



PLANET
SUPER
LEAGUE

www.cup26.co.uk

**Key Stage 3
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 – KS3

AIM

A series of activities with cross-curricular links helping pupils to consider the impact humans have on the environment. Topics including food, transport, recycling, energy and water are linked to football examples to make them as accessible as possible.

SUCCESS CRITERIA

Pupils are introduced to the themes of Cup 26.
Pupils begin to consider their personal impact on the world around them, and the ability to make choices that reduce their personal impact on the environment.
Pupils demonstrate the ability to collaborate and present their findings back to a group.
Pupils can set ambitious and detailed goals using the SMART method.

LINKS TO SUBJECTS

PSHE

Pupils are introduced to key concepts regarding environmental impact and sustainability.

L1 – Pupils learn study, organisational, research and presentation skills.

L3 – Pupils learn to set realistic yet ambitious targets and goals.

KEY WORDS

Carbon footprint
Environmental impact
Sustainable
Strategy

RESOURCES

Worksheets, paper and access to technology to conduct research.

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

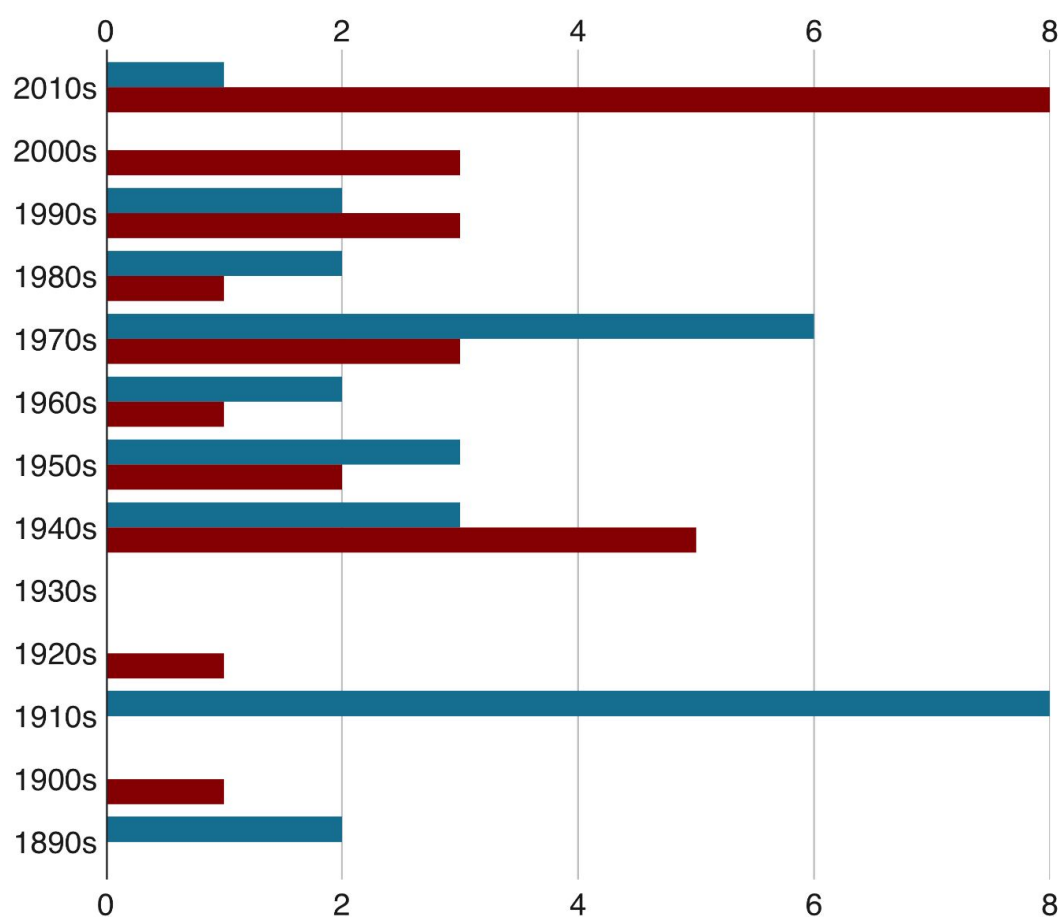
INTRO TO SUSTAINABILITY TEACHER'S ANSWERS

Activity 1

- Discussion likely to predict increasing number of days spent at high temperature.

UK temperature records broken by decade

■ Low temperature records ■ High temperature records



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.

INTRO TO SUSTAINABILITY

TEACHER'S ANSWERS

Activity 3

Buying a single use plastic water bottle from the kiosk	Driving to the football ground in the car	Leaving the tap running when you're washing your hands in the bathroom	Putting the paper match ticket in the bin after the match.
Take a reusable water bottle to refill	Use public transport/walk	Turn the tap off during wash	Recycling

Activity 4 – suggested discussion points

	Strategy for success
Energy consumption	Turn lights off
Waste Management	Recycling
Water consumption	Fix leaking pipes Improve plumbing efficiency Water pitch less
Travel	Encourage use of public transport
Supporting the community	Encourage community well-being activity

HOT IN HERE

ACTIVITY 1



Learning Objective: to consider the impact of changing temperature and the impact on the world around us.

We all have an obligation to take responsibility for the world around us. We are all global citizens. We also know that human influence has warmed the climate and we are going to have to work hard to use cleaner technology, change the way we live every day and plant more trees in order to try and reduce the amount of carbon released into the global environment.

Look at the chart below. In pairs, analyse the data. What do you predict for this decade's temperatures?

Decade	Number of days spent at lowest temperature	Number of days spent at highest temperature	Observation
1910s	8	1	
1940s	3	5	
1980s	3	2	
2010s	1	8	



DIAMOND 9

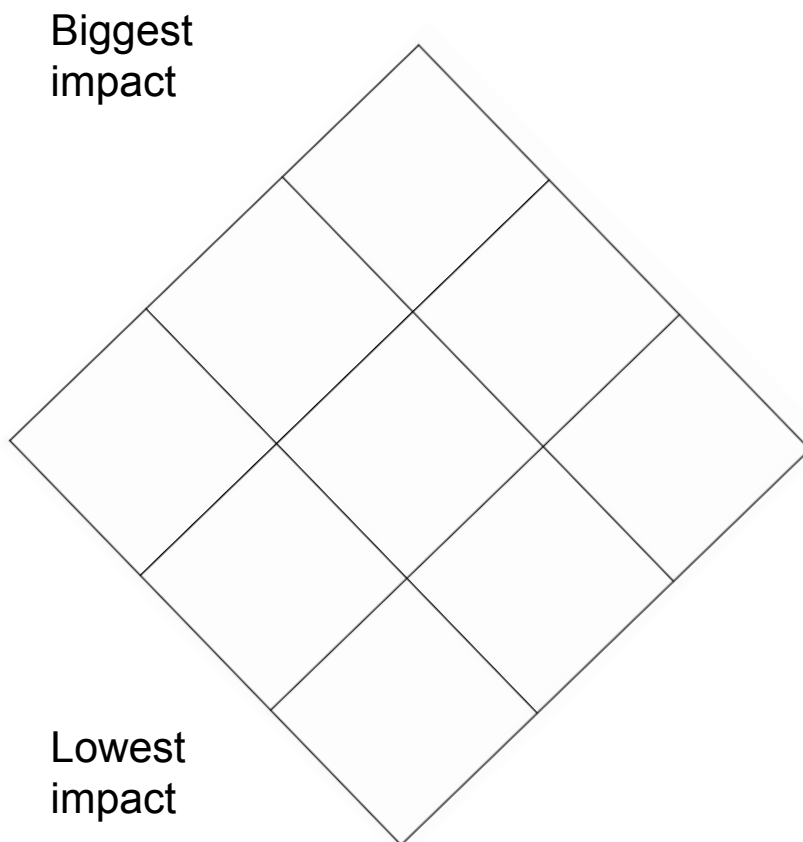
ACTIVITY 2



Learning Objective: Research about 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? Why?

