

CUP 26

PLANET
SUPER
LEAGUE

www.cup26.co.uk

**Key Stage 1
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 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 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
- 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 – KS1

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 can recognise how they may be more sustainable and what may affect climate change.

Children can understand different methods of sustainability.

Children can demonstrate their knowledge about climate change and sustainability.

LINKS TO SUBJECTS

ENGLISH

Writing narratives about personal experiences and those of others (real and fictional)...Writing about real events.

PSHE

L3 – Pupils learn about things they can do to look after the environment.

Maths

Interpret and construct simple pictograms, tally charts, block diagrams and tables.

Science

Seasonal changes

Art

Use a range of material creatively to design and make products

PE

Master basic movements as well as agility, balance and coordination.

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

Solar energy – Using the sun to create energy

Wind energy – Using wind to create energy

Hydropower – Using water to create energy

Global Warming – When the planet keeps getting hotter

Renewable Energy – Energy which comes from things which never run out (like sunlight, wind, flowing water and wood or plants)

RESOURCES

Paper and pencil, worksheets, scissors, straws, carton, pebbles

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

INTRO TO SUSTAINABILITY

Teacher's Answers

Activity 2

Topics may include:

- not flying and trying to use the car less
- switching to renewable energy
- cutting down on meat and dairy
- not wasting food
- not wasting water
- saving energy
- looking after nature

Activity 3

Staycation - staying in the country for your holiday instead of flying.

Plant-based diet - where a person only eats foods that come from plants, and don't eat meat, fish or animal products.

Save energy - not wasting electricity, like leaving lights on when you're out of the room.

Save the rainforest - protecting trees from being cut down.

Refuse, reduce, reuse and recycle - ways to help us re-consider throwing things away or buying things we don't need.

Sustainability - living and doing things in a way which doesn't harm other living things

MAKE A WIND TURBINE

ACTIVITY 1



Learning Objective: understand what renewable energy sources are.

Class discussion

What is **sustainability**? (**Teacher's Note:** definition in the Teacher's Guide).

Why should we live in a way that doesn't harm other things?

Energy provides electricity at home, in school and everywhere we go. It powers our televisions, kitchens, and all electrical devices. Electricity comes from different sources, some are damaging to the planet, but others aren't. There are some ways of creating electricity called "**Renewable Sources**" which means they come from things which will never run out, such as:

- **Solar** Energy - this comes from sunlight
- **Wind** Energy - this comes from the wind
- **Hydro** Energy - this comes from flowing water

We are going to make a mini **wind turbine** using simple equipment.

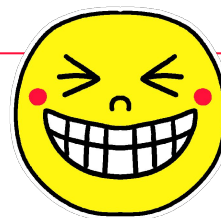
1 – Using a clean juice or milk carton, place something in the bottom to keep it steady, you could use something like pebbles or sand.

2 – Puncture a hole on both sides of the carton, making sure a straw can fit through both sides. You might use a pencil to pierce the hole, ask an adult to supervise if you are using anything sharp.

3 – Draw and cut out your turbine wings on either paper or cardboard. Make sure to pierce a hole in the middle of the wind turbine wings to allow the straw to fit through, get an adult to supervise if you are using anything sharp. .

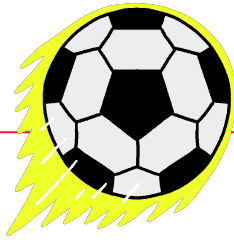
4 – Place your wings on the end of the straw.

5 – Decorate your turbine as you wish by colouring it in, or sticking things on it. Why not decorate it in your football club's colours. ***You can score goals for your club by uploading a photo of this activity at cup26.co.uk***



HAPPY PLANET, HAPPY PEOPLE

ACTIVITY 2



Learning Objective: discuss and share ways we can look after the planet.

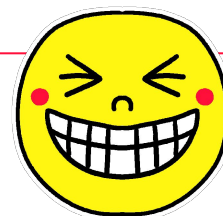
The planet is unhappy. There are lots of things wrong, and we need to help it put a smile back on its face again!

Can you draw some pictures and sentences explaining different ways we can make the planet smile again? You can draw yourself doing these actions or you can draw your favourite footballer doing them.

Some examples of things we can do include *not flying and trying to use the car less, switching to renewable energy, cutting down on meat and dairy, not wasting food, not wasting water, saving energy, looking after nature, can you think of any more?*

--	--	--

--	--	--



PICKFORD IS IN A PICKLE



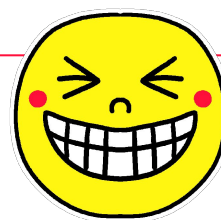
ACTIVITY 3

Learning Objective: explain different words and phrases through drawing and discussion.

Pickford has forgotten what these phrases mean. He's asked you to help him remember by drawing pictures to help him understand.

If you're not sure what they mean, talk to your teammates. What do they think each word or phrase means?

Staycation	Plant-based diet	Save energy
Save the rainforest	Refuse, reduce, reuse, recycle	Sustainability



FOOD

Teacher's Guide – KS1

AIM

A series of activities with cross-curricular links developing children's understanding of food, recognising various foods which are beneficial for themselves as well as the planet.

SUCCESS CRITERIA

Children can recognise and name different foods and food groups
Children can describe the benefits of food and their impacts
Children can compare and contrast different properties about food

LINKS TO SUBJECTS

ENGLISH

Writing narratives about personal experiences and those of others (real and fictional)...Writing about real events.

PSHE

H2 - Pupils learn about foods that support good health and the risks of eating too much sugar.

MATHS

Interpret and construct simple pictograms, tally charts, block diagrams and tables.

SCIENCE

Identify basic needs of different animals and plants.

PE

Master basic movements as well as agility, balance and coordination.

KEY WORDS

Fruit – things like apples, oranges, pears, bananas, cherries (all from plants)

Vegetables – things like carrots, potatoes, leeks, cabbage, cauliflower, peas (all from plants)

Dairy – Animal milk and things made from milk like cheese, milk, yoghurt, butter, cream etc.

Proteins – Something found in meat and beans to help repair and grow muscles

Fat and oils – These help the body store energy for when we need it.

Carbohydrates - These give us energy throughout the day.

RESOURCES

Paper and pencil, worksheets

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

FOOD

Teacher's Answers

Activity 1

Apple, strawberry, carrot, broccoli - fruit & vegetables

Milk, cheese - dairy

Chicken, beef, beans, lentils, fish - protein

Olive oil - fats and oils

Rice, bread, potatoes - carbohydrates

Other protein sources could include: beans and pulses, chickpeas, eggs, nuts, soy, tofu, seeds.

