



PLANET  
SUPER  
LEAGUE

[www.cup26.co.uk](http://www.cup26.co.uk)

**Key Stage 2  
Teachers' Pack**

# INTRO TO CUP26

## How to Take Part

- Our classroom resources have been designed by teachers and educational professionals to be fun, engaging and educational whilst linking our core themes of sustainability through football.
- The Cup 26 Teachers' Pack can be delivered in its entirety as a scheme of work week-by-week, or teachers can take individual lessons or activities out to use as and when they please.
- Please encourage your pupils and their parents to visit [www.cup26.co.uk](http://www.cup26.co.uk) and sign up FREE to help their favourite (or local) football club score goals by completing simple planet-saving activities (they don't have to be a football fan to get involved!)
- Most activities within this pack are worth goals, these can be uploaded in photo format to [www.cup26.co.uk](http://www.cup26.co.uk) to score goals for the selected football club.
- If the class teacher is uploading photos of completed activities, check the child's photo consent first, if they don't have consent, upload the work (with no visible name) without the child in the image.
- Encourage children to continue to complete more planet-saving activities at home with their own log-in, send them home with the Cup26 invitation letter so parents are informed and can sign them up to get involved.
- There are additional resources to help you promote and get the most out of CUP26 in school, including posters, stickers and a guide to the Climate Hat-Trick Day on October 5th, everything can be found here: <https://drive.google.com/drive/u/1/folders/12ctAwryM51JEOM7kA7dk7E81OMEqf9ar>

# INTRO TO CUP26

## How to Score Goals

- Visit [www.cup26.co.uk](http://www.cup26.co.uk)
- Register your details, choosing your favourite (or local) football club to represent
- Click the “SCHOOLS” tab on the Activities home page
- Choose the appropriate activity
- Once the activity is completed by the child/children, take a photo (or screenshot, where relevant) for evidence
- Upload your image to the activity page to score goals for your chosen club and help save the planet!
- Encourage children to register and complete the range of other activities at home with their families
- Most activities can be uploaded here:  
<https://planetsuperleague.com/activities/school-activity>

# INTRO TO SUSTAINABILITY

## Teacher's Guide – KS2

### AIM

A series of activities with cross-curricular links developing children's understanding of what sustainability and climate change is, how we can help prevent it and how it can affect the environment.

### SUCCESS CRITERIA

Children have a basic understanding of climate change and sustainability, with foundations in place to move on to specific areas of learning.

### LINKS TO SUBJECTS

**PSHE:** H7 - recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle. L5 – Pupils learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment.

**ENGLISH:** Plan their writing by identifying the target audience and purpose, selecting the appropriate genre, and using other similar writing as models for their own.

**ART & DESIGN:** Improve mastery of art and design techniques including drawing, painting, and sculpture with a range of materials.

### KEY WORDS

**Sustainability** – Living and doing things in a way which doesn't harm other living things

**Climate Change** – Changing of climate, where it is getting hotter, and droughts and floods are happening more often

**Eco** - Short for ecology/ecological, relating to or concerned with the relation of living organisms to one another and to their physical surroundings

### RESOURCES

Worksheets, pencils, colouring pencils

### CUP26

Cup 26 is the BIGGEST GAME EVER. Represent and score goals for your football club by learning about how to protect the planet in school, and by completing planet-saving activities at home. Help your club win the Cup! PLAY FOR FREE at [www.cup26.co.uk](http://www.cup26.co.uk)

# INTRO TO SUSTAINABILITY

## Teacher's Answers

### Activity 2

There is no real “set order of severity” for these consequences, they are all bad.

It will be interesting to hear the children’s reasoning for their own answers, which gives an insight into their understanding. All of these answers and consequences are interconnected, and if children recognise that, this is a positive.

# ECO FC

## ACTIVITY 1



**Learning Objective:** suggest ways in which a football club could demonstrate sustainability.

### TASK

You are a board member at a football club that wants to be the most sustainable in the world! What actions could you take?

Think about:

- A **team name** that raises awareness of your sustainable mission.
- A **logo** that represents and communicates your commitment.
- A **kit** that promotes your idea through messages, colours or sustainable materials.
- A plan for an '**eco stadium**' where green solutions are used, or where staff/fans are encouraged to take sustainable actions.
- A **chant** for your fans to sing during match days to spread the word of your green mission.

Team Name: \_\_\_\_\_

Sustainable Stadium Policies:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Fan

Chant:

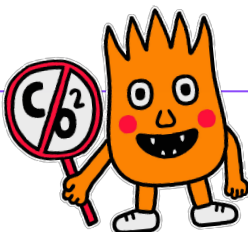
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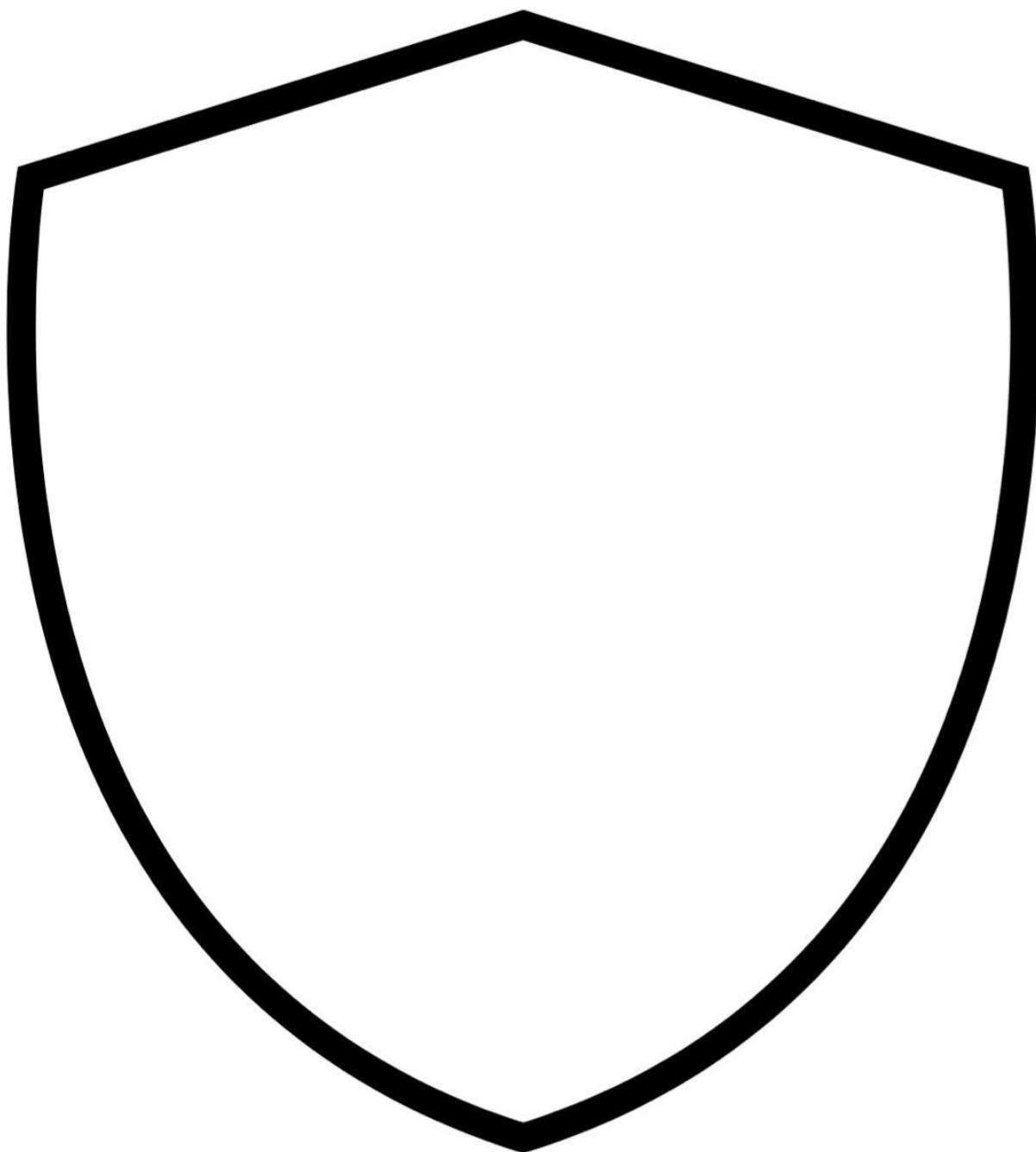
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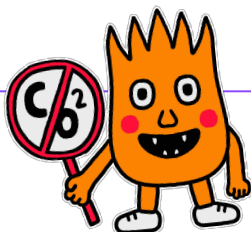
# TEAM LOGO

## ACTIVITY 1

GOOAAAL!



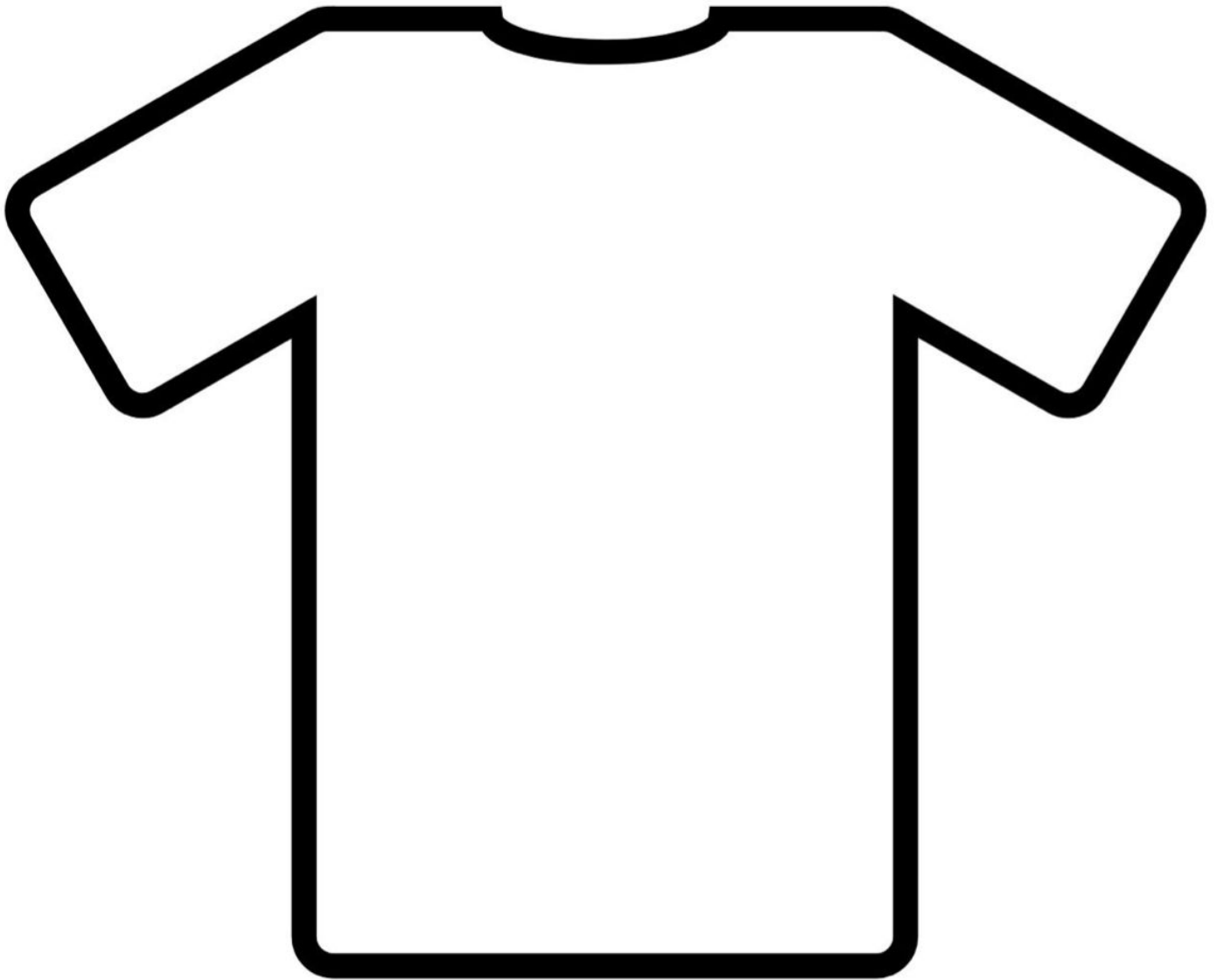
*You can score goals for your club by uploading a photo of this activity at [cup26.co.uk](http://cup26.co.uk)*



# TEAM KIT

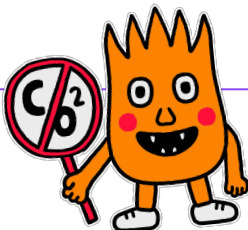
## ACTIVITY 1

GOOAAAL!