SUBSTITUTION!

ACTIVITY 3



Learning Objective: To recognise the impact of personal choices and their impact on our carbon footprint

As consumers, we have a responsibility to make positive environmental choices. Imagine you're going to a football match and you've got a few choices to make. Under the headings below, suggest some alternative environmentally friendly choices. An example might be choosing a vegetable pie over a steak pie at half-time.

Buying a single use plastic water bottle from the kiosk	Driving to the football ground in the car	Leaving the tap running when you're washing your hands in the bathroom	Putting the paper match ticket in the bin after the match.

Our world is interconnected – and football clubs play a huge part in that. How could football teams inspire their fans to take responsibility for the world around us?

SUSTAINABILITY STRATEGIES

ACTIVITY 4



Learning Objective: Understanding sustainability.

Just like us, football clubs are working on strategies to improve their impact on the environment and increase their ability to be sustainable. Why do you think that is?

Complete the table with some ideas for strategies for football clubs to use to improve their sustainability:



	Strategy for success
Energy consumption	
Waste Management	
Water consumption	
Travel	
Supporting the community	
Food options	



CHANGE POEM

ACTIVITY 5



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 CHANGE. Make sure you upload this to Cup26!

My poem:

C

H

A

N

G

E

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



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

PAUSE TO REFLECT

ACTIVITY 6



Reflect on learnings so far.

Discussions and questions might include:

- What small changes could we make to reduce our impact on the environment?
- What big changes could we make to reduce our impact on the environment?
- Why do football clubs want to improve their sustainability and reduce their impact on the environment? How could they make these changes?
- Would knowing about your football team's strategy for tackling environmental change impact on your support for them?



Sign up to play for your team at
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FOOD

Teacher's Guide – KS3

AIM

A series of activities with cross-curricular links helping pupils to learn the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices and what might influence decisions about eating a balanced diet.

SUCCESS CRITERIA

Pupils understand macro and micronutrients and the role they play in a healthy, balanced diet and can design meal plans to demonstrate this.

Pupils understand and can explain the environmental impact of the meat industry, why buying local produce benefits the environment and can suggest food substitutions.

Pupils demonstrate the ability to research and present their findings back to a group.

Pupils can set ambitious and detailed goals using the SMART method.

LINKS TO SUBJECTS

PSHE

H17 – Pupils learn the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

H18 – Pupils learn what might influence decisions about eating a balanced diet and strategies to manage eating choices.

L1 – Pupils learn study, organisational, research and presentation skills.

L3 – Pupils learn to set realistic yet ambitious targets and goals

KEY WORDS

Nutrition, environmental impact, substitutions, wellbeing, carbon footprint, goal setting, research and presentation

RESOURCES

Worksheets, paper and access to technology to conduct research

CUP26

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FOOD

TEACHER'S ANSWERS

Activity 2 Answers

	Protein (per 100g)
Beef	31g
Chicken	32g
Pork	31.6g
Fish	20.8-24.2g
Beans & pulses	5.2-8.4g
Nuts	14.1-21.1g
Eggs	12.5g
Soy & tofu	8.1g

Activity 5 Answers

- Buying local produce reduces emissions from transport
- Buying seasonal produce
- Buying organic produce

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%

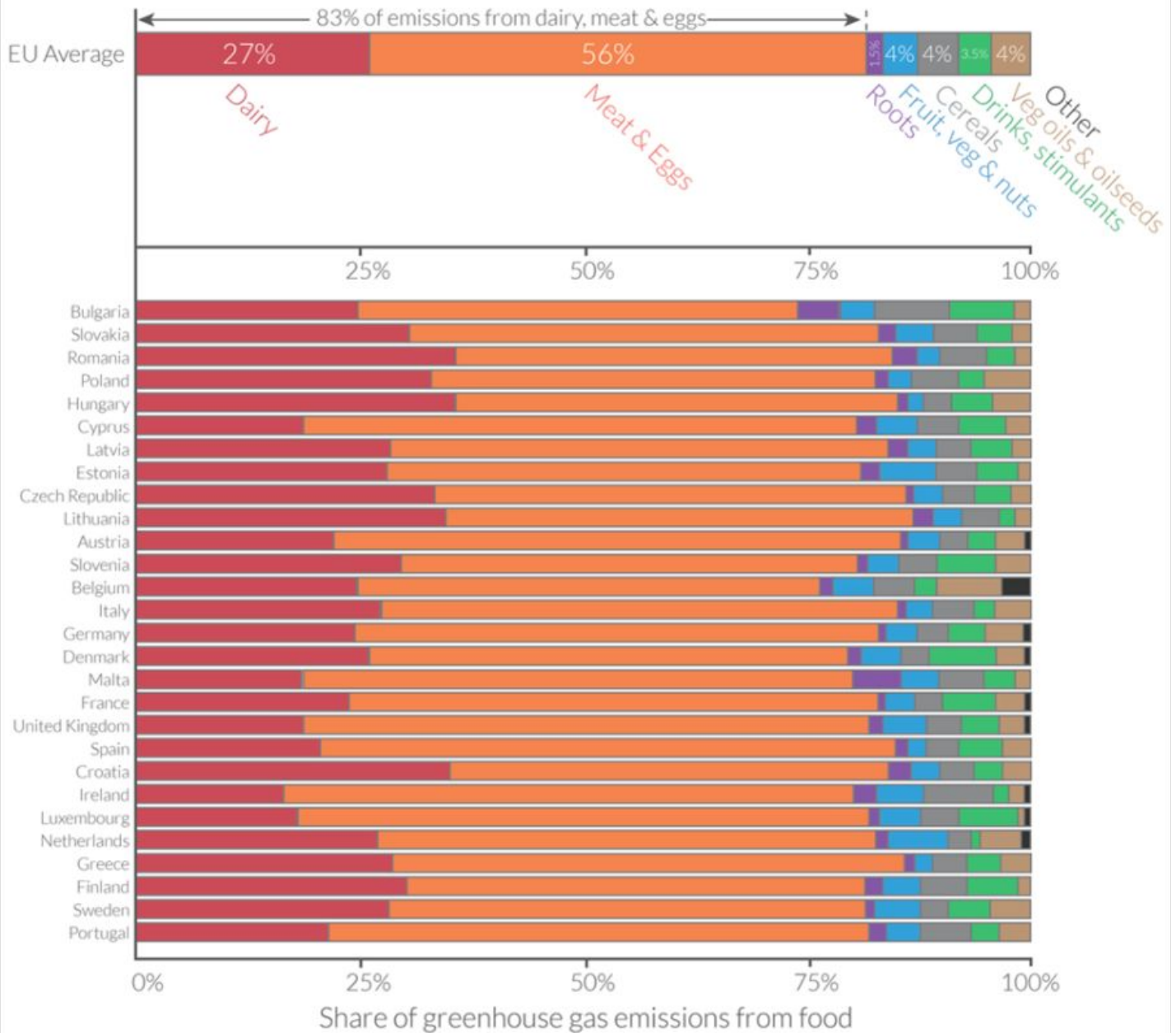
Source: Poore & Nemecek (2018), Science

BBC

FOOD TEACHER'S FACT SHEET

Carbon footprint of diets across the European Union:
which foods are responsible for greenhouse gas emissions?

Our World
in Data



Data source: Sandström et al. (2018). The role of trade in the greenhouse gas footprints of EU diets.
OurWorldinData.org - Research and data to make progress against the world's largest problems.