Activity 3

Child should show a balance of foods from the different categories in the table provided.

Activity 5

- 1) Beetroot
- 2) June to September
- 3) Broad Beans
- 4) July to October
- 5) Broccoli or Beetroot
- 6) July to September (Broccoli) or June to September (Beetroot)
- 7) Examples could include:
 - Carrots, cucumber, cauliflower, cabbage, cherry tomato, chickpea, courgette, cress, cherry, clementine

FOOD GROUPS

ACTIVITY 1



Learning Objective: recognising foods and understanding food groups.

Recognition game: Look at the pictures of food and see how many you can name correctly.

These foods make an important part of a healthy footballer's diet. Can you name the food and identify which food group it belongs to?

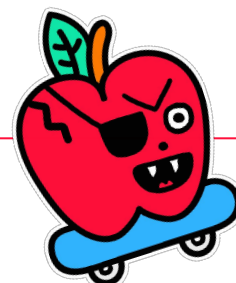
Explain what each food group means.

Fruit and Vegetables, Dairy, Fat and Oils, Proteins, Carbohydrates



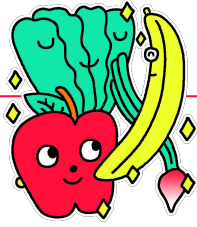
Can you name any more fruit and vegetables, dairies, fats and oils, proteins, or carbohydrates?

Do you know any foods which contain protein that aren't meat or fish?



FOOD LOG

ACTIVITY 2



Learning Objective: understanding food groups.

Log a food diary of what you have eaten and what you might eat today.

Teacher's Note: You may want to help with a sentence starter, e.g. 'For breakfast/lunch/dinner/snack I had...'

Breakfast:

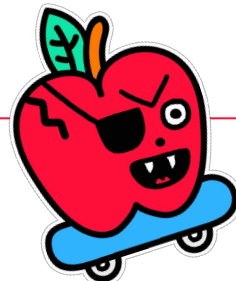
Lunch:

Dinner:

Snacks:

Next, identify where each of the foods they have consumed come, e.g. animals, animal products, from trees or plants, from the ground.

Make a tally of food groups, and go around your friends, table or class and add their results to your tally too. Which food group has been the most popular today? Why do you think that is?



A MESSI DIET

ACTIVITY 3

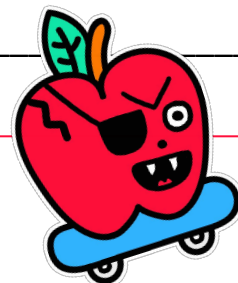


Learning Objective: understanding what foods we should eat to be healthy.

Messi needs your help, “I forgot why it is important to eat a balanced diet and why it helps the planet. I need to make sure that I eat all the right things so I can play at my best. Please help!”, Messi said.

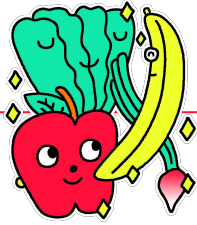
Draw and write what Messi should be eating; please explain why he should be eating these foods. The table on the next page might help you.

Did you know: Messi eats a mostly meat-free diet. What does this mean?

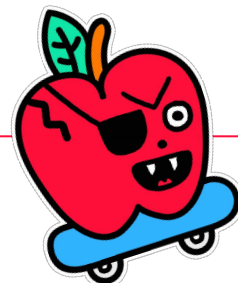


A MESSI DIET

ACTIVITY 3

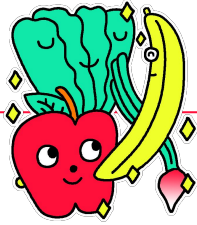


<i>Foods which give you vitamins...</i>	Fruit and vegetables like apples, bananas, broccoli, carrots, lettuces, tomatoes. Can you name some more?
<i>Foods which keep up your energy levels...</i>	Carbohydrates like pasta, bread, rice, cereals. Can you name some more?
<i>Foods which help build healthy muscles...</i>	Beans, lentils, broccoli, nuts, egg, fish, meat. Can you name some more?
<i>Things which give you calcium for strong bones and teeth...</i>	Milk, cheese, kale, broccoli, soy beans, pak choi. Can you name some more?
<i>Things which help us store energy...</i>	Oil, butter, fat. Can you name some more?



VEGGIE TRUMPS

ACTIVITY 4



Learning Objective: understand the impact foods can have on the planet and work with higher and lower number values.

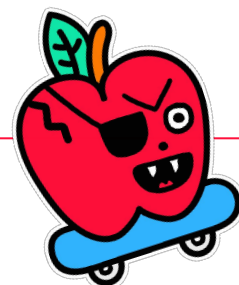
Using the Veggie Trump cards, cut them out with the help of an adult and play a game in groups.

Using the first card in your pile, read out a statistic about your food's impact on the planet through **water used to grow the food**, **greenhouse gases produced** or land required to farm that food. In each case, the **LOWEST** number wins, because that means it is having a lesser impact on the planet.

If you choose a statistic and beat your opponent because your number is lower than their matching number, then you get to keep their Veggie Trump card, keep playing until somebody has all of the cards.

Extra-time activity: play "higher or lower". Your partner reads out a statistic and the name of the food. You have to guess whether the next food is higher or lower in its impact on the planet.

You can score goals for your club by uploading a photo of this activity at cup26.co.uk