*You can score goals for your club by uploading a photo of this activity at [cup26.co.uk](http://cup26.co.uk)*

PLANET  
SUPER  
LEAGUE



Sign up to play for your team at  
[www.cup26.co.uk](http://www.cup26.co.uk)

CUP  
26



# DIAMOND 9

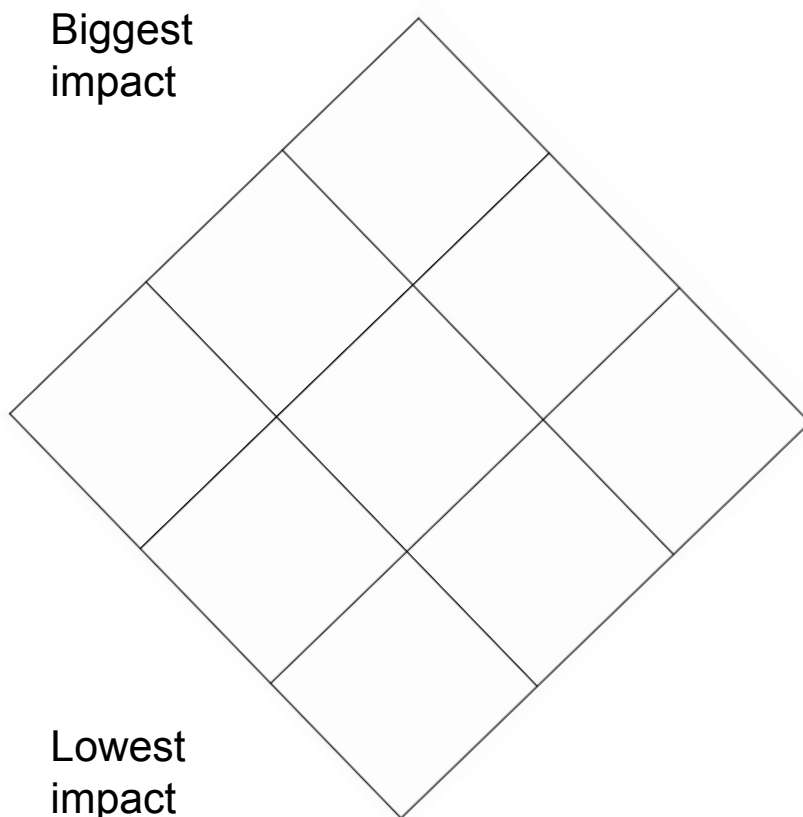
## ACTIVITY 2



**Learning Objective:** Research different consequences of climate change.

The impact of warmer temperatures might mean more days at the beach, but in reality there are serious consequences that need to be considered.

Look at the list of possible consequences for climate change. Using the diamond, rank them in the order you see as having the most damaging impact be ready to explain your reasoning with the class.

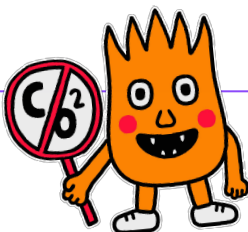


Sea-level rising  
Forest fires  
Longer, hotter summers  
Colder winters  
Less predictable rainfall  
Ice caps melting  
More flooding  
Food shortages  
Species being extinct

Which consequence do you view as the most damaging, and why?

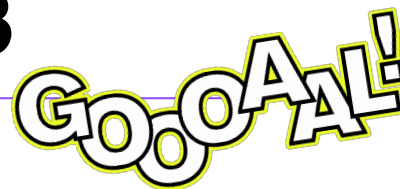
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# POETRY PLANET

## ACTIVITY 3



**Learning Objective:** Create a poem demonstrating understanding of topic themes.

In an **acrostic poem**, the first letter of each line spells a word. The word is the subject or theme of the poem.

Create an acrostic poem about sustainability and climate change using the word **PLANET**. Make sure you upload this to Cup26.co.uk to score goals for your club!

My poem:

**P**

**L**

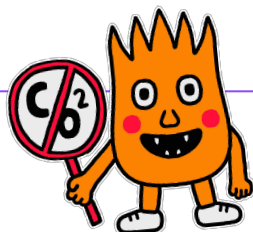
**A**

**N**

**E**

**T**

*You can score goals for your club by uploading a photo of this activity at [cup26.co.uk](http://cup26.co.uk)*



# FOOD

## Teacher's Guide – KS2

### AIM

A series of activities with cross-curricular links developing children's understanding of how food production and consumption can impact on the planet.

### SUCCESS CRITERIA

Children will understand what makes a healthy balanced diet. Children will understand the impact of our food choices on the planet, and suggest ways to be more sustainable. Children will understand the impact of food production on the planet.

### LINKS TO SUBJECTS

**PSHE:** H7 - recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle. L5 – Pupils learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment.  
**ENGLISH:** Plan their writing by identifying the target audience and purpose, selecting the appropriate genre, and using other similar writing as models for their own.  
**GEOGRAPHY:** Pupils should extend their knowledge and understanding beyond the local area.

### KEY WORDS

**Greenhouse gas emissions** - gases that are released into the earth's atmosphere, especially carbon dioxide (CO<sub>2</sub>)  
**Food miles** - how far food travels from producer to consumer.  
**Local and seasonal produce** - produce that is grown locally (i.e. has low food miles) and produce that is in season (usually grows at the time of year it is purchased)

### RESOURCES

Worksheets, pencils, colouring pencils

### CUP26

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# FOOD

## Teacher's Answers

### Activity 1

Lots of possibilities here. Examples should include replacements that include protein, so for example food items to substitute OFF would include any kind of meat or fish, and to substitute ON could include things like beans and pulses, nuts and seeds, eggs, soya or tofu.

### Activity 2

Apples: Autumn / Winter (Sept – Feb)

Carrots: Summer (June – Sept)

Strawberries: Summer (June – Sept)

Courgettes: Summer (June – Sept)

Pumpkins: Autumn (Oct – Dec)

Watermelons: Summer (July – Aug)

### Activity 3

Guidance may be required on calculating the distance using a map, using a ruler and the scale.

# FOOD

## Teacher's Fact Sheet

### How much impact does food have?

Proportion of total greenhouse gas emissions from food

A quarter of global emissions come from **food**

Food  
26%

Other greenhouse  
gas emissions 74%

More than half of food emissions come from **animal products**

Animal products  
58%

Other food  
42%

Half of all farmed animal emissions come from **beef and lamb**

Beef & lamb  
50%



Other animal  
products 50%

Source: Poore & Nemecek (2018), Science

BBC

# MEAT SUBS

## ACTIVITY 1



**Learning Objective:** Understand the impact meat can have on the planet, and some alternatives.

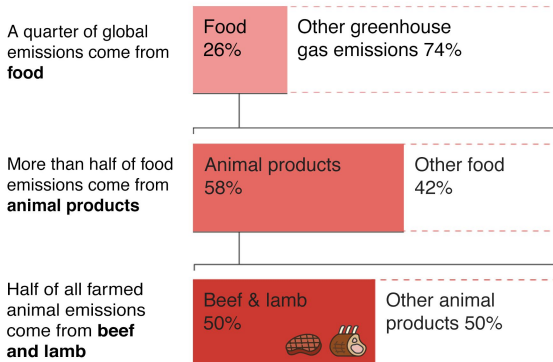
The food industry has a huge impact on global greenhouse gas emissions, and the least sustainable food type is from the meat and dairy industry.

*One double cheeseburger alone can contribute 8kg of CO<sub>2</sub> to the atmosphere, and 26% of the planet's liveable surface is used for livestock grazing.*

Consider foods that have a negative impact on the environment, and a suitable alternative that you could easily make an occasional substitution, and switch to. Even one meal a week with these switches can start to make a difference, if enough people do it. It is a good thing for the planet to sometimes have a meat-free meal. What substitutions could you make occasionally?

### How much impact does food have?

Proportion of total greenhouse gas emissions from food



Source: Poore & Nemecek (2018), Science

BBC

Subbed Off: Beef Burger

Subbed On: Spicy Bean Burger

Subbed Off: \_\_\_\_\_

Subbed On: \_\_\_\_\_

Subbed Off: \_\_\_\_\_

Subbed On: \_\_\_\_\_

Subbed Off: \_\_\_\_\_

Subbed On: \_\_\_\_\_

Subbed Off: \_\_\_\_\_

Subbed On: \_\_\_\_\_

*Teacher's Note: Bigger chart available on Teacher's Fact sheet*



# SEASONAL FOOD QUIZ

## ACTIVITY 2



**Learning Objective:** Understand what local and seasonal produce is, and why their impact on the planet is less than produce that travels or is out-of-season.

Did you know that some foods (especially fruit & vegetables) do not grow naturally all year? This is known as seasonal produce.

Foods that are in-season can taste better, they are cheaper to buy and they are better for the planet, because they don't need to be transported from other countries if they are out-of-season.

If produce is out-of-season, it means it doesn't usually grow here at that time of year, in which case to be able to buy it, it must be imported from other countries where it is in-season, this includes food travelling by plane or boat, which may add to pollution, and cause the food to be more expensive to buy!

Test your knowledge about seasonal produce in the quiz below. Circle the answer you think is correct for each food:

### APPLES

- 1) Spring
- 2) Autumn
- 3) Winter

### CARROTS

- 1) Autumn
- 2) Summer
- 3) Winter

### STRAWBERRIES

- 1) Spring
- 2) Winter
- 3) Summer

### COURGETTES

- 1) Spring
- 2) Summer
- 3) Winter

### PUMPKINS

- 1) Spring
- 2) Autumn
- 3) Winter

### WATERMELONS

- 1) Spring
- 2) Summer
- 3) Winter

### TASK

Write a letter to your local supermarket to explain the benefits of purchasing seasonal food to the planet, ask them to encourage seasonal food purchases over than foods that are out-of-season through their promotion and prices.



# FOOD TRACKER

## ACTIVITY 3



**Learning Objective:** To calculate equations within a context and locate different countries on a map.

All food makes a journey from where it is grown or produced to where it is consumed (your plate on your dining table!). How far food has travelled can be referred to as '**food miles**'. We should be aiming for as few miles as possible, as transporting food generates greenhouse gas emissions which are damaging for the atmosphere and the planet! Your favourite football club is changing it's menu and ordering some food, and wants your support!.

### TASK

Can you answer the questions below for your favourite football club?

1. Select your favourite foods from the list on the next page, maybe those you eat regularly.
2. Take notes of the country of origin of each food selected.
3. Locate that country on a map.
4. Using the map's scale, measure how far from country to country each item of food has travelled in kilometres using a ruler and the scale on the map.
5. Convert your kilometres to miles, how many "food miles" has each food travelled?
6. For every 100 miles your food has travelled, your team concedes one goal in our match to protect the environment. Can you work out how many goals you will concede for each food? The lower, the better!
7. Following question 5, which foods are the most planet-friendly? Which foods that are not on the list could be EVEN MORE planet friendly, and why?
8. **Extra-time task:** find out an interesting fact about the countries these foods are grown in.