Licensed under CC-BY by the author Hannah Ritchie.

SHOPPING LIST

ACTIVITY 1



Learning Objective: Recognise which foods are important for a healthy, balanced diet.

Using the list of foods from the supermarket below, create a shopping list for the week to feed one person.

Ensure you have enough food to create meals for each day, and a good balance of macronutrients and micronutrients within the diet. You have a budget of £20.00.

Bread - £0.90
Cereal - £2.00
Pasta - £1.00
Spaghetti - £1.00
Rice - £2.00
Fajita wraps - £1.50
Potatoes - £1.50
Whole chicken - £5.00
Pork chop - £2.00
Mince meat - £2.50
Mixed nuts - £2.00
Lentils - £0.30
Kidney beans - £0.30
Eggs (12) - £1.50
Tofu - £1.00
Salmon - £2.50
Tin of tuna - £1.00
Breaded cod - £1.50

Sweetcorn - £0.50
Garden peas - £0.75
Broccoli - £0.50
Cauliflower - £1.00
Carrots - £0.40
Onions - £1.00
Sprouts - £1.00
Baked beans - £0.30
Tinned tomatoes - £0.30
Peppers - £0.80
Mushrooms - £0.80
Lettuce - £0.70
Cucumber - £0.65
Tomatoes - £0.75
Avocado - £1.00
Apples - £1.00
Bananas - £1.00
Oranges - £1.20

Grapes - £1.50
Strawberries - £1.50
Watermelon - £1.75
Peaches - £1.00
Milk - £1.00
Yoghurt - £0.50
Butter - £1.10
Cheese - £2.50
Herbs & spices - £2.00
Jar of curry sauce - £1.00
Ice cream - £3.00
Chocolate bar - £2.00
Donuts - £3.00
Sweets - £3.00
Crisps multipack - £4.00
Flavoured squash - £1.50
Fruit juice - £1.75
Fizzy drink - £2.00



PROTEIN PROJECT

ACTIVITY 2



Learning Objective: Research about different sources of protein and their impact on the environment.

We know it is important to get a balance of macronutrients, including proteins, fats, carbohydrates and ensuring micronutrients such as vitamins and minerals are present within our diet. But how sustainable is our food?

Research the sustainability of the elements of some of your meals.

Focus mostly on your protein source...

How sustainable is your source of protein?

Research the sustainability of these sources of protein and their carbon footprint and impact on the environment.

	Protein (per 100g)	Notes on sustainability
Beef	31g	10x worse for the planet than eating any other livestock. Need 28x more land than pigs/chickens. Release 5x more greenhouse gas than other animals (BBC News, 2014).
Chicken		
Fish		
Pork		
Beans & pulses		
Nuts		
Eggs		
Soy & tofu		



SUBSTITUTION

ACTIVITY 3



Learning Objective: To recognise alternative choices within the diet from the same food groups, considering macronutrients and the environmental impact.

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.

Subbed Off: Beef Burger

Subbed On: Spicy Bean Burger

Subbed Off: _____

Subbed On: _____

Subbed Off: _____

Subbed On: _____

Subbed Off: _____

Subbed On: _____



FOOTBALL FUEL

ACTIVITY 4



Learning Objective: Show understanding of a healthy diet by creating a diet plan, showing understanding of meat alternatives.

Footballer's diets vary. One thing that is sure, is that carbohydrates and fats are essential for the energy required to sustain elite level performance, and proteins are essential to build and repair muscles after competition.

Hector Bellerin and Alex Morgan lead a plant-based diet, and it is widely reported that Lionel Messi does too. This means that they don't eat meat or fish at all, and instead must get their source of protein from elsewhere. What sources of protein might they consume?

Did you know?

By cutting down your household meat consumption for just ONE DAY per week, you can reduce your yearly greenhouse gas emissions by about 350 kilograms! This is around the weight of a polar bear, and is the equivalent emissions of driving over 1,000 miles in a car – that's from London to Edinburgh, and BACK!

TASK:

Design a diet plan for a footballer – this particular footballer enjoys meat, and isn't ready to go vegan, but cares about the environment and has decided to cut meat from their diet for 2 days per week to cut down their greenhouse gas emissions.

Your job is to design a healthy, balanced diet plan for 2 weeks for our footballer. Try to ensure they achieve a balance of macronutrients, sufficient micronutrients and that they maintain 2 days per week meat-free.

If the player keeps up this 2-day-per-week meat-free diet for 5 years, how many kilograms of CO² will they cut from their carbon footprint?



FOOD FOR THOUGHT

ACTIVITY 5



Learning Objective: Design an informative flyer to persuade.

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 CO₂ to the atmosphere, and 26% of the planet's liveable surface is used for livestock grazing.

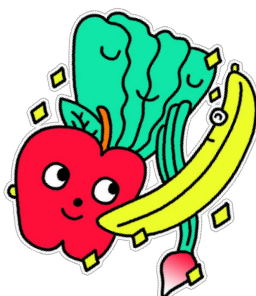
We have an understanding as to the impact of the meat industry, but there are other ways of sustainable purchasing and eating... How can we ensure our fruit & vegetable purchases are more sustainable? What is the impact of food waste on the environment and what can we do to reduce this?

TASK

Design an informative flyer in a style of your choice that encourages people to make more sustainable food choices and to cut down on their food waste.

Consider things like meat consumption, how to choose more sustainable fruit and vegetables and the impact of food waste. Back up your persuasive writing with facts and statistics.

Research relevant information for your flyer, and present it back to the group.

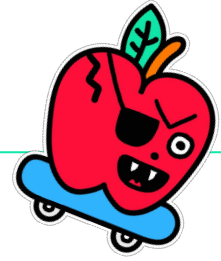


You can score goals for your club by uploading a photo of this activity at cup26.co.uk



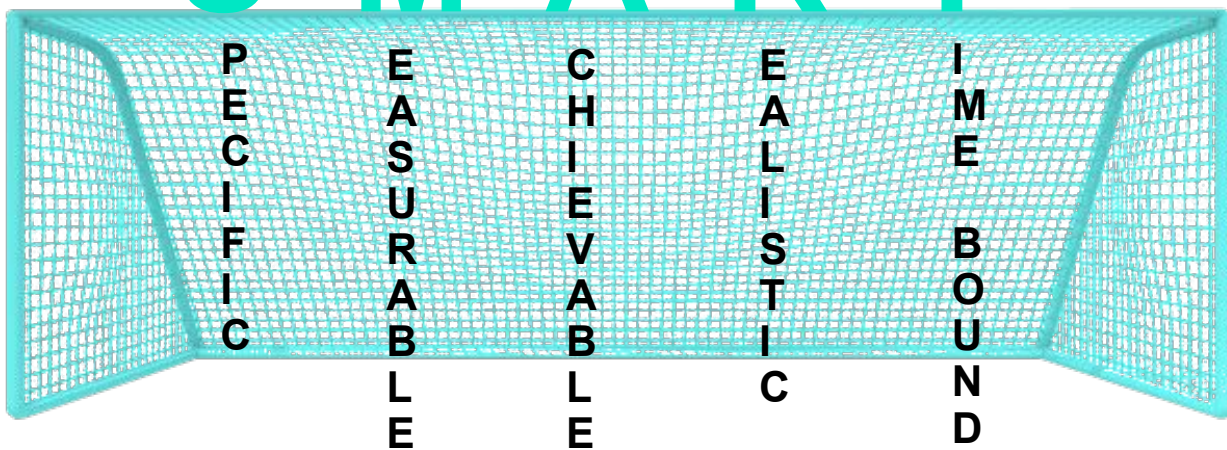
SMART GOALS

ACTIVITY 6



Learning Objective: Set ambitious but realistic individual goals.

