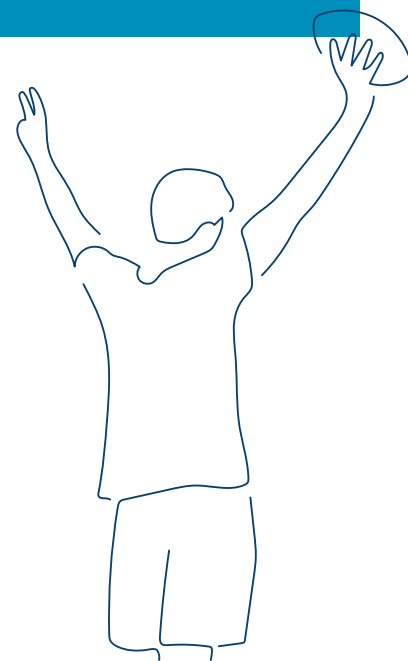
My point of view is...

I agree with...

I really admire the way...

I would never have thought...

I hope I can...



ACTIVITY

EXPLORING 'PEACE' AND 'CONFLICT'

PEACE

Use the quotes on **Peace pdf** for this activity to create an agreement line.

Designate different parts of the room to 'agree', 'disagree' and 'not sure'. Explain that you will read some quotes about peace. Instruct the pupils to walk to the area of the room that represents how they feel about the quote.

- One by one, read each quote out loud and allow the pupils to choose their positions.
- When they have taken their positions, ask them to give reasons for their stance. Why? What does it mean to you?
- After they have heard each other's reasons, they are invited to change their stance if they wish.
- You can then reveal whose quote it is, which allows further discussion if appropriate.
- Repeat with the next quote.



CONFLICT

Use **Mentimeter** to explore pupils' understanding of conflict.

Go to menti.com. You are required to make an account on their site first if you have not already. Visit mentimeter.com. Click 'Sign Up' at the top right and follow the instructions.

The word cloud option lets participants make a visual representation of words that they can enter through their phones/devices. In order to create a word cloud, you have to choose 'word cloud' from the question types.

For this activity enter the question: What is conflict?

Give pupils two minutes to think about this question, and then write their definitions.

Once you can see their definitions, ask the following questions:

- How does the definition of conflict affect the way we think about conflict?
- What are some negative consequences of conflict?
- What are some positive outcomes of conflict?
 - List two potential positive outcomes of conflict e.g. freedom from oppression
- What are some examples of conflict locally and globally?
- How does the media influence our awareness of national and global conflict issues?

Set up the agreement line again and read the statements from **Conflict pdf**. Encourage discussion and debate between the pupils, and allow them to change their position based on what they hear from others.

DEBRIEF

Here are some useful questions:

- What did you think of these exercises?
- Was there anything surprising/shocking about the quotes/statements?
- Would any of these quotes/statements change your thinking about peace and or conflict?
- Did the quotes/statements feel relevant to what you have seen in Rugby for Peace? How?


ACTIVITY REFLECTIONS ON SPORT AND SCRIPTURE

Millions of Christians play sport every week in the UK. Pete Nicholas, a trustee at charity 'Christians in Sport' (and former professional rugby player) asks the following question:

"But how many of these Christians playing sport are Christians in sport? In other words, how many Christians don't just play sport but actually see that their sport and faith are integrated? Not separate areas: 'I go to church on Sunday and play sport during the week,' but integrated, 'I play sport as part of a whole life view of worship.'"

Pete continues:

"It may be a surprise to you, but sport is part of God's good gift of creation. Sure, human beings are the ones who invent sports, but where does our playfulness come from? The creativity, the desire for human relationship, and the instinctive desire to play that all people, of all ages, across all cultures have, are all part of what it means to be made in the image of God. Genesis 1:27"

Use the **Sport and Scripture PowerPoint**  to analyse some verses from Scripture. The Notes section in the PowerPoint has some discussion questions for the class.



Pope Francis has spoken several times about sport and the links to Scripture and the teachings of the Church. He encourages us to rediscover the true value of sport – which is about playing fair and enabling everyone to play to their best.

Use the **Papal quotes pdf** for this activity.

Break a larger group into smaller discussion groups and ask the pupils to read the quotes using their digital devices or printed copies.

DISCUSSION

- What connections can you make between the Pope Francis quotes and the Rugby for Peace vision and values?
- How can we incorporate these ideas into our own participation in sport and physical activities?
- Can you think of any other examples of when Pope Francis has spoken about his love for football?



ACTIVITY CHRISTIANS IN SPORT



We understand that in some parts of Scotland, there are divisions between different religious groups and that sectarianism is a problem. This can have an impact on society and on sport. For more information and resources visit 'Action on Sectarianism'.

Use the **Christians in sport Sway**  for this activity.