VEGGIE TRUMPS

ACTIVITY 4



PLANET
SUPER
LEAGUE

FOOD TRUMPS



LAMB



	per	Total
CO2 emissions	kg	43 kg
Water used	kg	10,412 l
Land used	kg	370 m ²

PLANET
SUPER
LEAGUE

FOOD TRUMPS



BEEF



	per	Total
CO2 emissions	kg	43 kg
Water used	kg	10,412 l
Land used	kg	326 m ²

PLANET
SUPER
LEAGUE

FOOD TRUMPS



CHICKEN



	per	Total
CO2 emissions	kg	43 kg
Water used	kg	10,412 l
Land used	kg	12 m ²

PLANET
SUPER
LEAGUE

FOOD TRUMPS



CHEESE



	per	Total
CO2 emissions	kg	43 kg
Water used	kg	10,412 l
Land used	kg	88 m ²

PLANET
SUPER
LEAGUE

Sign up to play for your team at
www.cup26.co.uk



CUP
26

VEGGIE TRUMPS

ACTIVITY 4



PLANET
SUPER
LEAGUE

FOOD TRUMPS

5

BANANA



	per	Total
CO2 emissions	kg	0 kg
Water used	kg	790 l
Land used	kg	2 m ²

PLANET
SUPER
LEAGUE

FOOD TRUMPS

6

TOMATO



	per	Total
CO2 emissions	kg	0 kg
Water used	kg	214 l
Land used	kg	1 m ²

PLANET
SUPER
LEAGUE

FOOD TRUMPS

7

RICE



	per	Total
CO2 emissions	kg	3 kg
Water used	kg	2,497 l
Land used	kg	3 m ²

PLANET
SUPER
LEAGUE

FOOD TRUMPS

8

APPLE



	per	Total
CO2 emissions	kg	0 kg
Water used	kg	822 l
Land used	kg	1 m ²

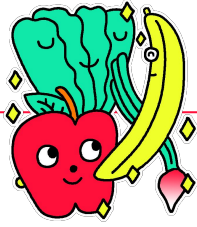
PLANET
SUPER
LEAGUE

Sign up to play for your team at
www.cup26.co.uk



CUP
26

GREALISH'S GARDEN



ACTIVITY 5

Learning Objective: understand how to read a chart, and develop knowledge of seasonal vegetables.

Grealish is growing his own food to be more sustainable and environmentally friendly, his favourite vegetables all begin with the letter “B”. However, he needs your help! He does not know which vegetables he can grow during each month. We have a table which might help you.

Some vegetables only grow at certain times of the year, during these times they are “seasonal vegetables” and are better for the planet because they can be grown closer to home, meaning they haven’t got to travel to the country on a plane or ship.

He is looking to plant his seeds in the months **June and July**.

Can you write down which vegetable he can begin to grow.

- -----

When will be able to eat the vegetables?

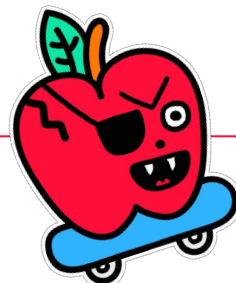
- -----

Are there any other vegetables he could plant seeds for in the winter?

- -----

When will he be able to pick the crops and eat the vegetables?

- -----



GREALISH'S GARDEN

ACTIVITY 5



He wants to plant some more seeds just before the FA Cup Final. Which vegetable seeds could he plant?

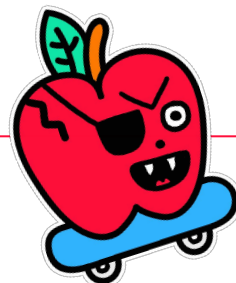
-

When would this vegetable be ready to eat?

-

You know that he loves vegetables beginning with the letter B, he's decided that next year he will try some vegetables beginning with the letter "C", can you name some he might try?

-
-
-
-
-



GREALISH'S GARDEN

ACTIVITY 5



PLANT SEEDS
HARVEST CROPS

	BEETROOT		BROCCOLI		BROAD BEANS	
JANUARY						
FEBRUARY						
MARCH						
APRIL						
MAY						
JUNE						
JULY						
AUGUST						
SEPTEMBER						
OCTOBER						
NOVEMBER						
DECEMBER						



NATURE

Teacher's Guide – KS1

AIM

A series of activities with cross-curricular links developing children's understanding of nature, recognising various plants and trees, writing about experiences & collecting and displaying data.

SUCCESS CRITERIA

Children can recognise and name different plants, trees and aspects of nature
Children can tally their findings and present this in a pictogram or block diagram
Children can talk about their experiences or feelings surrounding nature
Children learn about things they can do to protect the environment

LINKS TO SUBJECTS

ENGLISH

Writing narratives about personal experiences and those of others (real and fictional)... Writing about real events.

PSHE

L3 – Pupils learn about things they can do to help look after the environment.

MATHS

Interpret and construct simple pictograms, tally charts, block diagrams and tables.

SCIENCE

Plants – identify and name a variety of common and wild garden plants and trees.

PE

Master basic movements as well as agility, balance and coordination.

KEY WORDS

Nature – all things that are not made by people
Flowers – the part of a plant that blossoms and opens up
Trees – a tall, woody plant
Plants – a living thing that uses sunlight to make their own food
Tally – to find a total of or add up something

RESOURCES

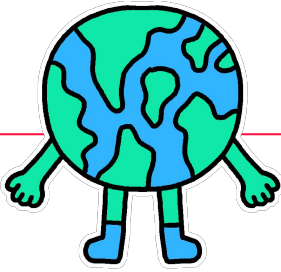
Paper and pencil, worksheets, recyclable materials, vegetation (from the ground)

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

BUG STADIUM

ACTIVITY 1



Learning Objective: develop care for creatures in nature through creating a bug stadium from resourced materials.

Collect a series of materials, which might include cardboard, toilet rolls, sticks and twigs that have fallen, stones, leaves and wood.

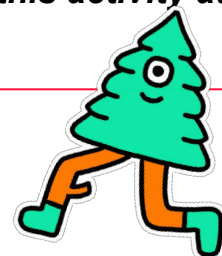
Create a football stadium for the bugs of your school playground and field to play and rest in. Design your stadium on paper first, to plan what it will look like.

How many insects might it fit inside? What will it look like? How many stands will it have? How will you decorate it?



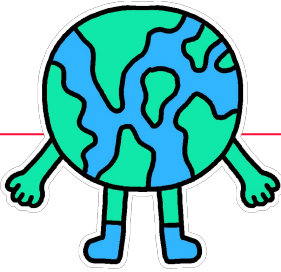
1. Collect hollow sticks, twigs and leaves, pinecones, stones etc. from the playground/field, or use recyclable materials such as cardboard.
2. Use a box, carton or drinks bottle as the base. Cut a hole in the front, with adult supervision. Fill up your bug stadium layer by layer with what you have found outside. Make sure there are small gaps between the objects so that insects can play, shelter and make a home.
3. Leave your stadium somewhere out of the way, outside where the bugs can play and rest. Some stadiums might be left in school, others could be taken home.

You can score goals for your club by uploading a photo of this activity at cup26.co.uk



BALLER BUGS

ACTIVITY 2



Learning Objective: to think about the differences and features of different bugs in a context.

Now you've created your bug stadium, you need a team. Which insects and bugs will you play in which position, and why? Write your answers down and draw a picture of your team.