SMART



Plan some SMART Goals to help you score a healthier and more sustainable diet. Ensure any goals you set meet the 5 elements of “SMART” to make an effective goal.

Consider the health, wellbeing and environmental impact of achieving your goals.

How would this make you feel?

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



PAUSE TO REFLECT

ACTIVITY 6



Reflect on learnings so far.

Discussions and questions might include:

- What small changes could we make to reduce our impact on the environment?
- What big changes could we make to reduce our impact on the environment?
- Why do football clubs want to improve their sustainability and reduce their impact on the environment? How could they make these changes?
- Would knowing about your football team's strategy for tackling environmental change impact on your support for them?



TRAVEL

Teacher's Guide – KS3

AIM

A series of activities with cross-curricular links helping pupils to consider the impact humans have on the environment. This week's lesson considers transportation methods and alternative choices.

SUCCESS CRITERIA

Pupils learn the impact of different forms of transport on the environment. Pupils are encouraged to consider active transport and the impact that can have on well-being and physical health.

Pupils demonstrate the ability to collaborate and present their findings back to a group.

LINKS TO SUBJECTS

PSHE

Pupils are introduced to key concepts regarding transportation choices and active transport. Pupils consider how a business makes choices that impact on a wider stakeholder group.

L1 – Pupils learn study, organizational, research and presentation skills.

L3 – Pupils learn to set realistic yet ambitious targets and goals.

KEY WORDS

Active Transport
Stakeholders

RESOURCES

Worksheets, paper and access to technology to conduct research.

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TRAVEL

TEACHER'S ANSWERS

Activity 1 Answers

- Discussion likely to highlight poor transport links in your area! Group may want to consider carpooling, road safety and general car use for short journeys.

Activity 2 Answers

- Examples likely to include cycling, scootering, skateboarding, jogging and running. Benefits including socialising, cardiovascular fitness and less impact on environment. Disadvantages likely to include weather, heavy bags and inconvenience.

Activity 4 – Answers

- Community – positive perception of club, engagement
- Employer – wellbeing of staff improves, less days off
- Environment – moral impact, reduction in negative impact

JOURNEY MAPPER

ACTIVITY 1



Learning Objective: to consider the impact our transport choices have on the world around us.

In order to stay connected to our friends and family, including our football teams, it is important for us to be able to travel.

The average car in the UK travels approximately 7,400 miles per year! There are on average 1.2 cars per household.

How many miles do you think you travel by private transport in one week? Use the table below to calculate your journeys. You may need to use a map or online journey planner to help you.

	Example	
Monday	Travel to school 4 miles	
Tuesday	Travel to school 4 miles, travel to football training, 3 miles	
Wednesday	Travel to school 4 miles	
Thursday	Travel to school 4 miles, travel to football training, 3 miles	
Friday	Travel to school 4 miles	
Saturday	Travel to football match to watch, 8 miles	
Sunday	No travel	

Total:



ACTIVE TRANSPORT

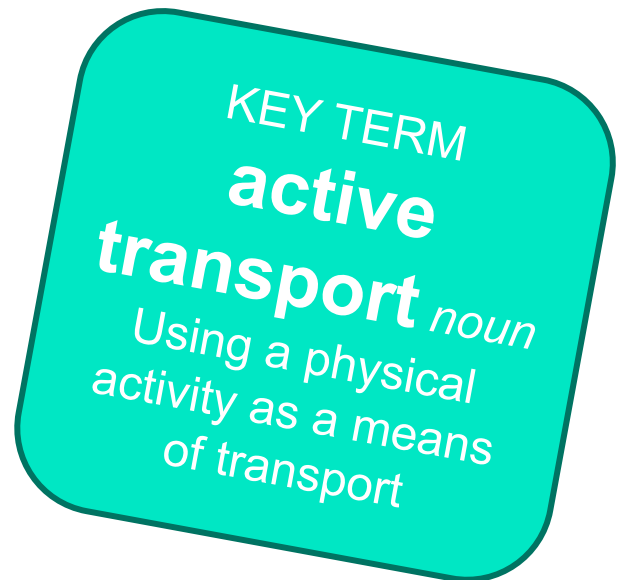
ACTIVITY 2



Learning Objective: Consider different methods of active transport.

We all know we need to lead an active lifestyle in order to remain as healthy as possible. **Active transport** is a great way to integrate exercise in our daily routine. Many of you will use active transport to get to school already.

List three examples of active transport, providing three advantages and one disadvantage of using them.



	Advantages	Disadvantage
<i>Example: Walking</i>	<ol style="list-style-type: none"> 1. Free! 2. Good for wellbeing 3. Can take shortcuts 	<i>Needing to be aware of road safety</i>



CLIMATE CHANGE

ACTIVITY 3



Learning Objective: Research about different consequences of climate change.

A 2013 study (bettertransport.org.uk) found that when travelling to a football game in the UK, there were lots of different methods of transport used.

The following statistics show modes of travel used to get to a game (for at least one stage of the journey – multiple options are possible for different stages).

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%

Which is the most popular form of transport?
Why do you think this is?

Create a **poster** which shows football fans the importance of being environmentally friendly in their travel choices. How could a football club persuade fans to travel to football games in a more sustainable way. How could they reward them?