- Ask pupils to view the Christians in sport Sway using their digital devices. Allow pupils some time to read the quotes.

All the professional athletes featured have spoken about their faith and how it has helped to shape them in sport. As Catholics, we are called to love one another and work together for justice and fairness, in all aspects of our life, including through sport.



DISCUSSION

- Did any of the quotes surprise you and why?
- What connections can you make between these statements and the Rugby for Peace vision and values?

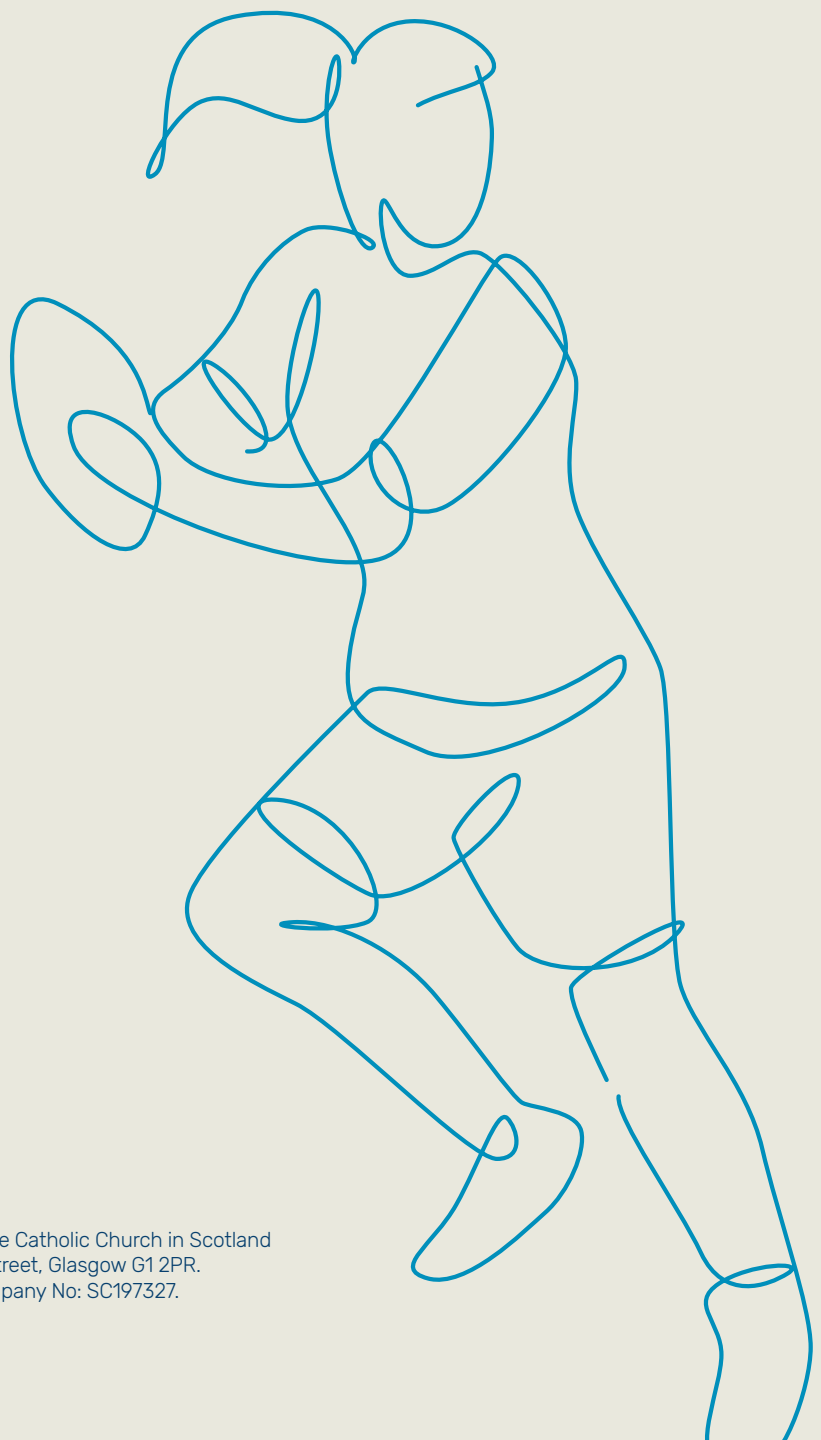


ACTIVITY PRAYER AND REFLECTION

Use the **Prayer pdf** for this activity.

- Share these short prayers alongside the activities or after watching the Rugby for Peace documentary.
- Ask pupils to write their own acrostic prayer or poem.





Scottish Catholic International Aid Fund

SCIAF is the official relief and development agency of the Catholic Church in Scotland and a proud member of the Caritas family. 7 West Nile Street, Glasgow G1 2PR.
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Photos by Santiago Ramírez.