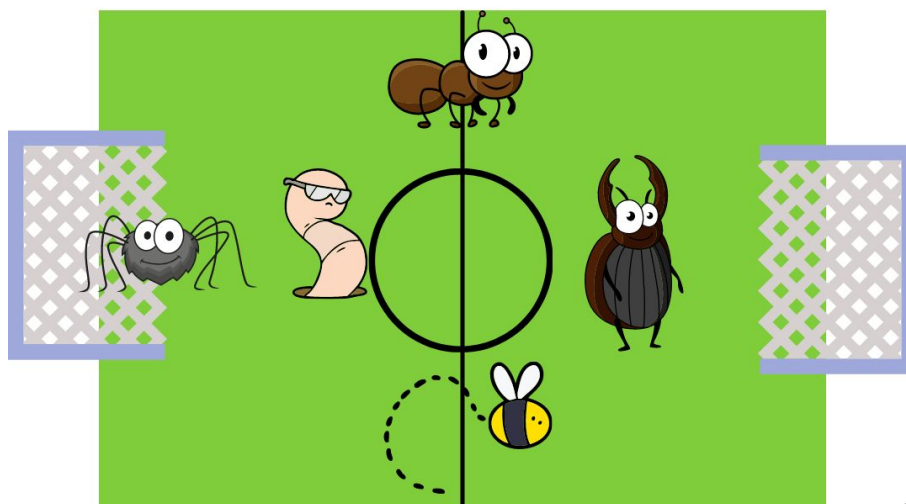
Goalkeeper (GK) –

Defender (D) –

Midfield (CM) –

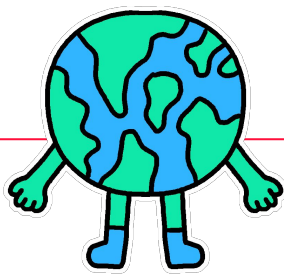
Midfield (CM) –

Attacker (ST) –



SAKA'S SQUARES

ACTIVITY 3



Learning Objective: develop observation and recording data skills.

Saka wants to know what plants, bugs and wildlife is in your school.

You will need an A3 piece of paper for this activity – this will act as your quadrant square.

Cut four squares out of the A3 pieces of paper, so it looks like a window, make sure an adult is supervising if you are using scissors.

Place the quadrant square on an area of the school field, or a muddy patch around the outside. Create a tally of what you can see in your quadrant.

- How many bugs can you see?
- How many flowers can you see?
- How many weeds can you see?
- How many trees can you see?

Create a tally chart of this information.

Nature	Tally
Bugs	
Flowers	
Weeds	

Is there anything else you could add to this tally? _____

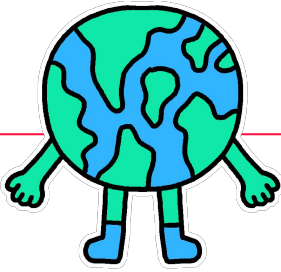
What did you see the most of? _____

Can you create a full class tally and combine all of your results?



POGBA'S POSTERS

ACTIVITY 4



Learning Objective: persuade others using a poster through words and pictures.

Pogba has asked for some help creating a poster to tell other people to help look after nature. It is very important that we have lots of variety in plants, flowers, trees, animals and insects to help keep the planet happy.

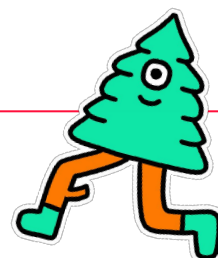
Task: Can you design a poster to encourage others to help look after nature?

Topics you might use:

- Plant more flowers
- Plant more trees
- Don't litter (or pick up litter)

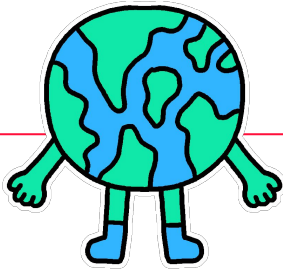
Your poster can contain writing, drawings, colour and information.

You can score goals for your club by uploading a photo of this activity at cup26.co.uk



SEED FRENZY

ACTIVITY 5



Learning Objective: develop fundamental movement skills

Class is split into teams (4 to 6 teams). Each team has their own marked area, and a selection of apparatus such as bibs, balls, cones, and bean bags spread out within their area.

The objective of the game is to take the apparatus from your area to another team's area and leave it there, transporting in different ways such as carrying, rolling, throwing, dribbling, or bouncing.

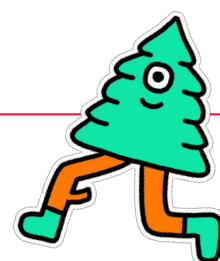
The team with the least items in their area at the end of a timed round are the winners and gain a point, so players must work to keep their area empty by transferring items, one at a time, to other areas.

Progressions:

- Players can only travel in a specific way or direction
- Changes to the way items can be transported (e.g. balance item on head, move in specific ways, throw, and catch, dribble a football).

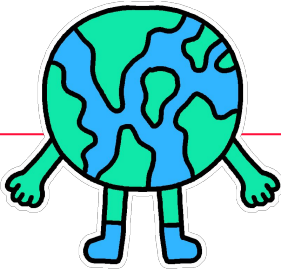
Storyline:

- Your team's area is your "garden"
- Apparatus to transport around are "seeds"
- Your team are planting seeds to grow flowers and trees



BUG HUNT

ACTIVITY 6



Learning Objective: develop observation and detection skills.

The groundsman at your football club has asked you to find some bugs for him, bugs are important in nature, and we should respect them – explore the school grounds and see how many amazing bugs you can find.

Use the checklist below to mark which bugs you have found!

You can score goals for your club by uploading a photo of this activity at cup26.co.uk



Bee

☐

Snail

☐

Butterfly

☐

Ant

☐

Grasshopper

☐

Spider

☐

Ladybird

☐

Worm

☐

Extension: Leaf Bugs

Select your favourite bug found during your hunt. Collect some natural materials from around the school grounds and follow the instructions below in order to create your leaf bug:

1. Collect leaves and other items for your insect pictures whilst out completing a Leg Power walk. Make sure you only use things on the ground – please look after our living plants.
2. Look at the things you've found and decide what kind of insects to make from your previous bug hunt. There are no rules – get creative and use your imagination. Think about: How many legs? Antennae? Stripes? Spots? How many eyes? Long body or round body? Try to make some natural art.
3. Create your leaf bug pictures somewhere sheltered so the wind doesn't blow them away or take everything inside to make it there.



AT HOME

Teacher's Guide – KS1

AIM

A series of activities with cross-curricular links developing children's understanding of how to be eco-friendly at home and how it may help the environment.

SUCCESS CRITERIA

Children can recognise how they can help the environment from home.
Children can create and craft objects.
Children can show their understanding of methods of helping the environment from home.

LINKS TO SUBJECTS

ENGLISH

Writing narratives about personal experiences and those of others (real and fictional)...Writing about real events.