SUBSTITUTIONS

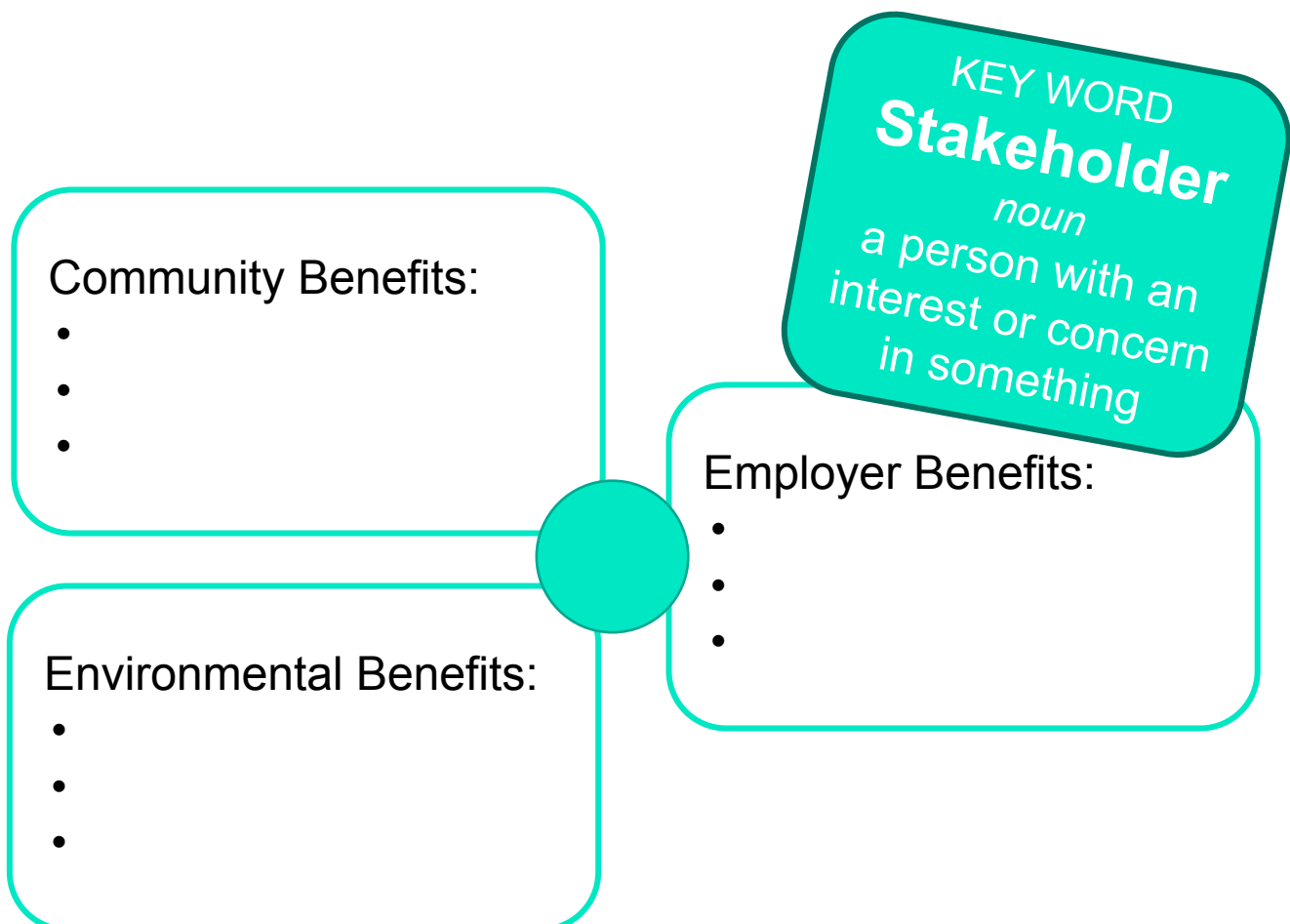
ACTIVITY 4



Learning Objective: To consider the impact a football club's positive choices can have on its stakeholders.

Why do you think it's important for football clubs to have strategies that support **stakeholders** to live an active lifestyle and reduce the impact of transport on the environment?

In pairs, complete the diagram below.



THINKING ABOUT THE FUTURE

ACTIVITY 5



Learning Objective: Use social media to raise awareness of active transport

Hashtags can be used in **social media** as a way to find posts and messages that are similar or linked to a topic, theme or idea. This makes it easier to find information and content about subjects you're interested in.

Write a post about why you're making a positive choice about using active transport to get to your next football activity. Create hashtags to make it easy to link up to other users. Upload a screenshot/photo of your message to **Cup26.co.uk** to score goals for your club!

My post:

#

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



PAUSE TO REFLECT

ACTIVITY 6



Reflect on learnings so far.

Discussions and questions might include:

- What small changes could we make to reduce our impact on the environment?
- What big changes could we make to reduce our impact on the environment?
- Why do football clubs want to improve their sustainability and reduce their impact on the environment? How could they make these changes?
- Would knowing about your football team's strategy for tackling environmental change impact on your support for them?



ENERGY

Teacher's Guide – KS3

AIM

A series of activities with cross-curricular links helping pupils to consider the impact humans have on the environment. This week's lesson considers energy.

SUCCESS CRITERIA

Pupils learn the role of energy in the home and consider the context of energy for a business like a football clubs.

Pupils demonstrate the ability to collaborate and present their findings back to a group.

LINKS TO SUBJECTS

PSHE

Pupils are introduced to key concepts regarding recycling choices. Pupils consider how a business makes choices that impact on a wider stakeholder group.

L1 – Pupils learn study, organizational, research and presentation skills.

L3 – Pupils learn to set realistic yet ambitious targets and goals.

MATHS

Pupils are tasked to translate data into a pie chart

English

Pupils must select appropriate words for passages of text.

KEY WORDS

Recycling
Anaerobic digestion

RESOURCES

Worksheets, paper and access to technology to conduct research.

CUP26

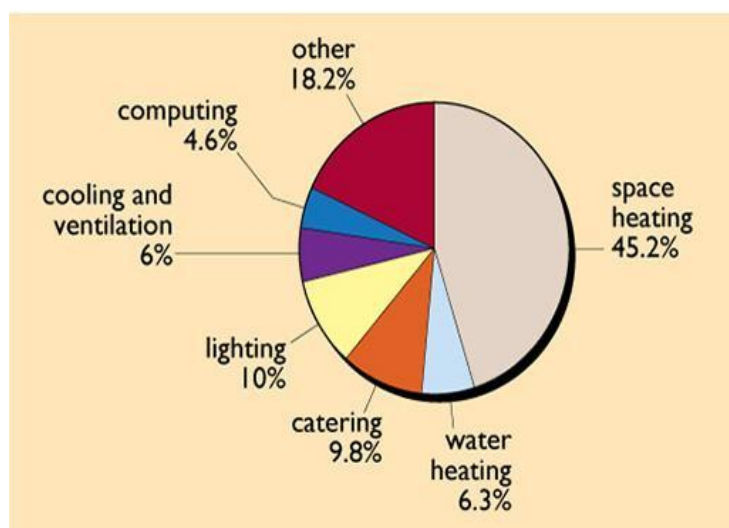
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ENERGY

TEACHER'S ANSWERS

Activity 1

- Pie chart should represent rounded up data as follows:



Activity 2

	Example	Substitution
1	Leave the TV on standby overnight (with the red button on)	Turn off at the plug reduces wasted electricity
2	Defrosting food in the microwave	Leave in the fridge overnight – plan ahead!
3	Using an electric heater	Wear a jumper or use a hot water bottle (and check all the windows are closed)

ENERGY

TEACHER'S ANSWERS

Activity 3

Replacing with LEDs are part of most football clubs' strategies to reduce energy expenditure. They are initially more expensive, but provide substantial energy savings over time

Fun fact! By introducing LED floodlights rather than using CLTs, one football stadium reduced the energy cost of lighting a match by 30%.

Activity 4

	Example	
1	Using an electric mower rather than a petrol mower	Doesn't burn fossil fuel
2	Reduce use of air conditioning during the winter months	Reduce energy on an avoidable cost that needs lots of electricity
3	Having movement sensors operating the light in the toilets	Reduces wasted electric use
4	Switching to renewable energy providers	Reduces greenhouse gas emissions from provider through a sustainable source

Activity 5 – advice to club discussion

ENERGY PIE

ACTIVITY 1



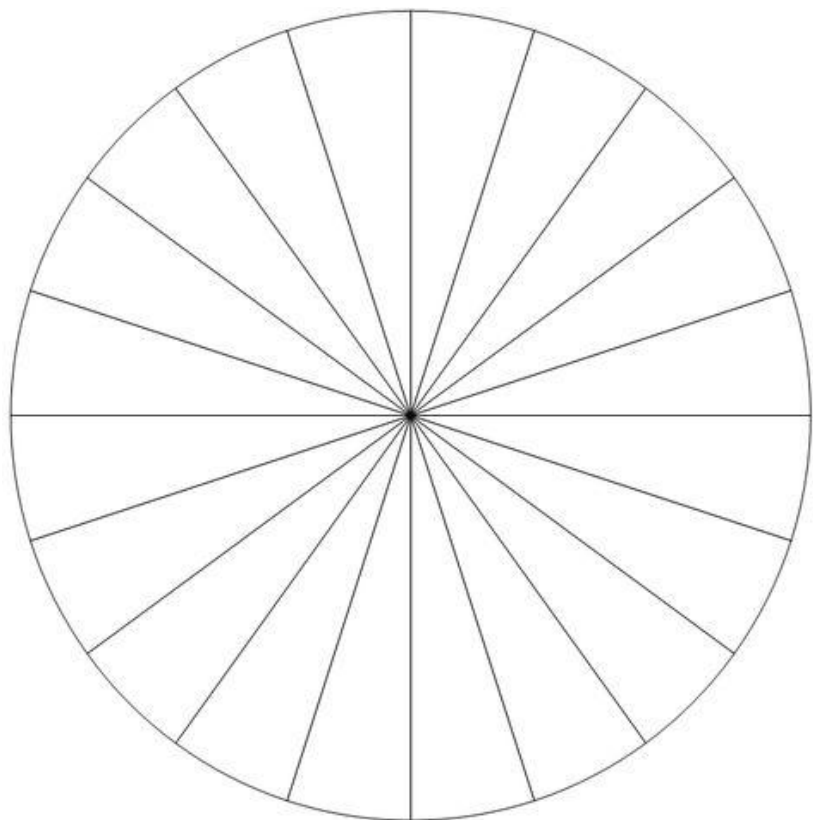
Learning Objective: to consider how we can make personal choices regarding energy management.