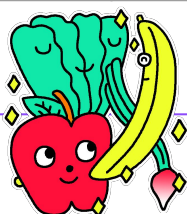


# FOOD TRACKER

## ACTIVITY 3



FOOD	COUNTRY	FOOD MILES	GOALS
Banana	Indonesia		
Avocado	Mexico		
Tomatoes	Spain		
Peanuts	China		
Chocolate	Ivory Coast		
Pasta	Italy		
Peas	Netherlands		
Beans	India		



# EAT FOR THE PLANET

## ACTIVITY 4



**Learning Objective:** To design a poster to persuade.

### **Meat and Animal Produce:**

*The food industry has a huge impact on global greenhouse gas emissions, and the least sustainable food type is from the meat and dairy industry.*

*One double cheeseburger alone can contribute 8kg of CO<sub>2</sub> to the atmosphere, and 26% of the planet's liveable surface is used for livestock grazing.*

### **Food Waste:**

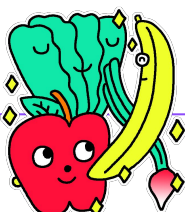
*An area larger than CHINA is used to grow food that is NEVER EATEN!*

*One third of all food produced globally, goes to waste, and if we just took 25% of the food wasted in Europe and the USA, we could eradicate world hunger.*

### **Out of Season Produce:**

*Seasonal tomatoes have a very small CO<sub>2</sub> footprint, but out-of-season tomatoes, even when grown locally in a heated greenhouse, have a similar CO<sub>2</sub> footprint to pork meat.*

These interesting facts give us an indication as to how food can contribute to greenhouse gas emissions and be damaging to the planet. The next activity will get you to think about how we can make better, more sustainable choices.



# EAT FOR THE PLANET

## ACTIVITY 4



**Learning Objective:** To design a poster to persuade.

Design an informational message to encourage football fans to adopt more sustainable food habits. This could be displayed at the football stadium of your club or in school for your classmates.

Choose a format for your work:

- An advertisement poster – to be stuck outside the stadium/school
- An article – to be included in your club's matchday programme or school's newsletter
- A social media post – to be posted on your club/school's official account

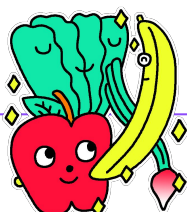
You can choose between one of the topics listed below:

- Buy more local produce
- Buy more seasonal produce
- Prioritise food with no packaging, or recycled/recyclable packaging
- Reduce meat based meals

### Top tips

- Make your message persuasive, easy to understand, informative and fun
- Adapt your message to the audience: who are you trying to reach? What language will appeal to your audience?
- Be creative and use a variety of content (information, images etc.)

***You can score goals for your club by uploading a photo of this activity at [cup26.co.uk](http://cup26.co.uk)***



# TRAVEL

## Teacher's Guide – KS2

### AIM

A series of activities with cross-curricular links developing children's understanding of the impact of transport on the environment and their health & wellbeing.

### SUCCESS CRITERIA

Children recognise and understand the impact of modes of transport on the environment.

Children understand and can identify the impact of active transport to their health and wellbeing.

Children show research, discussion & persuasive writing skills

Children can calculate multi-step equations within a context.

Children create a piece of art using transport & sustainability as a stimulus.

### LINKS TO SUBJECTS

**PSHE:** H7 - recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.

L5 – Pupils learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment.

**ENGLISH:** Plan their writing by identifying the target audience and purpose, selecting the appropriate genre, and using other similar writing as models for their own.

**MATHS:** Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication... Perform mental calculations, including with mixed operations & large numbers... solve addition & subtraction multi-step problems in contexts, deciding which operations and methods to use & why.

**ART & DESIGN:** Improve mastery of art and design techniques including drawing, painting, and sculpture with a range of materials.

### KEY WORDS

Transport, emissions, physical activity, health and wellbeing

### RESOURCES

Printed worksheets, presentation, blank paper, pens/pencils, access to internet, example newspaper articles

### CUP26

Cup 26 is the BIGGEST GAME EVER. Represent and score goals for your football club by learning about how to protect the planet in school, and by completing planet-saving activities at home. Help your club win the Cup! PLAY FOR FREE at [www.cup26.co.uk](http://www.cup26.co.uk)

# TRAVEL

## Teacher's Answers

Most Impactful	Least Impactful
Plane	Bicycle
Bus	Scooter
Train	Skateboard
Car	Rowing Boat
Motorbike	Walking
Lorry	Running
Ship	Rollerblading
Coach	Kayak
Private Jet	Eurostar
Helicopter	Electric car
Tractor	Electric scooter

### Activity 4 Answers

#### Level 1

- 1) Most: Domestic flight  
Least: Eurostar
- 2)  $192\text{g} - 41\text{g} = 151\text{g}$
- 3) Eurostar. 249g difference ( $255\text{g} - 6\text{g}$ )
- 4)  $105\text{g} + 41\text{g} + 28\text{g} = 174\text{g}$

### Activity 4 Answers

#### Level 2

- 1) Domestic flight – 255g
- 2) Eurostar – 6g(249g per person per km difference)
- 3) Walking, running, cycling etc.
- 4) Patel – 1,120g:  $(28\text{g} \times 4) \times 10\text{km}$   
Johnson – 1,640g:  $(41\text{g} \times 4) \times 10\text{km}$   
O'Sullivan – 4,200g:  $(105\text{g} \times 4) \times 10\text{km}$   
Smith – 6,840g:  $(171\text{g} \times 4) \times 10\text{km}$

### Activity 4 Answers

#### Level 3

- 1) 4,200g:  $(28\text{g} \times 3) \times 50\text{km}$
- 2) Negative impact  
(1,950g more greenhouse gas)
- 3) 60,000g
- 4) a) 45,000g b) 765,000g **c) 37,200g**

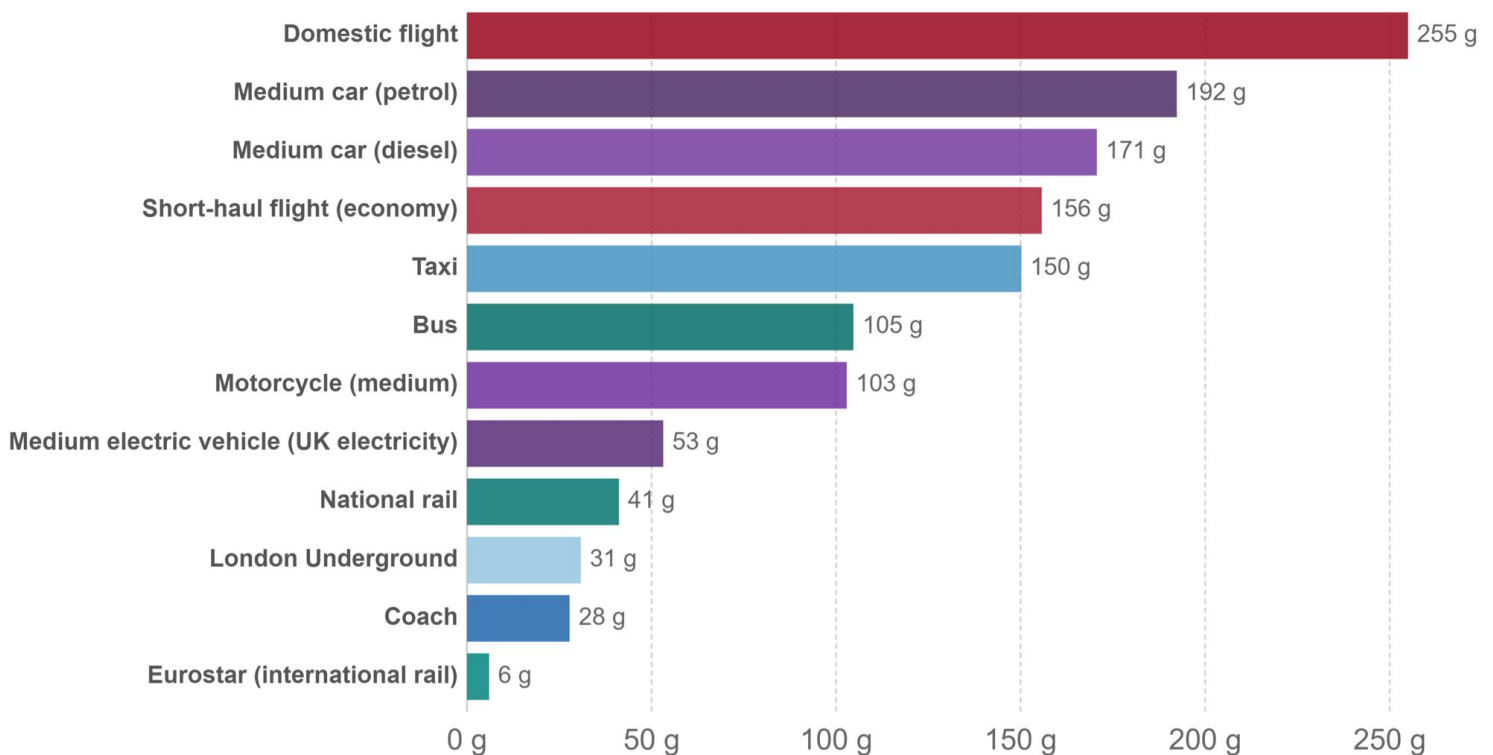
# TRAVEL

## Teacher's Fact Sheet

### Carbon footprint of travel per kilometer, 2018

The carbon footprint of travel is measured in grams of carbon dioxide equivalents per passenger kilometer. This includes carbon dioxide, but also other greenhouse gases, and increased warming from aviation emissions at altitude.

Our World  
in Data



Source: UK Department for Business, Energy & Industrial Strategy. Greenhouse gas reporting: conversion factors 2019.

CC BY

Note: Data is based on official conversion factors used in UK reporting. These factors may vary slightly depending on the country, and assumed occupancy of public transport such as buses and trains.