PSHE

H3 – Pupils learn about how physical activity helps us stay healthy; and ways to be physically active every day.

MATHS

Interpret and construct simple pictograms, tally charts, block diagrams and tables.

Art

Use a range of material creatively to design and make products

PE

Master basic movements as well as agility, balance and coordination.

KEY WORDS

Rain catcher – An object that collects rain

Recycling – Materials that can be used to make something else

Reducing – Using less of or making smaller

Reusing – Using something more than once.

RESOURCES

Paper and pencil

Worksheets

Glue

Scissors

Rubbish/boxes/bottles etc...

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

SUPER RECYCLERS!

ACTIVITY 1



Learning Objective: understand how to sort recycling and some materials that are commonly recycled.

Using a wide selection of recyclable and non-recyclable materials (best examples will include cardboard, plastic, paper, glass and aluminium (ensure any glass or aluminium is safe and not sharp)).

Create two “Goal” areas, the “Recyclable Goal” and the “Non-Recyclable Goal”.

Your task is to sort the items into what CAN be recycled, and what CAN NOT, by placing them into the correct goal.

Once complete, using the items in the “Recyclable Goal”, sort them into different categories such as paper and cardboard waste, metal waste, plastic waste and glass waste.

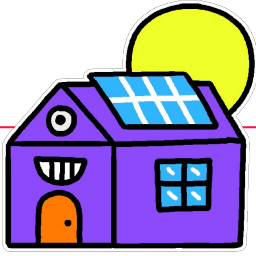


Super Sentence:

It is important to recycle because...

RECYCLED GOALKEEPER

ACTIVITY 2



Learning Objective: understand the importance of recycling and the 5 R's.

REFUSE	Say no to things we don't need that might create waste
REDUCE	Buy less things that will create waste where we can
REUSE	Reuse items that would normally be thrown away, e.g. plastic bags or bottles
REPURPOSE	Create something new out of an object
RECYCLE	Recycle waste to be turned into something new

Using the recycled materials we sorted out in the SUPER RECYCLERS Activity 1, you are going to create your very own recyclable goalkeeper!

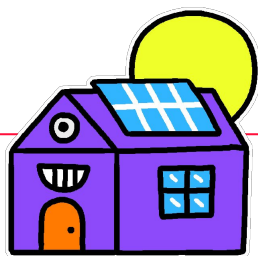


What is their name? Which club do they play for? What are they made out of?

You can score goals for your club by uploading a photo of this activity at cup26.co.uk

RASHFORD'S RAIN CATCHER

ACTIVITY 2



Learning Objective: understand how we can reuse water, and develop measuring skills.

Rashford has noticed that the pitch is looking a little bit dry, but he doesn't want to waste water. Could you make him a rain catcher, to collect some rain which we can use to water the pitch?

Instructions:

1 - Cut the bottle a couple of inches below the neck to make an open container, make sure an adult is supervising this part.

2- Put some stones or pebbles in the bottom of the bottle to make it stable. Place the top section of the bottle into the container upside down to make a funnel. You might need to fix the funnel with some staples or glue.

3 - Put the rain catcher outside and wait for weather to turn wet.

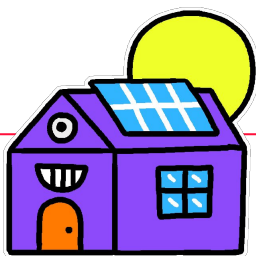
You can score goals for your club by uploading a photo of this activity at cup26.co.uk



Dates	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Amount of rain (quarter full, half full, only a small amount)						
What could we use that water for?						

SPRINKLERS ON

ACTIVITY 3



Learning Objective: understand how we can reuse water.

Using the water you have collected through the Rashford's Rain Catcher Activity, you are now going to create your own sprinkler, and use the water rather than wasting it.

This activity is best completed outside, and any sharp objects used must be supervised by an adult.

Instructions (note, you can reuse the rain catcher from Rashford's Rain Catcher activity, or you can keep collecting rain with that and make a new sprinkler):

1 – Cut the bottle a couple of inches below the neck to make an open container.

2 – Put the top section of the bottle into the bottom section upside down, to make a funnel. You might need to fix the funnel with some staples or glue.

3 – Puncture two holes either side of the water catcher (make sure the holes go through the bottom and top part of the bottle). Thread one end of some string through one of the holes and secure tightly with a knot. Repeat with the other end of the string through the other hole. The water catcher can then be hung up.

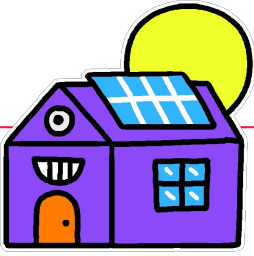
4 – Puncture some holes at the bottom of the water catcher. This will allow the water to sprinkle out. Also, watch how the water spurts out when you squeeze the bottle!

Where can we reuse the water we have caught?

Ideas might include watering plants or trees or filling a bird bath. What other ideas do you have?

LIGHTS OUT!

ACTIVITY 4



Learning Objective: persuade through designing a poster with pictures and words.

Create a **poster** which will act as a reminder to **turn off light switches** when you leave a room.

This saves small amounts of electricity (and money from your families' household bills!) which makes the planet a little bit happier.

Make your poster look amazing, so it gets noticed and reminds people to turn those lights off.

You might create your poster to go up around school, or even to go up at home! Be creative.

You can score goals for your club by uploading a photo of this activity at cup26.co.uk



TRAVEL

Teacher's Guide – KS1

AIM

A series of activities with cross-curricular links developing children's understanding of transport, recognising various ways of travelling sustainably with the planet in mind.

SUCCESS CRITERIA

Children can recognise and name methods of travel.
Children can describe the physical and environmental benefits of various methods of travel.
Children can show their understanding of why we need to use more sustainable methods of travel.
Children can use a compass by giving and using directions.

LINKS TO SUBJECTS

ENGLISH

Writing narratives about personal experiences and those of others (real and fictional)...Writing about real events.

PSHE

H3 – Pupils learn about how physical activity helps us stay healthy; and ways to be physically active every day.

MATHS

Interpret and construct simple pictograms, tally charts, block diagrams and tables.

Geography

Use simple compass directions.

Art

Use a range of material creatively to design and make products

PE

Master basic movements as well as agility, balance and coordination.

KEY WORDS

Compass – a tool that helps with directions

Directions – where you are going to travel/move

Transport – something used to help you move from place to place

Emissions – the product or discharge of fumes

RESOURCES

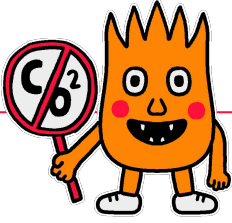
Paper and pencil, worksheets, compasses, coins, footballs

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

MILE A DAY

ACTIVITY 1



Learning Objective: discover a series of movements and ways to travel through physical activity.