Energy is an important factor when considering our impact on the environment. In our homes, we use energy in the following ways:

Energy use:	% of total
Heating	45%
Cooling	10%
Computing	5%
Lighting	15%
Cooking	15%
Water Heating	5%
Other	5%

To represent this data, we can use a **pie chart**.

Each segment of the pie chart represents 5%. Colour in enough segments to represent each type of energy use.



ENERGY SUBSTITUTIONS

ACTIVITY 2



Learning Objective: to consider how we can make personal choices regarding energy management.

By looking around our homes, it may be possible to make simple swaps that reduce our energy consumption. An example would be taking a short shower rather than a bath, a cooler shower rather than a hotter one, less washing machine loads with more clothes in, rather than lots of half-full loads etc.

Can you think of some simple swaps for these examples? Why do you think they could make an difference?

	Example	Substitution
1	Leave the TV on standby overnight (with the red button on)	
2	Defrosting food in the microwave	
3	Using an electric heater	



LIGHT UP THE STADIUM

ACTIVITY 3



Learning Objective: to understand lighting alternatives.

One of the easiest ways to monitor the use of energy at home is to have a smart meter, which helps to highlight which household gadgets and appliances use up the most energy. Energy costs money, so by turning off, or swapping certain objects for more energy efficient ones, this can help reduce bills, too.

Just like homeowners, many football clubs want to keep their bills down! One of the ways that football clubs have reduced their spending on energy has been to swap their light bulbs. To replace the old incandescent bulbs (old fashioned glass ones), football clubs have a choice between different types of lightbulb.

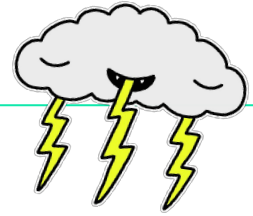
Consider the comparison table below. Which light bulbs do you think football clubs have committed to and why?

Light Emitting Diodes (LEDs)	Compact Fluorescent Lightbulbs (CFLs)
<p>Average lifespan of approximately 25,000–35,000 hours</p> <p>LEDs are cool to the touch—which translates into less wasted energy</p> <p>Can withstand extreme temperatures</p>	<p>Average lifespan of approximately 10,000 to 15,000 hours</p> <p>Contains mercury, which is toxic, however this is less than the amount found in the tip of a pencil!</p> <p>Not dimmable</p>



SAVING ENERGY

ACTIVITY 4



Learning Objective: to understand energy alternatives.

Football clubs are constantly trying to reduce the energy they use in order to meet targets set to all businesses by Government. It is also a positive ethical step to support methods that are environmentally friendly.

Why would these changes be good energy choices for football clubs to make?

	Example	
1	Using an electric mower rather than a petrol mower	
2	Reduce use of air conditioning during the winter months	
3	Having movement sensors operating the light in the toilets	
4		
5		

Can you think of another change a football club could make?
Add it to the table above.



PAUSE TO REFLECT

ACTIVITY 5



Reflect on learnings so far.

Discussions and questions might include:

- What small changes could we make to reduce our impact on the environment?
- What big changes could we make to reduce our impact on the environment?
- Why do football clubs want to improve their sustainability and reduce their impact on the environment? How could they make these changes?
- Would knowing about your football team's strategy for tackling environmental change impact on your support for them?



WATER

Teacher's Guide – KS3

AIM

A series of activities with cross-curricular links helping pupils to consider the impact humans and their water use have on the environment.

SUCCESS CRITERIA

Pupils learn the role of water in the home and consider the water use for a business like a football clubs.

Pupils demonstrate the ability to collaborate and present their findings back to a group.

LINKS TO SUBJECTS

PSHE

Pupils are introduced to key concepts regarding recycling choices. Pupils consider how a business makes choices that impact on a wider stakeholder group.

L1 – Pupils learn study, organizational, research and presentation skills.

L3 – Pupils learn to set realistic yet ambitious targets and goals.

KEY WORDS

Recycling
Anaerobic digestion

RESOURCES

Worksheets, paper and access to technology to conduct research.

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

WATER

TEACHER'S ANSWERS

Activity 1

46 per cent of people believe their household uses under 20 litres a day (roughly equivalent to taking a 2-minute shower) when the true figure is closer to 142 litres per person per day. This means an average family of four in the UK could use more than 500 litres each day.

Activity 2

- Having a shorter **shower** is an easy way to reduce your water use, heating bill, and carbon footprint. On average you'll save 12 litres of water a **minute**! How much time can you cut?
- Did you know that the average **dishwasher** uses 10 litres of water each time? You can reduce your water use, energy bill and carbon footprint by only running it when it's full.
- Remember to turn off the tap while brushing your **teeth** as a running tap wastes approximately six litres a **minute** which is 24 litres a day!
- Don't wash your **hair** every day to save water. Washing it too often can damage it by removing it's natural oils.
- **Washing** machines use roughly 60 litres per cycle, so only wash clothes when you have a full load and use the Eco button.
- A **garden hose** can use enough water to fill twelve baths every hour! So use a **watering can** when you can. Garden sprinklers left running can use between 500 and 1,000 litres of water an hour.

Activity 5 – creative task

WATER

TEACHER'S ANSWERS

Activity 3

	Water Use	Potential waste
1	Watering the pitch	Water runs off pitch straight into drains – many clubs now have in-built water recycling methods
2	Toilet flushing	Old fashioned toilets can waste up to 15 litres of water. Many clubs have installed dual flush toilets to reduce waste.
3	Drinking water	Minimal unless taps are left running!
4	General cleaning	Cleaners often have pump actioned sprayers to reduce energy and water waster
5	Showers	Showers on sensors to reduce chance of shower being left running

WATER

TEACHER'S ANSWERS

Activity 4

Arguments for may include:

- More accurate recording of water use
- Reduce costs – water used is water paid for
- Can identify leaks or waste points easily
- Easier to offset water use through environment commitments

Arguments against:

- May lead to additional expenditure to reduce newly identified water loss points
- May need to develop strategies to reduce water wastage
- Might get a shock at how much water is being used!

Activity 5

Students to complete letter to football club management committee

WATER ACTIVITY 1



Learning Objective: to consider how much water we use in our day to day lives.

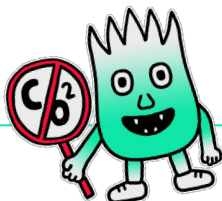
Water is a precious and limited resource that is under pressure because of an increasing population, climate change and the need to meet increasing demands to respect and protect our natural resources and environment.

Water is a resource that we are very lucky to have in the UK. Unlike many other countries in the world, we are able to drink water directly from the taps in our homes and can use it to wash ourselves in safely, with minimal health and hygiene risk. Thanks to excellent drainage and sewage systems, waste can be processed and made safe for re-circulation.

This also means we are very quick to waste water, and reducing our personal water waste is an important factor in thinking about our own environmental impact. Of our personal water use, three per cent is from our direct use (drinking, toileting and bathing) whilst 97 percent is through the water input to the products we use.

In pairs, think about the following question:

How many litres of water do you think you use per day?



WATER WISDOM

ACTIVITY 2



Learning Objective: to gain an understanding of the amount of water we use every day.