# TRANSPORT DERBY

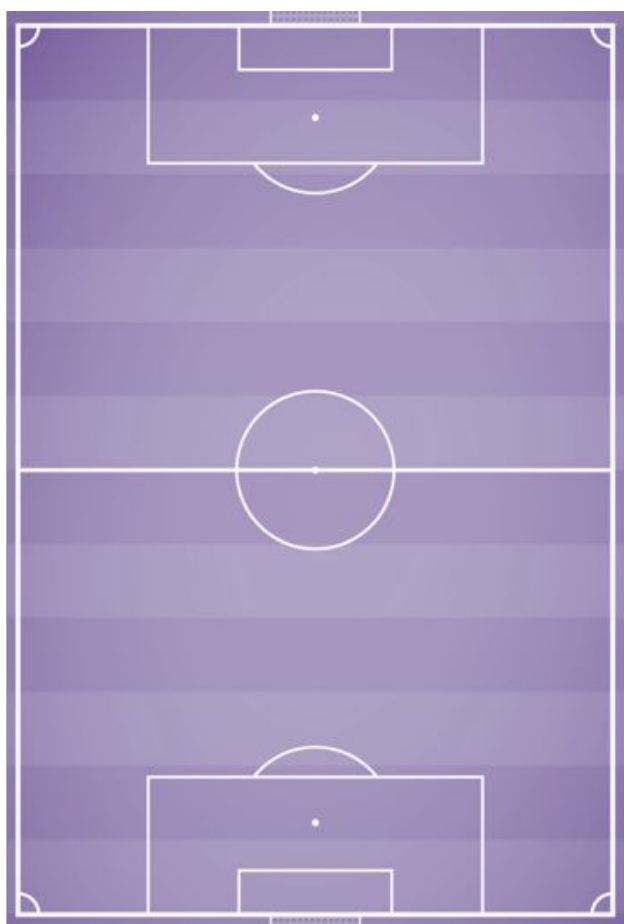
## ACTIVITY 1



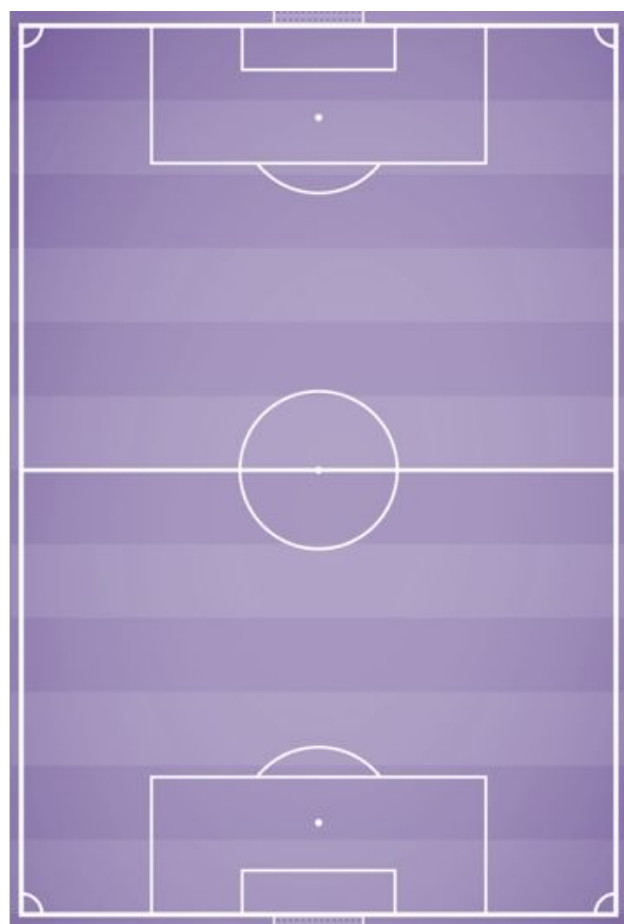
**Learning Objective:** To discuss and understand the impact transport can have on the environment.

All of the players below (who are actually modes of transport) must be placed in a position on either team – the “Most Damaging FC” or the “Least Damaging FC”

Example: Maybe the “Plane” could go in goal because they have long arms, but which team for? Discuss with your group which modes of transport might fit into which team, and why.



### Most Damaging FC



### Least Damaging FC

PLAYERS TO CHOOSE FROM: Plane, Bus, Train, Car, Motorbike, Lorry, Bicycle, Scooter, Ship, Skateboard, Rowing boat, Walking, Running, Rollerblading, Kayak, Coach, Electric car, Helicopter, Tractor, Electric scooter, Private jet, Eurostar



# PERSUASIVE POSTER

## ACTIVITY 2



**Learning Objective:** To design a poster to persuade.

A 2013 study ([bettertransport.org.uk](http://bettertransport.org.uk)) found that when travelling to a football game in the UK, the following statistics show modes of travel used to get to a game (for at least one stage of the journey – multiple options possible):

Mode of Transport	Home Games	Away Games
Drive (alone)	14%	9%
Drive (sharing)	29%	35%
Train	34%	57%
Tram/Tube	16%	9%
Bus	16%	6%
Coach	2%	21%
Walk	20%	3%
Cycle	2%	1%

### TASK

Using an A3 or A4 piece of blank paper...

Can you create a poster which shows fans the importance of being environmentally friendly. Try to persuade fans to travel to football games in a more sustainable way.

Think about:

- Advice on their choice of transport to games
- Why this is a good choice and how it can impact the environment
- The effect global warming is having on our planet
- Alternative ways to get to school with a footballing twist

***You can score goals for your club by uploading a photo of this activity at [cup26.co.uk](http://cup26.co.uk)***





# CUP26 JOURNALIST

## ACTIVITY 3



**Learning Objective:** To write a formal newspaper article in the style of a football match report.

Take a look at the fixtures, results and league tables on the CUP 26 website ([www.cup26.co.uk](http://www.cup26.co.uk)).

You are chief reporters for the week and you're going to write a newspaper article. Your article will be about either:

- a) the club you represent in CUP26.
- b) a fixture of your choice from the CUP26 website.

Read a sports newspaper article or football match report and see if you can use this style of writing to summarise one of the current fixtures in CUP26. (**Teacher's note:** provide a small selection of newspaper match reports from the EURO 2020 final between England and Italy or a recent game from your school's local club for children to reference.)

When writing your report, try to also write about some of the activities that link to transport from the "activities" page.

**You can score goals for your club by uploading a photo of this activity at [cup26.co.uk](http://cup26.co.uk)**



# CALCULATING EMISSIONS

## ACTIVITY 4

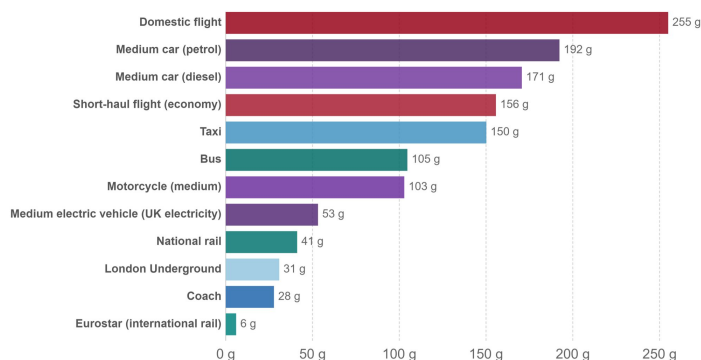


**Learning Objective:** To calculate equations within a context.

Carbon footprint of travel per kilometer, 2018

The carbon footprint of travel is measured in grams of carbon dioxide equivalents per passenger kilometer. This includes carbon dioxide, but also other greenhouse gases, and increased warming from aviation emissions at altitude.

Our World in Data



Source: UK Department for Business, Energy & Industrial Strategy. Greenhouse gas reporting: conversion factors 2019.  
Note: Data is based on official conversion factors used in UK reporting. These factors may vary slightly depending on the country, and assumed occupancy of public transport such as buses and trains.

CC BY

Using the table on the left, can you calculate the emissions from the scenarios below? Show your working out. (Teacher's note: a larger version of this chart can be found on your 'Teacher's Fact Sheet').

### LEVEL 1

- Which mode of transport releases the most and least greenhouse gas emissions per person per km travelled?

Most: \_\_\_\_\_ Least: \_\_\_\_\_

- How many more grams of greenhouse gases (per passenger per km travelled) are released by a *medium petrol car* on it's way to a football game than by taking *national rail* to the train station by the football ground?

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- Which is better for the environment, travelling by *Eurostar* or travelling by *domestic flight* to a World Cup game? What is the difference in grams of greenhouse gas emissions (per passenger per km travelled)?

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- Sally travelled 1km by *bus*, 1km by *national rail* and 1km by *coach* to play football with her friends, how many grams of greenhouse gases were created on her journey?

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# CALCULATING EMISSIONS

## ACTIVITY 4

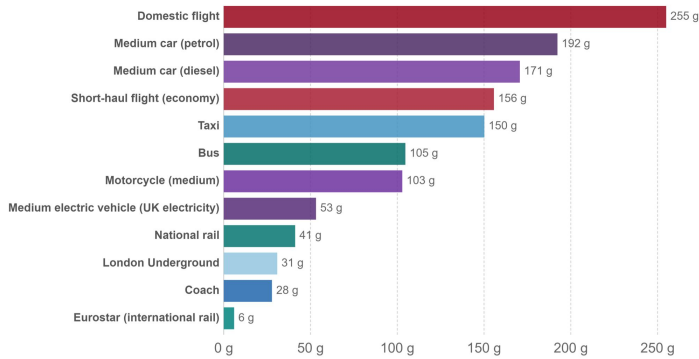


**Learning Objective:** To calculate equations within a context.

Carbon footprint of travel per kilometer, 2018

The carbon footprint of travel is measured in grams of carbon dioxide equivalents per passenger kilometer. This includes carbon dioxide, but also other greenhouse gases, and increased warming from aviation emissions at altitude.

Our World in Data



Source: UK Department for Business, Energy & Industrial Strategy. Greenhouse gas reporting: conversion factors 2019.  
Note: Data is based on official conversion factors used in UK reporting. These factors may vary slightly depending on the country, and assumed occupancy of public transport such as buses and trains.

CC BY

Using the table on the left, can you calculate the emissions from the scenarios below? Show your working out. (Teacher's note: a larger version of this chart can be found on your 'Teacher's Fact Sheet').

### LEVEL 2

- Which mode of transport from the chart above has the worst impact on the environment per person per kilometre travelled?  
\_\_\_\_\_
- Which mode of transport from the chart above has the least impact on the environment per person per kilometre travelled? What is the difference in grams between this and the transport with the worst impact?  
\_\_\_\_\_
- Can you think of a mode of transport with less of an impact on the environment than the least impactful mode from the chart above?  
\_\_\_\_\_
- There are 4 houses on Quattro Street, in each house lives a family of 4. All four families support the same football team and are travelling separately to see them play football tomorrow. The game is 10km away from the street. In order, from most to least, rank the families on their impact on the environment for this journey. The Smith family are travelling by *diesel car*, the Johnson family are travelling by *national rail*, the O'Sullivan family are travelling by *bus* and the Patel family are travelling by *coach*.  
\_\_\_\_\_



# CALCULATING EMISSIONS

## ACTIVITY 4

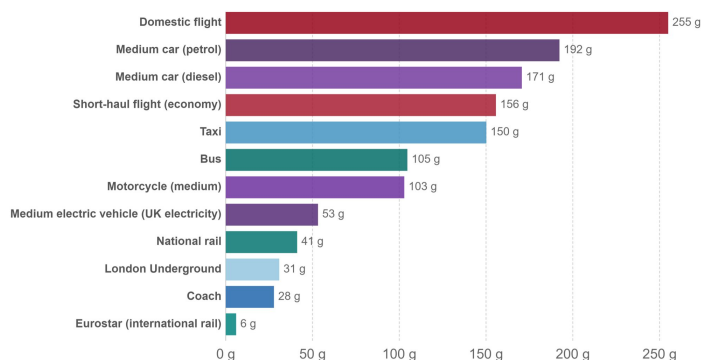


**Learning Objective:** To calculate equations within a context.

Carbon footprint of travel per kilometer, 2018

The carbon footprint of travel is measured in grams of carbon dioxide equivalents per passenger kilometer. This includes carbon dioxide, but also other greenhouse gases, and increased warming from aviation emissions at altitude.

Our World in Data



Source: UK Department for Business, Energy & Industrial Strategy. Greenhouse gas reporting: conversion factors 2019. Note: Data is based on official conversion factors used in UK reporting. These factors may vary slightly depending on the country, and assumed occupancy of public transport such as buses and trains. CC BY

Using the table on the left, can you calculate the emissions from the scenarios below? Show your working out. (Teacher's note: a larger version of this chart can be found on your 'Teacher's Fact Sheet').

### LEVEL 3

- A family of 3 travel to see their team at an away game. They decide to travel by *coach*, and the stadium is 50km away – how many grams of greenhouse gases will they add to the atmosphere?
- Would it have a positive or negative impact if the same family were to take the same journey by *national rail*? What would the difference be?
- 100 fans get the *Eurostar* and travel 100km to see their team in the Champion's League – how many grams of greenhouse gas emissions are released into the atmosphere?
- Which produces less CO<sup>2</sup> emissions:
  - 1 person in a *taxi* travelling for 300km
  - 10 people on a *domestic flight* travelling 300km
  - 4 people on the *London Underground* travelling 300km





# EXPRESS YOURSELF

## ACTIVITY 5



**Learning Objective:** Create a piece of artwork themed around transport and the environment.

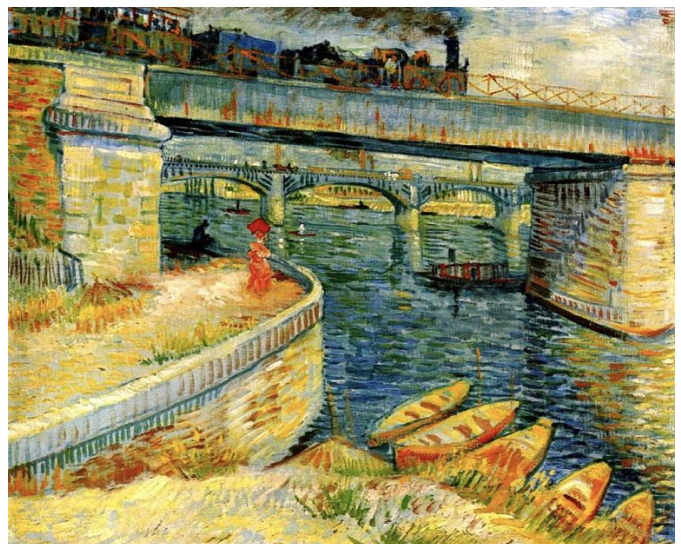
Create a piece of artwork that either tells the story of how some types of transport damage the environment, or shows the positive impact of other modes of transport.