Part 1 - Mile a Day: Complete a mile via the measured area of the school grounds. Try to travel at a speed that will keep your heart rate high, for example a run, jog or skip. Don't slow down to less than a brisk walk (unless you have to for medical reasons).

Part 2 – The teacher will call out various movements throughout your mile, these could include fundamental movement skills such as running, skipping, jumping, hopping or they might mimic modes of transport, so prepare to put on your best driving car impression, imaginary bicycle or piloting an aircraft!

Part 3 – Coin Toss - toss a coin and complete the assigned activity for at least 10 seconds! The first few have been done for you, after this, you can choose your own activities!

- Heads - Dribble a football / Tails - Run in a circle
- Heads - Tap the ball as many times as you can with your toes / Tails - Do an impression of a duck
- Heads - High knees running / Tails - Hop
- Heads - Football skills / Tails - Floss or a dance of your choice

Discussion

How does travelling with our bodies make us feel?

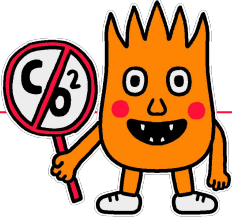
Do you think exercise is good for you?

Do you think exercises like running, jumping or cycling are good for the planet?



GOING TO THE GROUND

ACTIVITY 2



Learning Objective: learn how to use a compass, and estimate distances.

Mark out four areas of the playground, in the four compass point directions and name them after football stadiums.

Discussion:

How do we find north, south, east and west on a compass?

Give your teammates a starting point, guess which direction each “stadium” is and how many steps away from your start point it is, and write this in the table.

Check your compass to find out which direction the stadiums really are, and count how many steps it takes you to arrive there, write these in the table too. How close were your predictions?

Stadium Names	Guessed Direction	Estimated Steps	Actual Direction	Actual Steps

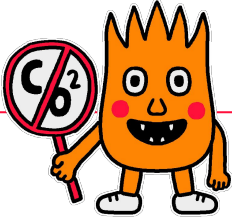
Discussion

What different ways can we travel to a football game? Which ways do you think are best for the planet?



TRANSPORT LEAGUE

ACTIVITY 3



Learning Objective: understand sustainable ways to travel, and try to use them more.

Create an individual points chart, and award points based on how you travel to school. Award more points for modes of transport that protect the planet. How many points can we get as a class in total?

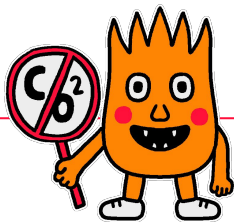
- Walking, running, scooting, cycling - 5 points
- Bus, train, coach - 3 points
- Car, motorbike, van - 2 points
- Private jet, helicopter - 1 point

Name/Initials	MON	TUE	WED	THU	FRI



NOTICE NATURE

ACTIVITY 4



Learning Objective: use descriptive language to talk about a journey.

We pass so much nature and wildlife every day, and don't take the time to stop and appreciate it.

What did you see on your way to school today?

I walked/cycled/drove to school and I saw....

When I leave school, I can see...

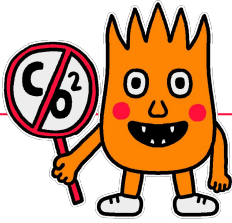
Extension task:

Ask the children to apply directional language to their sentences.



JOURNEY JOURNAL

ACTIVITY 5



Learning Objective: understand how to display data in a tally chart and bar chart.

Using the answers from the Notice Nature activity, can you create tally chart displaying the classes data.

What did the class see the most of on their journey?

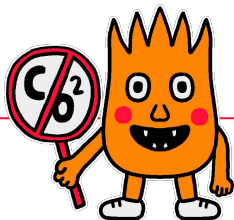
What we saw	Tally

Can you turn your tally chart into a bar chart or a pictogram to display your data?

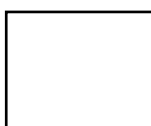


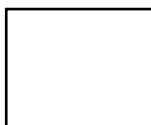
JOURNEY JOURNAL

ACTIVITY 5



KEY









10

9

8

7

6

5

4

3

2

1



GREEN SCHOOLS

Teacher's Guide – KS1

AIM

A series of activities with cross-curricular links developing children's understanding of how to try and make their school greener and how it may help the environment.

SUCCESS CRITERIA

Children can recognise how they can help the environment whilst at school.

Children can create and craft objects.

Children can show their understanding of how to help their school reduce its impact on the environment

LINKS TO SUBJECTS

ENGLISH

Writing narratives about personal experiences and those of others (real and fictional)...Writing about real events.

PSHE

H3 – Pupils learn about how physical activity helps us stay healthy; and ways to be physically active every day.

MATHS

Interpret and construct simple pictograms, tally charts, block diagrams and tables.

Art

Use a range of material creatively to design and make products

PE

Master basic movements as well as agility, balance and coordination.

KEY WORDS

Eco friendly – no harm to the environment

Promise – Saying that you will do something, with the intention of doing it.

RESOURCES

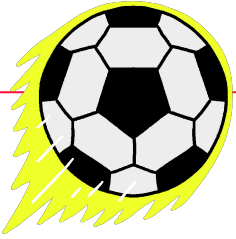
Paper and pencil
Worksheets
Scissors

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

ECO HERO

ACTIVITY 1



Design your own superhero, what is their name, what are their powers and how can they make the school greener and more planet-friendly?

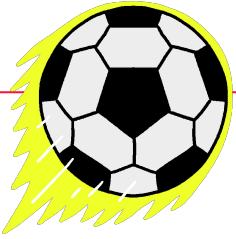
Pick a class member and assign a task that will help make the classroom greener, for example:

- Who will be the Light Switcher-Off and protect the energy and save money when people leave the classroom?
- Who will be the Water Saver and make sure water isn't being wasted at the tap?
- Who is Captain Recycler making sure that no recyclable materials are thrown in the normal bin?