- Having a shorter _____ is an easy way to reduce your water use, heating bill, and carbon footprint. On average you'll save 12 litres of water a _____! How much time can you cut?
- Did you know that the average _____ uses 10 litres of water each time? You can reduce your water use, energy bill and carbon footprint by only running it when it's full.
- Remember to turn off the tap while brushing your _____ as a running tap wastes approximately six litres a _____, which is 24 litres a day!
- Don't wash your _____ every day to save water. Washing it too often can damage it by removing it's natural oils.
- _____ machines use roughly 60 litres per cycle, so only wash clothes when you have a full load and use the Eco button.
- A _____ _____ can use enough water to fill twelve baths every hour! So use a _____ _____ when you can. Garden sprinklers left running can use between 500 and 1,000 litres of water an hour.

Use the words below to complete the gaps in the text above.

teeth

shower

washing

garden hose

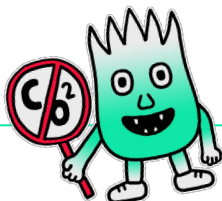
day

minute

dishwasher

hair

watering can



WATER

ACTIVITY 3

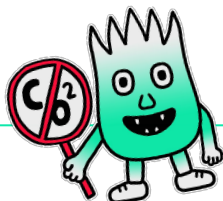


Learning Objective: Understanding strategies to reduce water use in football environments.

Football clubs have to think about their water consumption, too.

Consider your team's stadium. Make a list of at least 5 ways they use water on a match day. Where is there potential for wasted water?

	Water Use	Potential waste
1		
2		
3		
4		
5		



ARGUING ABOUT WATER

ACTIVITY 4



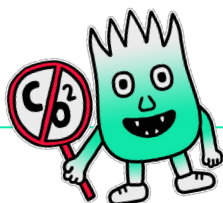
Learning Objective: How to plan for a more sustainable water future.

People that manage football pitches are increasing their own awareness of the water they use to make sure the pitch looks great whilst reducing their waste.

Based on your understanding of smart energy meters from Energy Week, do you think football clubs would benefit from having water meters? Why? Complete one full sentence arguing for water meters, and one arguing why they wouldn't be appropriate for football clubs to have.

Argument for:

Argument against:



WRITE TO YOUR CLUB

ACTIVITY 5



Learning Objective: Understanding energy alternatives.

If we do not make changes to our water usage, we are running the risk of times when water might not be freely available to us. There are examples all over the world of communities unable to freely access drinking water.

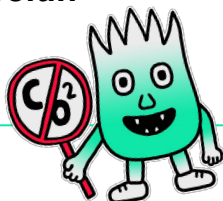
What do you believe the consequences of a lack of water could be?

In a pair, write a short letter to the local football club management committee, asking them to make one change in their water usage:

Dear Management Committee,

Yours sincerely,

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



PAUSE TO REFLECT

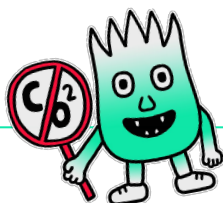
ACTIVITY 6



Reflect on learnings so far.

Discussions and questions might include:

- What small changes could we make to reduce our impact on the environment?
- What big changes could we make to reduce our impact on the environment?
- Why do football clubs want to improve their sustainability and reduce their impact on the environment? How could they make these changes?
- Would knowing about your football team's strategy for tackling environmental change impact on your support for them?



WASTE AND RECYCLING

Teacher's Guide – KS3

AIM

A series of activities with cross-curricular links helping pupils to consider the impact humans have on the environment. This week's lesson considers food waste and recycling.

SUCCESS CRITERIA

Pupils learn the importance of sorting recycling. Pupils are able to consider positive waste choices to make in both a home and football setting.

Pupils demonstrate the ability to collaborate and present their findings back to a group.

LINKS TO SUBJECTS

PSHE

Pupils are introduced to key concepts regarding recycling choices. Pupils consider how a business makes choices that impact on a wider stakeholder group.

L1 – Pupils learn study, organizational, research and presentation skills.

L3 – Pupils learn to set realistic yet ambitious targets and goals.

KEY WORDS

Recycling
Anaerobic digestion

RESOURCES

Worksheets, paper and access to technology to conduct research.

CUP26

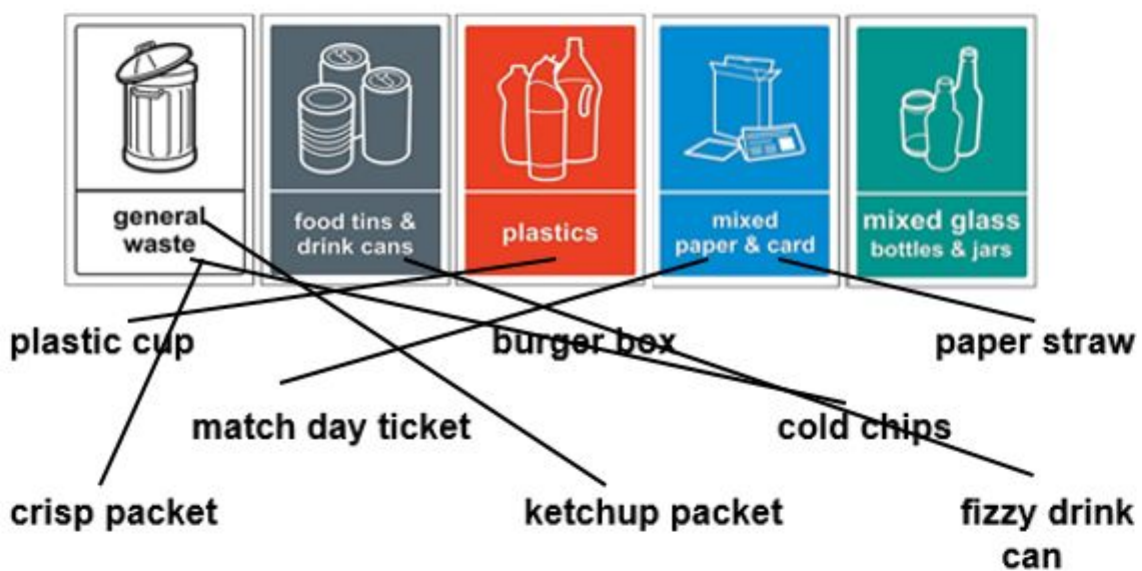
Cup 26 is the BIGGEST GAME EVER. Represent and score goals for your football club by learning about how to protect the planet in school, and by completing planet-saving activities at home. Help your club win the Cup! PLAY FOR FREE at www.cup26.co.uk

WASTE AND RECYCLING TEACHER'S ANSWERS

Activity 1 Answers

- Personal reflection task

Activity 2 Answers



Glass is likely to be the least used recycling bin at a stadium due to the hazards associated with broken glass and bottle throwing. Many stadiums have taken lids of plastic bottles for this reason.

WASTE AND RECYCLING

TEACHER'S ANSWERS

Activity 3 Answers

Item	Can it be recycled ?	Reason
Clothing	Yes	YES - Check to see if your council collects clothes and textiles to be recycled. Drop off your unwanted items at recycling points and clothing and textile banks in supermarket and local car parks. You can also donate items to registered charities and re-use organisations.
Foil	Yes	YES - Rinse or wipe off any crumbs or food residue from foil trays. Scrunch kitchen foil, tub and pot lids and wrappers together to form a ball - the bigger the ball, the easier it is to recycle. This includes take away containers!
Medicine	No	NO - Unopened, unused and out-of-date medicines should be returned to pharmacies for disposal. Inhalers should not be put in the waste bin as they contain gases which are harmful to the environment. Take them in to be recycled at your local pharmacy.
Mobile Phone	Yes	YES - Most charities accept old mobile phones, whether they are working or not. They can raise valuable funds by passing them on to mobile phone recycling companies. When you buy a new mobile phone in a shop, ask how you can recycle your old one. Most provide postal envelopes you can use.
Plastic bottle	Yes	YES - Plastic bottles are widely collected by local authorities across the UK. You can also take them to recycling facilities. Squash bottles to save space and leave the bottle tops on – just make sure the bottle is empty!