Use collage, sculpture, painting or drawing to create your art. There are some examples of 2 paintings below for inspiration from *Vincent van Gogh*.



*Vincent van Gogh – “Landscape with Carriage and Train” (1890) – in this painting you will see a contrast between a green landscape and the pollution from a train in the background.*

*Vincent van Gogh – “Bridges Across the Seine at Asnieres” (1887) – in this painting you will see a contrast between rowing boats on the river, which will give off no pollution and a train bellowing black smoke at the top of the image polluting the environment.*



**You can score goals for your club by uploading a photo of this activity at [cup26.co.uk](http://cup26.co.uk)**



# WASTE

## Teacher's Guide – KS2

### AIM

A series of activities with cross-curricular links developing children's understanding of the impact of waste on the environment, and ways they can reduce their waste.

### SUCCESS CRITERIA

Children will understand the 5 R's and how they can be implemented.

Children will understand ways to reduce their waste footprint.

### LINKS TO SUBJECTS

#### **PSHE:**

L5 – Pupils learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment.

**ENGLISH:** Plan their writing by identifying the target audience and purpose, selecting the appropriate genre, and using other similar writing as models for their own.

**ART & DESIGN:** Improve mastery of art and design techniques including drawing, painting, and sculpture with a range of materials.

### KEY WORDS

**Landfill** - where waste ends up that can't be recycled, this quite literally fills the land as it is buried underground.

**Refuse, Reduce, Reuse, Repurpose, Recycle** - the 5 "Rs" of reducing our waste.

**Waste** - anything which is thrown away, including food, materials or objects.

### RESOURCES

Worksheets, pens, pencils, paper, colouring pencils

### CUP26

Cup 26 is the BIGGEST GAME EVER. Represent and score goals for your football club by learning about how to protect the planet in school, and by completing planet-saving activities at home. Help your club win the Cup! PLAY FOR FREE at [www.cup26.co.uk](http://www.cup26.co.uk)

# WASTE

## Teacher's Answers

### Activity 1

Priority	R	Description
1	Refuse	Avoid using or purchasing, purchase waste-free alternatives.
2	Reduce	Make or purchase less, or something smaller to reduce waste.
3	Reuse	Using materials in their original form for the same purpose, or passing it on to others.
4	Repurpose	Using materials in their original form, or slightly altered for a new purpose.
5	Recycle	Save materials from landfill, so that they can be remade into either the same or a new product.

### Activity 2

There are lots of solutions here to each item. It is interesting to see the children's creativity. Can they suggest different methods and creative solutions, and do they recognise the priority order list, e.g. can they refuse or reduce before the follow the next steps.

### Activity 3

Lots of examples possible, 1 simple example each below

The Refuser - eg. says no to plastic carrier bags when they can carry themselves.

The Reducer - eg. buys less bread as it often gets thrown away.

The Reuser - eg. reuses a plastic water bottle instead of throwing it away.

The Repurposer - eg. uses an empty butter tub as a felt tip box instead of throwing away.

The Recycler - eg. recycles all suitable materials like cardboard, paper, glass, aluminium instead of throwing them away to go to landfill.

# ARR ARR ARR ARR ARR!

## ACTIVITY 1



**Learning Objective:** to understand, recognise and define the “four R’s”.

Your favourite football club is trying to do more for the planet, after realising they waste a lot of food and packaging. Can you help them by matching up the “R” with the appropriate description, when you are done, try to order the “Rs” into a priority list, which should you do first, and which should be the last resort? Can you explain why in a sentence or two?

**RECYCLE**

Using materials in their original form for the same purpose, or passing it on to others.

**REFUSE**

Avoid using or purchasing, purchase waste-free alternatives.

**REUSE**

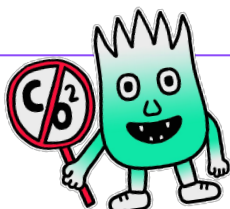
Save materials from landfill, so that they can be remade into either the same or a new product.

**REDUCE**

Make or purchase less, or something smaller to reduce waste.

**REPURPOSE**

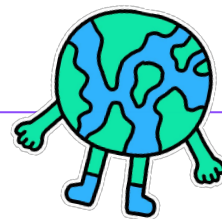
Using materials in their original form, or slightly altered for a new purpose.





# ARR ARR ARR ARR ARR!

## ACTIVITY 1



**REDUCE**

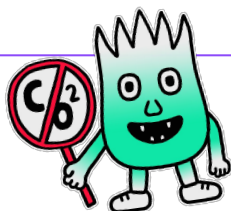
**RECYCLE**

**REPURPOSE**

**REUSE**

**REFUSE**

	Which "R"?	Why?
Priority 1		
Priority 2		
Priority 3		
Priority 4		
Priority 5		



# SORRRRRRT IT OUT!

## ACTIVITY 2



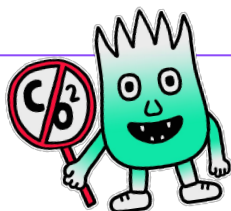
**Learning Objective:** to apply the 5 R's to resources and materials.

After helping your club understand what the 5 R's are, they have given you a selection of materials and objects, and asked you to help.

"What can we do with these items?", asks the manager. It's up to you!

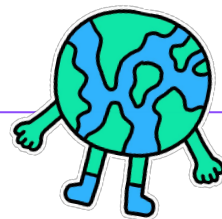
Which category could each item go into? Explain your choices and don't forget your priority list from Activity 1.

Material/Object	Which "R"?	Explain your reason
Used paper		
Empty plastic bottles		
Cardboard boxes from football boots		
Food scraps and leftovers after the match		
Flat footballs from training		
Empty aluminium cans		
Plastic carrier bags		
Rainwater in containers by the pitch		
Last season's kit		
Grass cuttings from the pitch		
Old tyres from the team bus		
Wood chippings from a fallen tree		

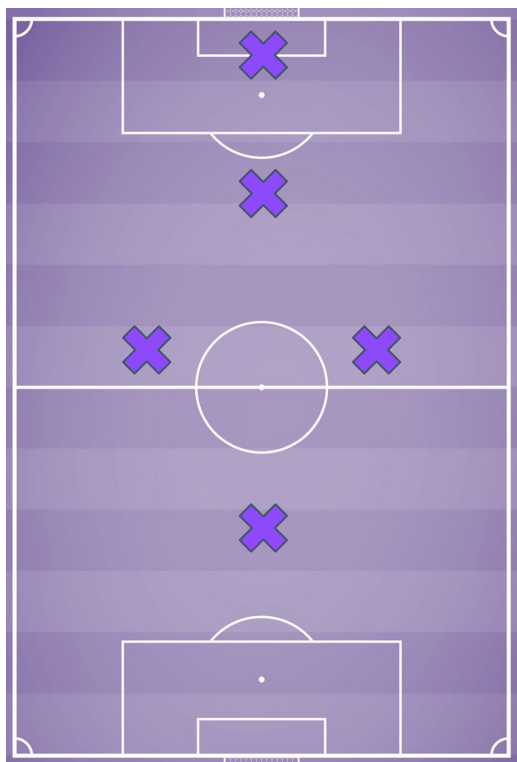


# WASTE SQUAD

## ACTIVITY 3



**Learning Objective:** to suggest ways we can implement the 5 R's.



**Goalkeeper - *The Refuser*:** identifies materials to avoid or to stop using.

**Defender - *The Reducer*:** identifies objects/materials to make smaller or use less of.

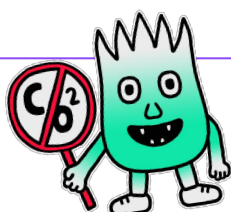
**Midfielder 1 - *The Reuser*:** identifies items that can be used again for the same purpose or given to someone else.

**Midfielder 2 - *The Repurposer*:** finds creative solutions to use old items for something new.

**Striker - *The Recycler*:** finds solutions to remaking materials into the same thing or something new.

**My Role:**

Item	How can I use my skill?



# WASTE MONSTER

## ACTIVITY 4



**Learning Objective:** use descriptive language in creative writing.

*There is nearly 26.5 MILLION tonnes of waste generated in the UK each year, and 55% of this waste ends up in landfill.*

*7.2 million tonnes of waste, which is biodegradable, is sent to landfill unnecessarily. All of this waste is literally buried underground!*

Imagine all this unnecessary waste in landfill came together and turned into a Waste Monster. Write a detailed description with some interesting adjectives about what your Waste Monster looks like, what are they made of, how do they smell? You may choose to name them too.

Be as descriptive as you can.

After you've written your description, use your writing to draw a picture of the Waster Monster.

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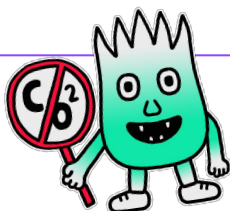
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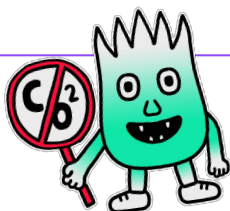
# WASTE MONSTER

## ACTIVITY 4



My Waste Monster:

*You can score goals for your club by uploading a photo of this activity at [cup26.co.uk](http://cup26.co.uk)*



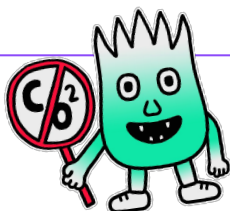
# WASTE MONSTER

## ACTIVITY 5



**Learning Objective:** to show their understanding of waste reduction through drawing.

Using your Waste Monster, draw a quick comic about how a group of children from your school reduced their waste to help defeat the Waste Monster and save the planet!

# WATER

## Teacher's Guide – KS2

### AIM

A series of activities with cross-curricular links developing children's understanding of the impact of water on the environment, and how we can save water.

### SUCCESS CRITERIA

Children will understand how much water is used and how to calculate this.  
Children will be able to suggest ways to save water.

### LINKS TO SUBJECTS

#### **PSHE:**

L5 – Pupils learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment.

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# WATER

## Teacher's Answers

### Activity 1

- 1) How much water would you need to take a power shower?  
**A) 12 litres/minute**
- 2) How much water would you need to run a bath?  
**B) 80 litres**
- 3) How much water would a running tap consume?  
**A) 8 litres/minute**
- 4) A relatively new dishwasher needs (?) for each use:  
**C) 15 litres**
- 5) What is the average UK water usage?  
**B) 150 litres/day**
- 6) A relatively new washing machine needs (?) for each use:  
**A) 50 litres**
- 7) How many litres of water per day does the average person in the UK use on flushing a toilet?  
**C) 71.2 litres**

### Activity 2

Examples could include things like showering for less time, using a single button on a dual flush toilet, turning the tap off when you brush your teeth, putting the dishwasher or washing machine on an eco setting, washing up with a bowl of water instead of a running tap, washing your car or bicycle with a bucket instead of a hose, using rainwater to water the garden and plants instead of a hose or watering can.

### Activity 4

Example answer...

"I **see** a person in the action of brushing their teeth, but the tap is still running despite not in use. I **think** is a waste of water. I **wonder** why the person does not close the tap when they don't use, opening it just when needed".