ECO LOGO

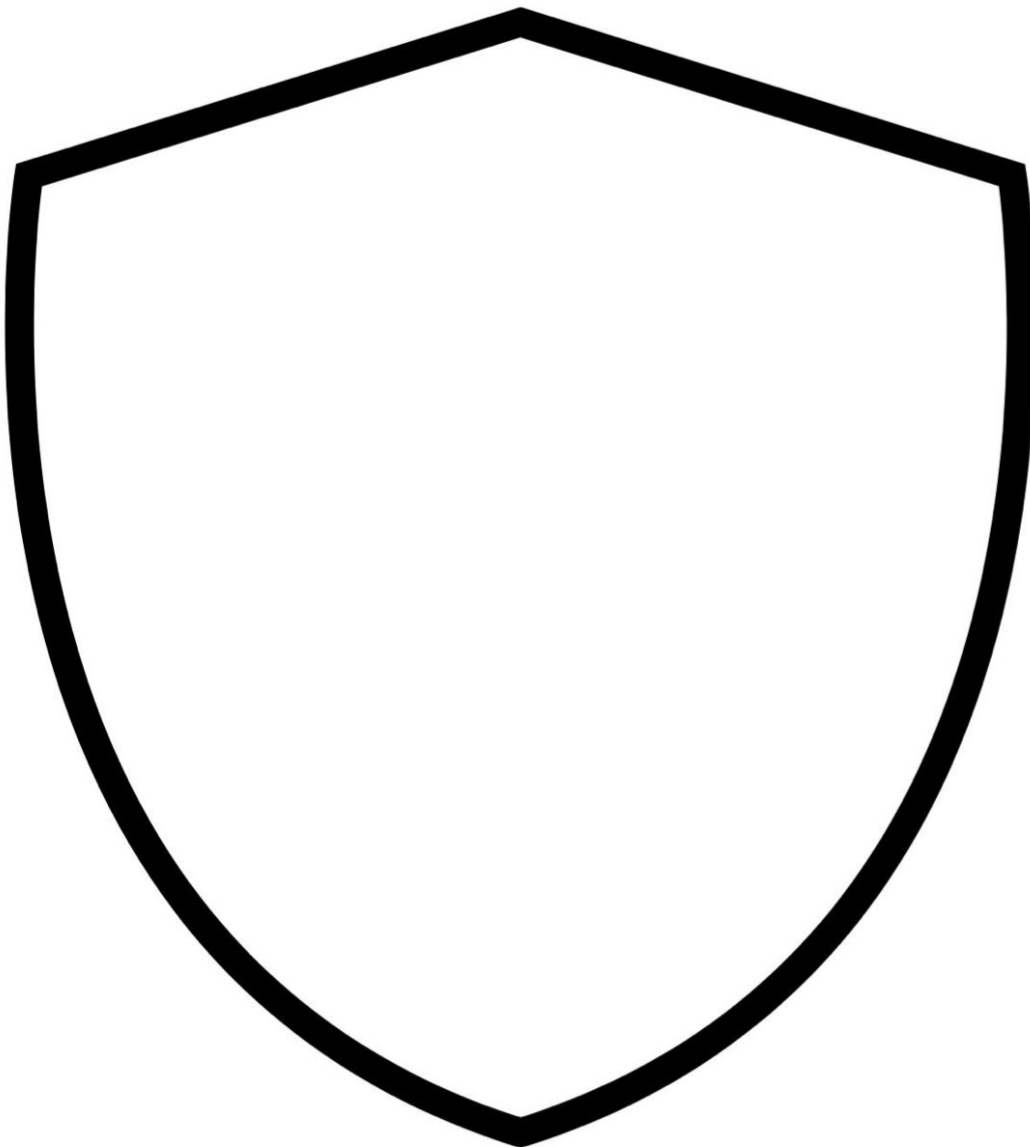
ACTIVITY 2



Green School FC needs your help! They need a new football kit design and a new logo.

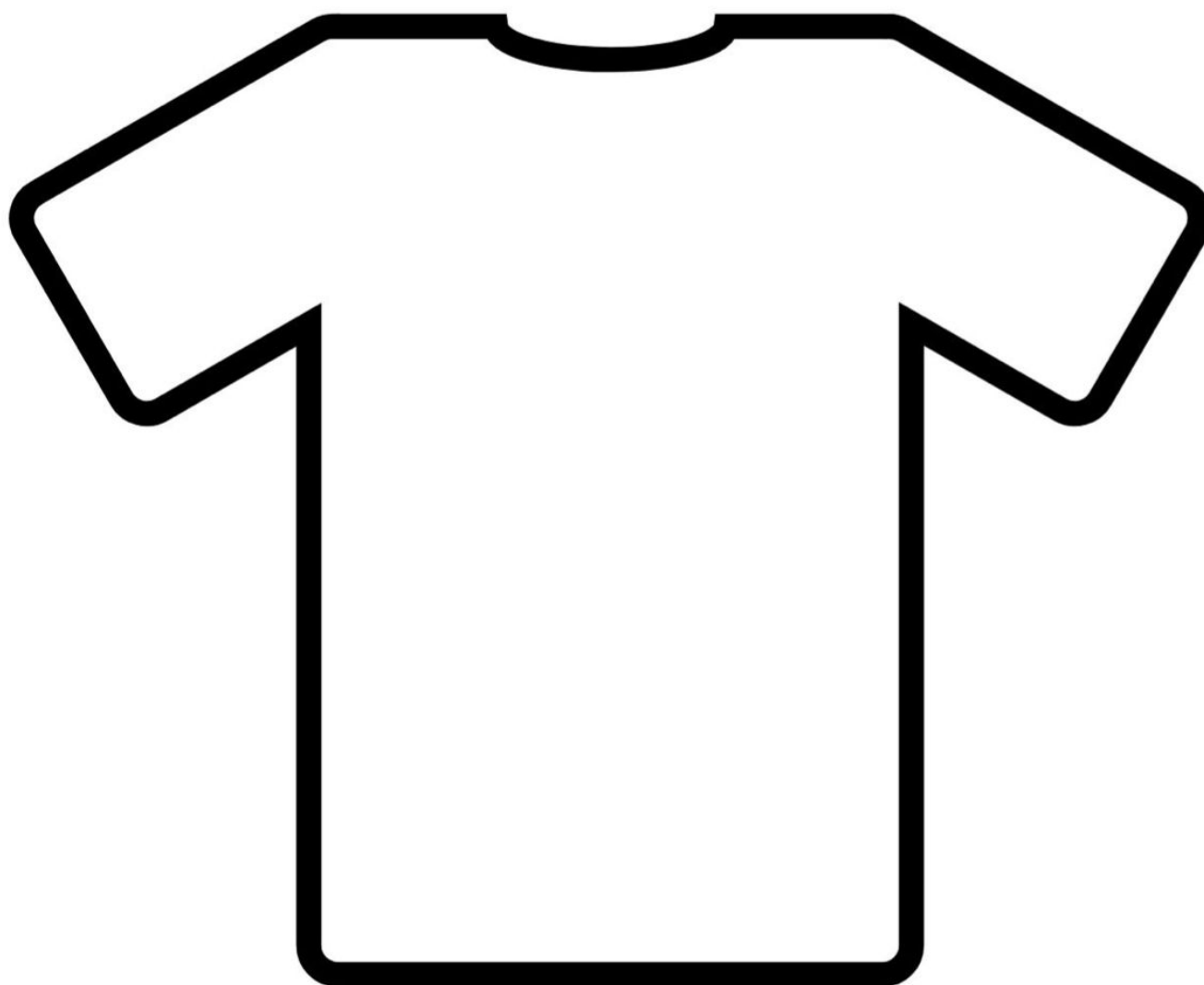
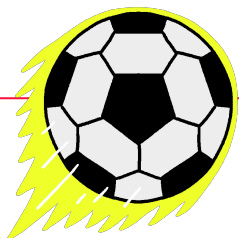
Can you help?