# WATER QUIZ

## ACTIVITY 1



**Learning Objective:** To develop understanding of water usage in everyday life.

- 1) How much water would you need to take a power shower?
  - A) 12 litres/minute
  - B) 6 litres/minute
  - C) 24 litres/minute
- 2) How much water would you need to run a bath?
  - A) 10 litres
  - B) 80 litres
  - C) 150 litres
- 3) How much water would a running tap consume?
  - A) 8 litres/minute
  - B) 10 litres/minute
  - C) 16 litres/minute
- 4) A relatively new dishwasher needs (?) for each use:
  - A) 10 litres
  - B) 300 litres
  - C) 15 litres



# WATER QUIZ

## ACTIVITY 1



**Learning Objective:** To develop understanding of water usage in everyday life.

5) What is the average UK water usage?

- A) 450 litres/day
- B) 150 litres/day
- C) 40 litres/day

6) A relatively new washing machine needs (?) for each use:

- A) 50 litres
- B) 100 litres
- C) 20 litres

7) How many litres of water per day does the average person in the UK use on flushing a toilet?

- A) 13.7 litres
- B) 54.6 litres
- C) 71.2 litres



# SAVING WATER

## ACTIVITY 2

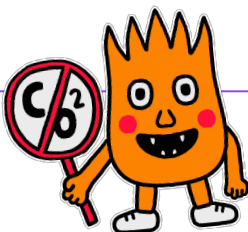


**Learning Objective:** To explore and reflect on solutions to save water.

Using the answers from the quiz in activity 1, can you turn some of these facts into solutions that help to save water?

An example might be: *“Taking a shower consumes approx. 8 litres/minute. We should reduce the time spent doing this to minimum, for example having a 4 minute shower instead of a 10 minute shower will save 48 litres of water.”*

FACT	HOW COULD THIS HELP TO SAVE WATER?



# WATER DIARY (LKS2)

## ACTIVITY 3



**Learning Objective:** To understand and calculate our personal water usage (LKS2).

Consider your own daily water footprint, and let's calculate how it might look.

Select some of the facts reported in the previous activity. Write each relevant action in the "My Action" column of the table below. Using the data related to each fact, can you work out the amount of water you consume?

Example: "Taking a shower" = 7 litres/minute. If you normally shower for around 10 minutes, then 7 litres x 10 minutes = 70 litres - write 70 litres in the Daily Water Usage column, next to the shower action.

MY ACTIONS	DAILY WATER USAGE

**REFLECTION TASK:** Look at your diary. Is there any area you can improve on? Discuss it with a classmate.



# WATER DIARY (UKS2)

## ACTIVITY 3



**Learning Objective:** To understand and calculate our personal water usage (UKS2).

Consider your own weekly water footprint, and let's calculate how it might look.

Select some of the facts reported in the previous activity. Write each relevant action in the "My Action" column of the table below. Using the data related to each fact, can you work out the amount of water you consume?

Example: "Taking a shower" = 7 litres/minute. If you normally shower for around 10 minutes, then  $7 \text{ litres} \times 10 \text{ minutes} = 70 \text{ litres}$ , if you shower 7 times per week, then you would multiply this by 7, which is 490 litres. You would write "490 litres" in the Weekly Water Usage column, next to showering.

MY ACTIONS	WEEKLY WATER USAGE

**REFLECTION TASK:** Look at your diary. Is there any area you can improve on? Discuss it with a classmate.



# SEE, THINK, WONDER

## ACTIVITY 4



**Learning Objective:** To understand and explore the impact of water usage, distinguish between good and bad practices.

Using the pictures below, can you identify positive and negative practices from the context you see within the picture.

To help you with your answers, you can use the following template:

- **See:** What can you see in the picture?
- **Think:** What do you think about the scene the image is representing?
- **Wonder:** What question would you ask about the picture?

Complete 2 paragraphs for each picture, one with BAD practice, and one with GOOD practice.



- **See:**
- **Think:**
- **Wonder:**



- **See:**
- **Think:**
- **Wonder:**



# MAKE IT RAIN!

## ACTIVITY 5



**Learning Objective:** To design a rainwater harvesting systems to save and reuse water at school

More and more football clubs are finding creative solutions to save water. A common practice is using a rainwater harvesting system to collect and reuse rainwater.

Let's try to replicate the same idea in your school!

Here a step-by-step guide for your project:

1. **Phase 1: Assessment.** Head out to the school ground and decide with your classmates and teacher where you want to place your rainwater harvesting system, and for what reason (e.g. watering plants, watering grass, watering trees, filling a birdbath, washing cars or bicycles).
2. **Phase 2: Planning & Design.** Divide the class into small groups. Work together to design your rainwater harvester (check some pictures on Internet to get the right inspiration). For your design process, consider some of the following tasks: make a sketch, label it, list all the materials you need. Can you think of a way to split this task between your group, giving everybody a role?
3. **Phase 3: Presentation.** Present your project to the rest of the class, sharing your idea and getting feedbacks from them.
4. **Phase 4: Creation & Measurement** – Make a prototype of your system (you may need to prepare by bringing materials into school as a group, who will bring what? When are you starting?). Once your system is created, use it in at school for your intended purpose! Reuse the rainwater and save water wastage.



# NATURE

## Teacher's Guide – KS2

### AIM

A series of activities with cross-curricular links developing children's understanding and appreciation of nature.

### SUCCESS CRITERIA

Children will develop research skills understanding links between football and nature.

Children will recognise features of plants and trees and identify them.

Children will write creatively with a stimulus.

### LINKS TO SUBJECTS

#### **PSHE:**

L5 – Pupils learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment.

**ENGLISH:** Plan their writing by identifying the target audience and purpose, selecting the appropriate genre, and using other similar writing as models for their own.

**ART & DESIGN:** Improve mastery of art and design techniques including drawing, painting, and sculpture with a range of materials.

**SCIENCE:** Identify and describe functions of different parts of flowering plants.

### KEY WORDS

**Biodiversity** - the variety of animal or plant life in a particular habitat, with a wider variety being more desirable.

### RESOURCES

Worksheets, pens, pencils, paper, colouring pencils

### CUP26

Cup 26 is the BIGGEST GAME EVER. Represent and score goals for your football club by learning about how to protect the planet in school, and by completing planet-saving activities at home. Help your club win the Cup! PLAY FOR FREE at [www.cup26.co.uk](http://www.cup26.co.uk)



# NATURE

## Teacher's Answers

### Activity 1

1) How is climate change affecting the football?

- Grassroots football in the UK...
- 25% of English football...

2) What are football clubs doing to combat climate change?

- Brighton Hove & Albion decided to...
- Liverpool and Southampton are...
- Tottenham Hotspurs installed...
- Since 1999, Arsenal...

3) What can fans do to try to stop climate change?

- Burnley FC fans meet regularly...
- Huddersfield Town Supporters...

### Activity 4

Hawthorn bushes		West Bromwich Albion
Seagulls		Brighton & Hove Albion
Tigers		Hull City
Forest		Nottingham Forest

# FOOTBALL ACTION

## ACTIVITY 1



**Learning Objective:** Understand how climate change can impact football, and what clubs are doing to combat this.

Even football is, can and will be heavily impacted by climate change. However, clubs and fans can make a big contribution to tackle this issue, with some clubs already taking action and lots of fans (like those of you taking part in Cup26) also doing their bit.

Using the prompt cards below which describe real scenarios related to football and climate change. Read them and try to sort them into three categories, you could write the category number on the box, or cut them out and organise them into columns.

- 1) How is climate change affecting football?
- 2) What are football clubs doing to try and combat climate change?
- 3) What can fans do to try and combat climate change?

25% of English Football League stadiums are at risk of annual flooding by 2050 due to sea-level rise and extreme weather

Burnley FC fans meet regularly and talk about how their favourite club can be more sustainable, sharing their ideas with them

Brighton & Hove Albion decided to offer free public transport to fans attending their matches

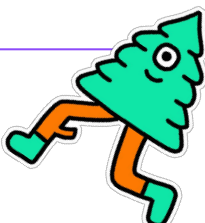
Grassroots football in the UK already loses over one month of action every season due to bad weather

Huddersfield Town Supporters launched a campaign aiming to help raise awareness of pollution and climate issues

Liverpool and Southampton are among those clubs using a football kit made from recycled materials

Tottenham Hotspurs installed a system to collect and reuse rainwater at their training ground

Since 1999, Arsenal have planted 29,000 trees at their training centre in London Colney.



# TREE DETECTIVES

## ACTIVITY 2



**Learning Objective:** To identify different types of tree and their features, collecting and displaying data.

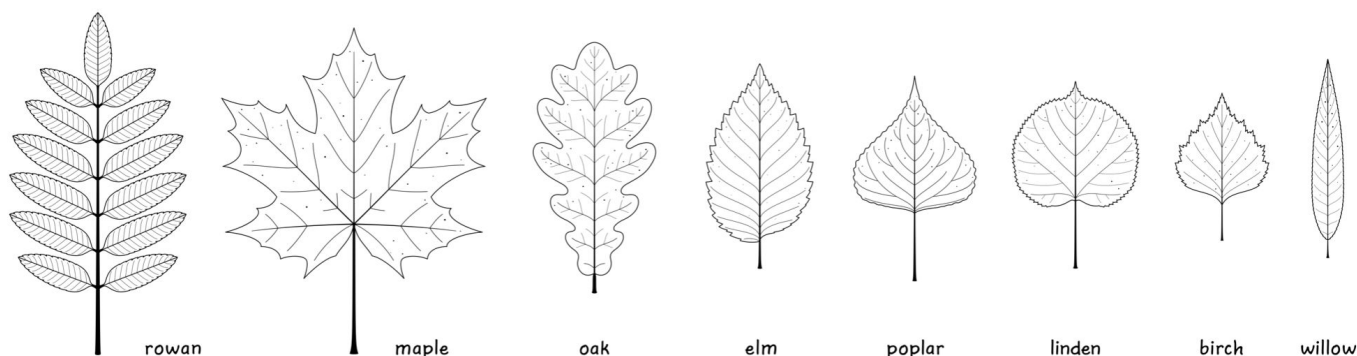
*Trees are a vital part of our Earth, promoting biodiversity, but also absorbing carbon dioxide which causes pollution and creating oxygen which we need to breathe.*

It is important that trees are protected, planted and located all around us, even at school!

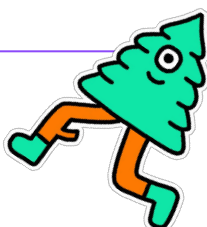
Find out what kind of trees are around your school grounds! Head out around the school grounds and try to identify as many different trees as possible. Make a sketch of the leaves you see.

When you have completed your investigation, go back in the classroom. How many of the leaves you have sketched can you identify? Do they match the image below? If not, can you find out what tree they belong to?

How many different types of trees do you have in your school ground? Can you display this data in a chart?



**You can score goals for your club by uploading a photo of this activity at [cup26.co.uk](http://cup26.co.uk)**



# POETREE

## ACTIVITY 3

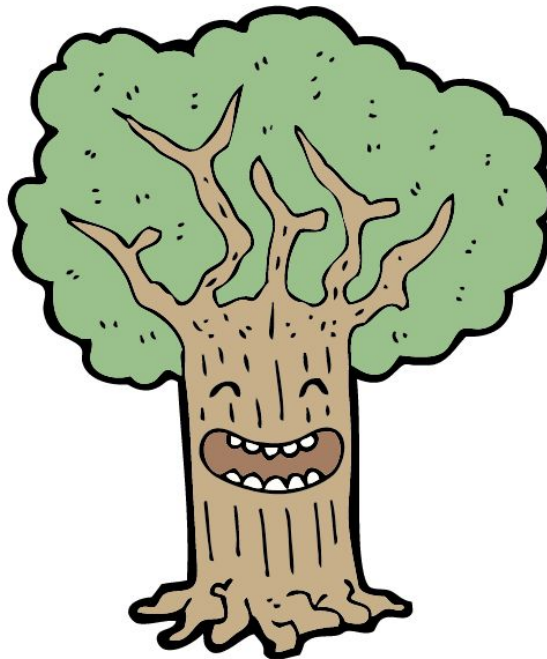


**Learning Objective:** To write a poem with a stimulus.

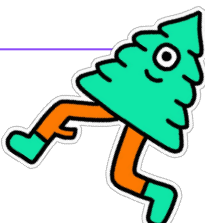
Write a **poem** about the importance of trees. You might pick a specific tree you like, or trees in general. Within your poem, can you describe the tree, how it looks, what it does and why it is so important to our planet.

Which type of poem will you write? Will it rhyme?

Don't forget to take a photo or screenshot of your completed poem and upload it to [Cup26.co.uk](http://Cup26.co.uk) to score some goals for your favourite club!



*You can score goals for your club by uploading a photo of this activity at [cup26.co.uk](http://cup26.co.uk)*



# NATURE IN FOOTBALL

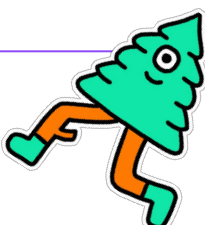
## ACTIVITY 4



**Learning Objective:** To improve research skills when linking football and nature.

Can you match the nature themes with the correct football club? Once you've got them all correct, try and research why the club is linked with each piece of nature and find your own links between nature and football clubs in the remaining boxes.

Hawthorn bushes		Nottingham Forest
Seagulls		Hull City
Tigers		Brighton & Hove Albion
Forest		West Bromwich Albion



# READING & WRITING

## Teacher's Guide – KS2

<b>AIM</b>	An extract from a book with questions and an accompanying task focused around football and nature.
<b>SUCCESS CRITERIA</b>	Children can read and understand an extract. Children can answer questions about what they have read. Children can write their own fact file about a country.
<b>LINKS TO SUBJECTS</b>	<b>ENGLISH:</b> Plan their writing by identifying the target audience and purpose, selecting the appropriate genre, and using other similar writing as models for their own.
<b>KEY WORDS</b>	Nature Fact file Blurb Research
<b>RESOURCES</b>	Book extract, paper and pen/pencil
<b>CUP26</b>	Cup 26 is the BIGGEST GAME EVER. Represent and score goals for your football club by learning about how to protect the planet in school, and by completing planet-saving activities at home. Help your club win the Cup! PLAY FOR FREE at <a href="http://www.cup26.co.uk">www.cup26.co.uk</a>

# READING & WRITING

## Teacher's Answers – KS2

1. Which river runs through Brazil?

The Amazon River

2. Mike talks about five different animals that can be found in the jungle in Brazil, can you name them?

Jaguars, pumas, poisonous frogs, massive snakes and piranhas.

3. Can you name 3 Brazilian football clubs and the city they are based in?  
See pages 5 and 6 of the text extract for a list of possible answers.



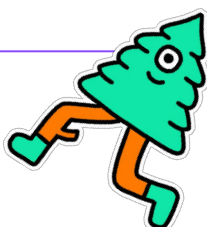
# JUDGE A BOOK

## ACTIVITY 1



**Learning Objective:** To extract information to make a prediction.

Take in the book cover below. We know everybody always says “never judge a book by its cover”, but today, we want you to. What is this book about? Where do you think our themes for Cup26 might come from within this book?





# JUDGE A BOOK

## ACTIVITY 1



When I saw the book cover, I thought:

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I think themes around sustainability within this book might be:

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I think themes about football within this book might be:

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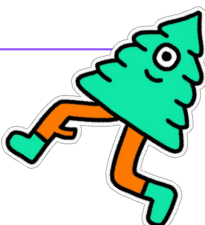
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Try to write a blurb about the book, just from seeing the cover:

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# DAN FREEDMAN

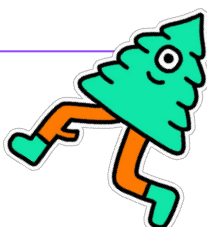
## ACTIVITY 2



**Learning Objective:** To read an extract from a book in preparation for following tasks.

**Task:**

Read the extract provided in the handout document.



# SKILLS FROM BRAZIL

## DAN FREEDMAN



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### Not the World's Greatest Dancer

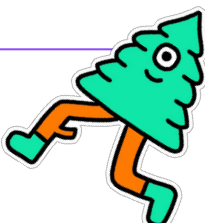
**Saturday 24 May**

"Just do me one favour, JJ," said Mike, looking at Jamie through the rear-view mirror. He, Jamie and Karen had been on the drive to the airport for two hours now. They had all chatted excitedly at first, followed by some time listening to music on the radio. And then it had gone quiet for a bit, until now.

"Make sure you take in every second of what you are about to experience," said Mike. "To fly to Brazil as an eleven-year-old boy... Nothing like this will ever happen to you again."

Jamie nodded. He knew.

"JJ, did I ever tell you that one of my ambitions in life



# SKILLS FROM BRAZIL

## DAN FREEDMAN



was to go to Brazil, watch a match out there and then dance all night ... you know, proper samba style?"

Jamie and Karen couldn't help but chuckle. Mike had many plus points, but he was not the world's greatest dancer.

"Just to do something spontaneous like that. That's what makes you feel alive."

"What does spontaneous mean?" asked Jamie.

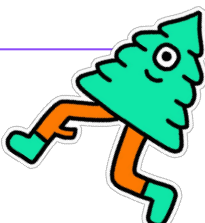
"Doing something on impulse," replied Mike. "Forgetting the risks and all the reasons not to do something and just doing it anyway."

Jamie nodded. He understood. That's what the best football players did. They took a risk. They produced a skill from nowhere just at the right time.

"I haven't been spontaneous enough in my life," said Mike. "It won't happen for me now. So take it all in, JJ. Never forget how lucky you are to be able to live out a dream."

Watching Mike as he drove steadily on towards the airport, Jamie felt a familiar mixture of sadness and happiness settle upon him.

*When does it become too late to make your dreams come true?* he wondered.



# SKILLS FROM BRAZIL

## DAN FREEDMAN



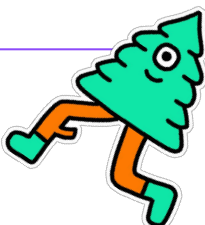
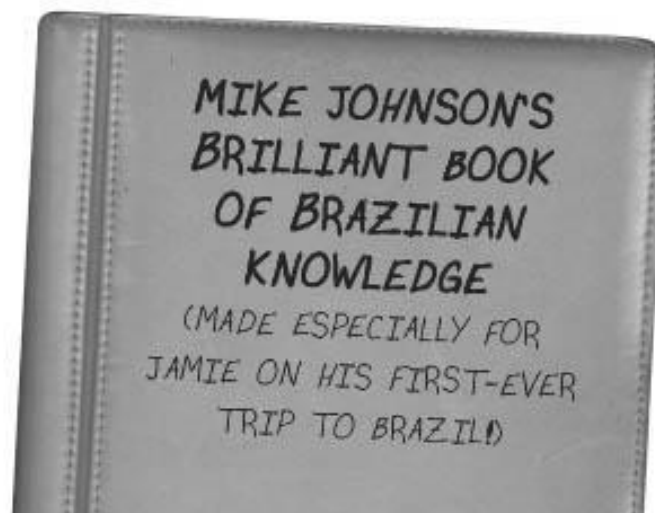
18

### The Book

Jamie sat down in his seat, opened his rucksack and took out the two items that Mike had given him seconds before he'd got on the plane.

The first was a brand new phone – Jamie's first ever – so that they could stay in touch at any time.

The second was a small booklet that Mike had stayed up all night writing for Jamie.





# SKILLS FROM BRAZIL

## DAN FREEDMAN



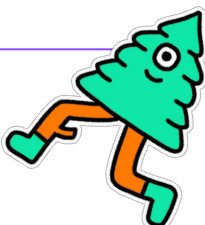
As he read the words, Jamie could imagine Mike speaking them to him. Mike had an aura about him. When he talked, people always listened.

Jamie liked to picture Mike when he was the captain of the Hawkstone United Youth Team. He could see Mike gathering his team around him in a huddle, giving them words of encouragement, making them feel as though they were the greatest team in the world and could destroy anyone that they came up against.

Even now, even after all the injuries he'd had to his knees, strength was the main characteristic that Jamie associated with Mike.

Jamie looked down at his own pale, thin arms. He hoped that when he grew up, he would take after Mike and be strong, not weak like his dad.

Jamie turned the page.



# SKILLS FROM BRAZIL

## DAN FREEDMAN



### THE HISTORY OF FOOTBALL IN BRAZIL!

Right, JJ. The story of Brazilian football, so the legend goes, begins way back in 1894 when a British boy named Charles Miller arrived in the Brazilian port of Santos!

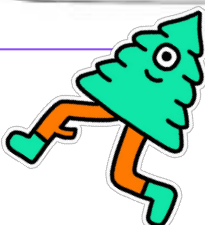
Miller was in Brazil to visit his father and had just spent time at boarding school, where he had been honing his skills at his favourite sport (guess what that was?).

He stepped off the boat with two footballs. I guess those two balls changed the history not only of Brazil but also of the whole game of football.

Apparently they have a saying in Brazil:

*"Os ingleses o inventaram, os brasileiros o aperfeiçoaram."*

*"The English invented it, the Brazilians perfected it."*



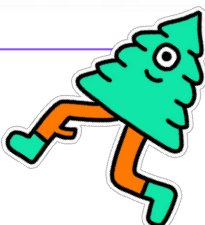
# SKILLS FROM BRAZIL

## DAN FREEDMAN



### IMPORTANT FACTS ABOUT BRAZIL!!

- There is no such language as Brazilian. A lot of people think that they speak Spanish in Brazil. They are wrong! In Brazil, they actually speak a Brazilian form of Portuguese. This is because Portuguese people settled there from as early as the sixteenth century.
- Although it will be hot for you, this is not the Brazilian summer. Their summer is Jan/Feb time. Weird, eh? Imagine Christmas on the beach!
- Brazil is a huge country. And when I say that I mean MASSIVE. Both in terms of size and population, it is the fifth largest country in the world. It's nearly the same size as the whole of Europe!





# SKILLS FROM BRAZIL

## DAN FREEDMAN

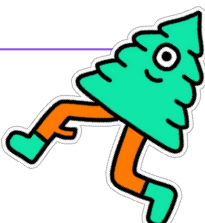


- The Amazon River flows through Brazil. It is the second longest river in the world.

Do you know what the longest is, JJ? (It begins with the letter "N")

- Brazilians love nicknames, especially for their footballers! Pelé's real name is Edson Arantes do Nascimento. But Pelé just works so much better!

- In Brazil there is the most unbelievable nature. Not only are there all the beaches, but there's also the jungle! Jaguars and pumas (both big hunting cats) live there. So do poisonous frogs, massive snakes and ... piranhas. Remember I told you about them, JJ? They are the fish that have sharp teeth - they sometimes attack humans!



# SKILLS FROM BRAZIL

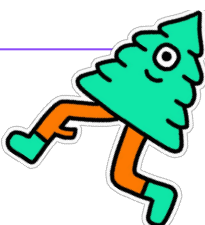
## DAN FREEDMAN



(Don't worry, they're in the Amazon River,  
which is nowhere near where you are in  
Rio - PHEW!)

OK, that's enough of the science bit! Now  
for some football facts!

- Brazil is the only country to have played in  
every World Cup there has ever been!
- They play football everywhere. Even in the  
swamplands of the Amazon!



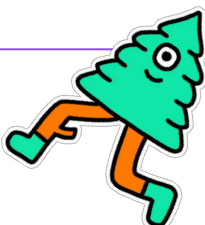
# SKILLS FROM BRAZIL

## DAN FREEDMAN



- These are the biggest clubs in Brazil and the cities in which they play.