Bellow is a badge shape for you to design. The badge and kit should both show how the school is becoming greener.



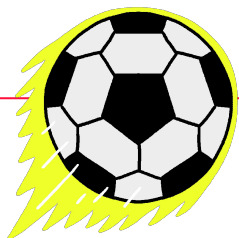
ECO KIT DESIGN

ACTIVITY 3



PROMISE TREE

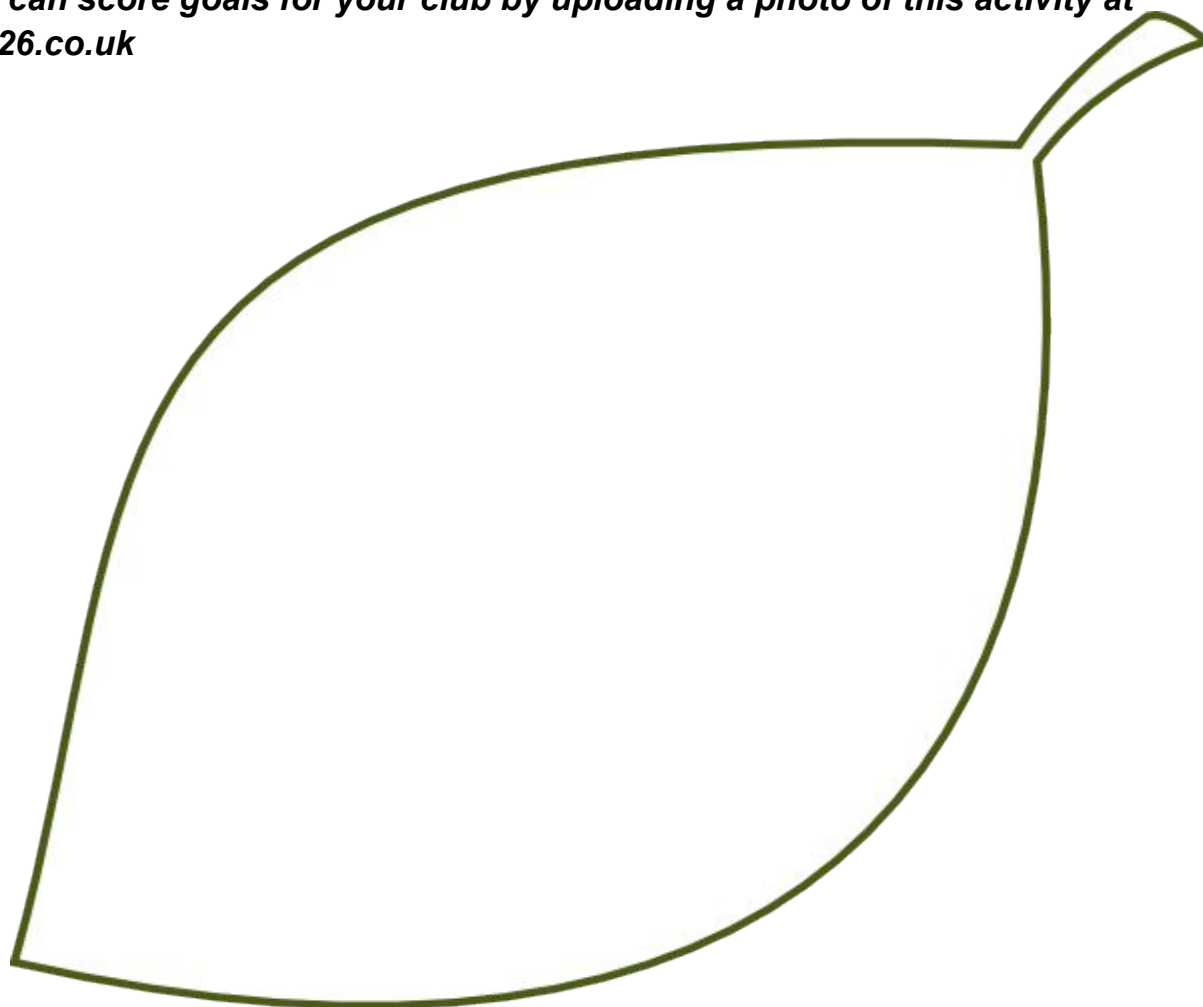
ACTIVITY 4



Try and find a fallen branch from a tree in the school grounds. You will need a plant pot or box which it can stand in. If you don't have a pot, is there something you do have which you could re-purpose?

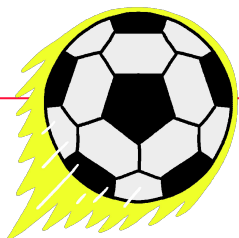
Each child in the class should write an eco-promise on the leaf below, and attach it to the branch. These promises should be followed up with action! Examples might include walking to school, recycling efficiently, turning out the lights when they leave a room, not wasting food or anything else you can think of that will help you and your school be greener.

You can score goals for your club by uploading a photo of this activity at cup26.co.uk



SCHOOL POSTER

ACTIVITY 5



Create a poster to encourage others around school to help keep the school green!

Your poster could include things we can do in and around the school to help protect the planet. Some examples might include:

- Turn lights, computers and electrical devices off when they are no longer in use
- Offer vegetarian and vegan options at lunchtime
- Plant trees and wildflowers around the school grounds
- Create a school garden which the children can look after
- Put solar panels on the roof to generate our own electricity
- Switch to a renewable energy provider (like wind, solar or hydro power)
- Find ways to save water
- Walk, cycle or scoot to school
- Find ways to stop waste
- Learn more about nature in school

You can score goals for your club by uploading a photo of this activity at cup26.co.uk