Club	City
Vitória	Salvador
Golás	Goiânia
Atlético Mineiro	Belo Horizonte
Atlético Paranaense	Curitiba
Avaí	Florianópolis
Bahia	Salvador
Botafogo	Rio de Janeiro
Ceará	Fortaleza
Corinthians	São Paulo
Coritiba	Curitiba
Cruzeiro	Belo Horizonte
Figueirense	Florianópolis
Flamengo	Rio de Janeiro
Fluminense	Rio de Janeiro
Grêmio	Porto Alegre
Internacional	Porto Alegre



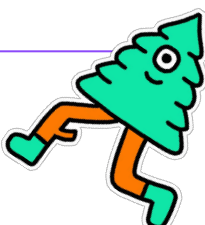
# SKILLS FROM BRAZIL

## DAN FREEDMAN



Palmeiras	São Paulo
Santos	Santos
São Paulo	São Paulo
Vasco da Gama	Rio de Janeiro

- On the beach, Footvolley is the most popular game. It's the same as volleyball but you use your feet, not your hands!
- Futsal is also seriously popular. This is indoor football but with smaller goals and a smaller ball. It makes you concentrate more on skill. You know Ronaldinho grew up playing futsal - see what I mean about it improving your skills!
- Listen out for the word *caneta* when you're over there. That's what the Brazilians call a nutmeg - when you kick the ball between someone's legs. They go crazy for it over there, apparently!





# SKILLS FROM BRAZIL

## DAN FREEDMAN



This was by far the best book Jamie had ever read! The more facts that he could get about football the better! And there was still another whole chapter on the Legends of Brazilian Football to go ... but the revving of the engines told Jamie that the plane was ready to take off.

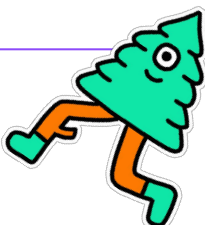
He put the booklet down and looked out of the window.

He thought that his mum and Mike would probably be nearly home by now. Jamie knew how difficult his mum had found it to let him go on this trip. That was why, just before he'd got on the plane, he had turned and run back to give her one more hug.

"Thank you, Mum," he'd said. "Thank you so much for letting me go for my dream."

The engines revved once more and the aeroplane sped down the runway.

Jamie's journey was about to begin.



# YOUR BRILLIANT BOOK

## ACTIVITY 3



**Learning Objective:** To research information about nature and football in a chosen country and write a fact file.

After reading the extract from *Jamie Johnson: Skills From Brazil*, by Dan Freedman book, can you answer some of the questions below:

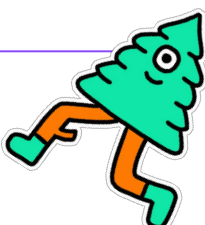
1. Which river runs through Brazil?
2. Mike talks about five different animals that can be found in the jungle in Brazil, can you name them?
3. Can you name 3 Brazilian football clubs and the city they are based in?

Next, you're going to create your own little book, similar to "Mike Johnson's Brilliant Book of Brazilian Knowledge"...

- Choose any country in the world
- Research famous football clubs in that country, and what city are they based in? (Can you find them on a map?)
- Research anything about nature from that country, consider things like:
  - Animals that are from your chosen country
  - Any special plants that are found in your chosen country
  - Important natural features like rivers or forests
- Finally, write a quick brief of one famous football player that came from your chosen country.

Present your information in the form of a mini book, just like Mike Johnson did for Jamie.

**You can score goals for your club by uploading a photo of this activity at [cup26.co.uk](http://cup26.co.uk)**



# GREEN SCHOOLS

## Teacher's Guide – KS2

<b>AIM</b>	A series of activities with cross-curricular links helping pupils find solutions to make their school more sustainable.
<b>SUCCESS CRITERIA</b>	<p>Pupils consider how their school can improve their environment impact and introduce realistic targets to</p> <p>Pupils demonstrate the ability to collaborate and present their findings back to a group.</p>
<b>LINKS TO SUBJECTS</b>	<p><b>PSHE</b></p> <p>Pupils are introduced to key concepts regarding recycling choices. Pupils consider how a business makes choices that impact on a wider stakeholder group.</p> <p>L1 – Pupils learn study, organizational, research and presentation skills.</p> <p>L3 – Pupils learn to set realistic yet ambitious targets and goals.</p>
<b>KEY WORDS</b>	Strategy Planning Project
<b>RESOURCES</b>	<p>Worksheets, paper and access to technology to conduct research.</p> <p><b>Schools will benefit allocating a day or week for the delivery of winning projects</b></p>
<b>CUP26</b>	Cup 26 is the BIGGEST GAME EVER. Represent and score goals for your football club by learning about how to protect the planet in school, and by completing planet-saving activities at home. Help your club win the Cup! PLAY FOR FREE at <a href="http://www.cup26.co.uk">www.cup26.co.uk</a>

# SCHOOL SCENARIOS

## ACTIVITY 1



Using the three **scenarios** below, which demonstrate examples of possible problems or events, can you come up with one or more solution that will help to solve the problem?

1) At the end of each week, there is loads of litter left around the school's ground. There are no members of staff appointed to clear up and the mess makes the space not ideal to play in at lunchtime.

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2) There is always too much food left over at the end of each lunchtime. There are no school's policies on how to manage it, and it is inevitably thrown away.

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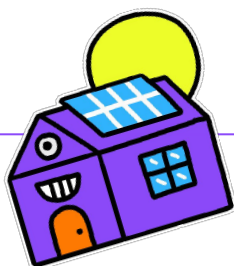
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3) Every morning loads of parents drive their cars to school to drop off their children. The area around the school gets very chaotic, congested and the air polluted. It also forces pupils to arrive at school late.

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# SUSTAINABLE SLEUTH

## ACTIVITY 2



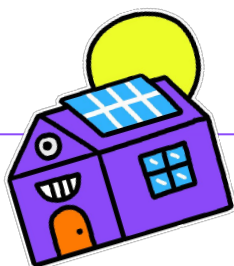
You are being tasked with helping your school become more sustainable, and to raise awareness about the topic.

There are so many ways we can be more sustainable, so for this project, we recommend you focus on one or two main areas that can make a difference.

The checklist on the next page may help you decide which areas to focus on.

Read each question and try to give an answer based on what your school is doing at the moment. At the bottom of each area, you can assign a score based on the answer given. The higher the score, the more positive action being taken in that area already, so you may wish to focus on the areas with lower scores.

***You can score goals for your club by uploading a photo of this activity at [cup26.co.uk](http://cup26.co.uk)***



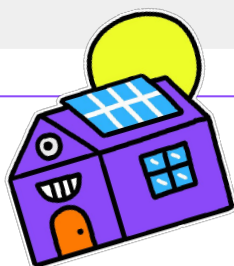
Sign up to play for your team at  
[www.cup26.co.uk](http://www.cup26.co.uk)

# SUSTAINABLE SLEUTH

## ACTIVITY 3



FOOD		NATURE	
Does your school offer vegan or vegetarian food options?	YES NO	Do your school put things in place to promote biodiversity of insects on the grounds?	YES NO
Are the fruit and vegetables provided organic?	YES NO	Is there biodiversity of plants and trees in and around the school?	YES NO
Do pupils study about healthy and sustainable food?	YES NO	Do pupils study about biodiversity?	YES NO
Score: /10		Score: /10	
TRANSPORT		ENERGY	
Is there a safe place to store bicycles and scooters?	YES NO	Are there rules or policies to save energy in school?	YES NO
Does your school encourage less polluting travel?	YES NO	Does your school use a renewable energy provider?	YES NO
Do pupils learn about the importance of sustainable travel at school?	YES NO	Are pupils aware of the importance of saving energy?	YES NO
Score: /10		Score: /10	
WATER		WASTE	
Does your school use systems to save water, such as self-stopping taps, dual flush toilets or rain harvesters to water plants?	YES NO	Does your school have policies or rules about recycling?	YES NO
		Does your school have bins to promote recycling?	YES NO
Are pupils aware of the importance of saving water?	YES NO	Do pupils learn about the 5Rs principle?	YES NO
Score: /10		Score: /10	



# PROJECT PLANNING

## ACTIVITY 4



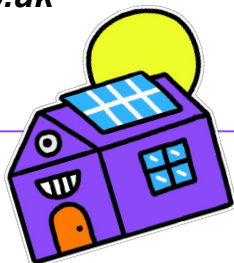
Read through the checklist. Can you discuss with your classmate the results obtained and answer the questions below?

What do you think your school is doing well?

Where could your school improve?

What is going to be the main focus for your “Green Your School” project?

*You can score goals for your club by uploading a photo of this activity at [cup26.co.uk](http://cup26.co.uk)*



# PITCH YOUR PLAN

## ACTIVITY 5

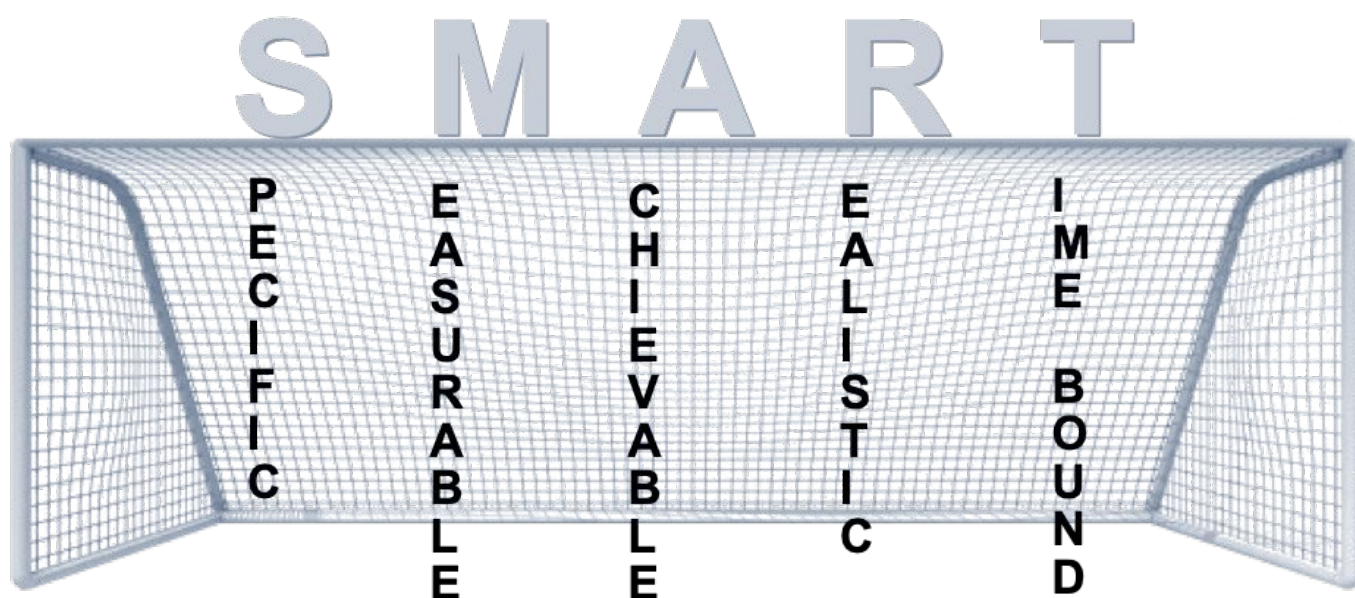


Create a poster, a flyer, a presentation, a speech, a football-style press conference or any other idea you may have to cover your aims and objectives to “Green Your School”!

Be creative with your pitch, think about how you can include important information as to WHY you want to green your school, how you can keep your pitch entertaining and how you can persuade your audience.

To help you create your pitch, set yourself some SMART goals to help you.

Take a photo or a video of your pitch and upload it to Cup26 to score **5 goals** for your club!



*You can score goals for your club by uploading a photo of this activity at [cup26.co.uk](http://cup26.co.uk)*