WASTE AND RECYCLING TEACHER'S ANSWERS

Activity 4 Answers (in any order or appropriate to question)

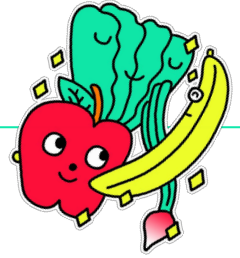
Advantage	Disadvantage
1. Environmentally sound	1. Cost to set up and maintain
2. Supports local community	2. Effort to distribute
3. Doesn't go into landfill	3. Encouraging behaviour change
4. Positive view (perception of club)	4. Expect it to be messy (it isn't!)
5. Reduces carbon footprint	

Activity 5 – Competition Design

Before 2018 bar staff at Lords Cricket ground typically hand out around 740,000 single-use plastic cups to visitors watching matches. Most cups ended up scattered around the stands of the ground with those not collected by the end of the day's play having to be incinerated. Now the venue is stocked with reusable cups made out of sturdy polypropylene designed to be reused up to 200 times before being recycled and turned into items such as buckets. Drinkers will be asked to pay £1 when they order their first drink of the day, which will be returned to them when they bring back a cup at the end of the day's play.

LUNCHBOX WASTE

ACTIVITY 1



Learning Objective: to consider how we can make personal choices regarding waste management.

We all need to make sure any waste we create is disposed of in the most environmentally positive way possible.

This includes the waste we create via our food and drink consumption, our general household waste and anything we purchase that is not naturally biodegrade.

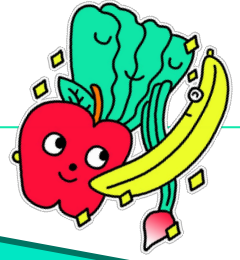
Consider your lunch today. Are there any swaps you could make to ensure that you do not need to put anything in the bin? Even swapping cling film for a wax wrap or a box can reduce what ends up in the rubbish! In the box below, list your lunch and the rubbish you put in the bin.

--

Total:

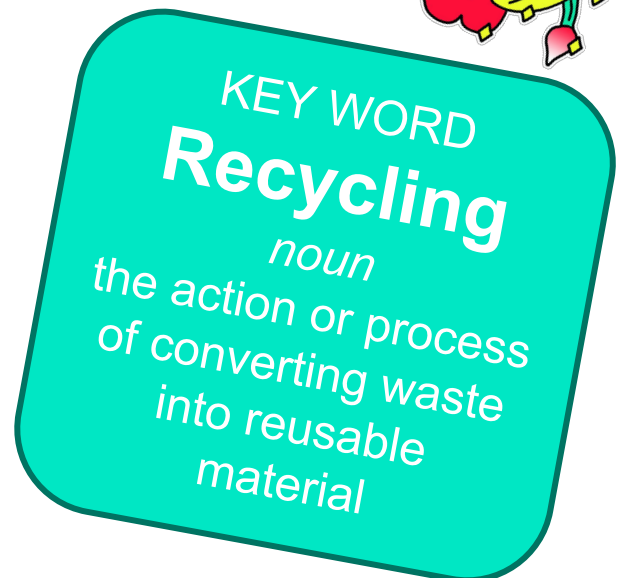
SORTING RECYCLING

ACTIVITY 2



Learning Objective: consider different methods of recycling.

It is estimated that an average of 35.8 million plastic bottles are used EVERY DAY in the UK, but only 19.8 million are recycled each day. This means there are on average 16 million plastic bottles a day not making their way into the recycling bin.



Understanding what can and cannot be recycled can be made much easier if recycling bins are clearly labelled.

Task 2 Draw a line from each item to the bin it would go in:



plastic cup

burger box

paper straw

match day ticket

cold chips

crisp packet

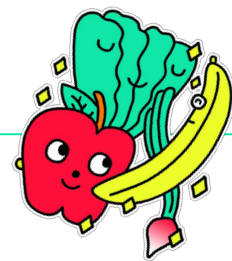
ketchup packet

fizzy drink can

Question – if you were at a football match, which bin do you think would remain most empty? Why do you think this is?

SORTING RECYCLING

ACTIVITY 3



Learning Objective: understand different items and materials that can be recycled.

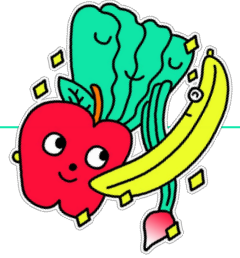
Sometimes it can be confusing trying to work out what can be recycled – even if there are labels!

Look at the items below and circle whether you think it can be recycled or not. Give a reason for your answer.

Item	Can it be recycled?	Reason
Clothing	Yes	
	No	
	Maybe	
Foil	Yes	
	No	
	Maybe	
Medicine	Yes	
	No	
	Maybe	
Mobile Phone	Yes	
	No	
	Maybe	
Plastic bottle	Yes	
	No	
	Maybe	

WASTE NOT, WANT NOT

ACTIVITY 4



Learning Objective: Innovating food waste disposal in football clubs

One of the methods football clubs use to manage biological food waste is through **anaerobic digestion**. This is when all of the food waste is collected together and processed in a big tank with enzymes that break down the matter. In time, this converts into compost, which is a crumbly, soil type texture when added into garden or allotments improves the growing environment for fruit and vegetables.

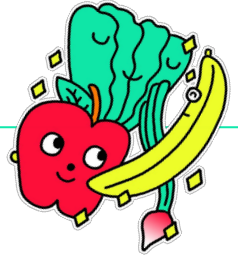
Many football clubs provide the compost to local community growing projects to use, or use it in their own club gardens to grow food to feed their players!

List three advantages and three disadvantages for a football club using anaerobic digestion to process their food waste.

Advantage	Disadvantage
1.	1.
2.	2.
3.	3.

PAUSE TO REFLECT

ACTIVITY 6



Reflect on learnings so far.

Discussions and questions might include:

- What small changes could we make to reduce our impact on the environment?
- What big changes could we make to reduce our impact on the environment?
- Why do football clubs want to improve their sustainability and reduce their impact on the environment? How could they make these changes?
- Would knowing about your football team's strategy for tackling environmental change impact on your support for them?

READING & WRITING

Teacher's Guide – KS3

AIM

An extract from a book with questions and an accompanying task focused around football and nature.

SUCCESS CRITERIA

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.

LINKS TO SUBJECTS

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.

KEY WORDS

Nature
Fact file
Blurb
Research

RESOURCES

Book extract, paper and pen/pencil

CUP26

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READING & WRITING

Teacher's Answers – KS3

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.

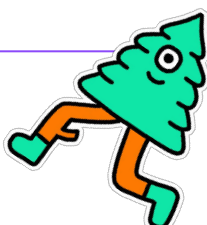
JUDGE A BOOK

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

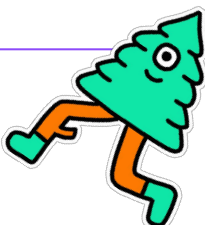


When I saw the book cover, I thought:

I think themes around sustainability within this book might be:

I think themes about football within this book might be:

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



DAN FREEDMAN

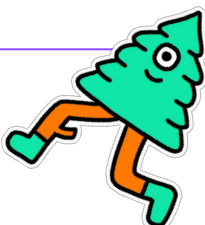
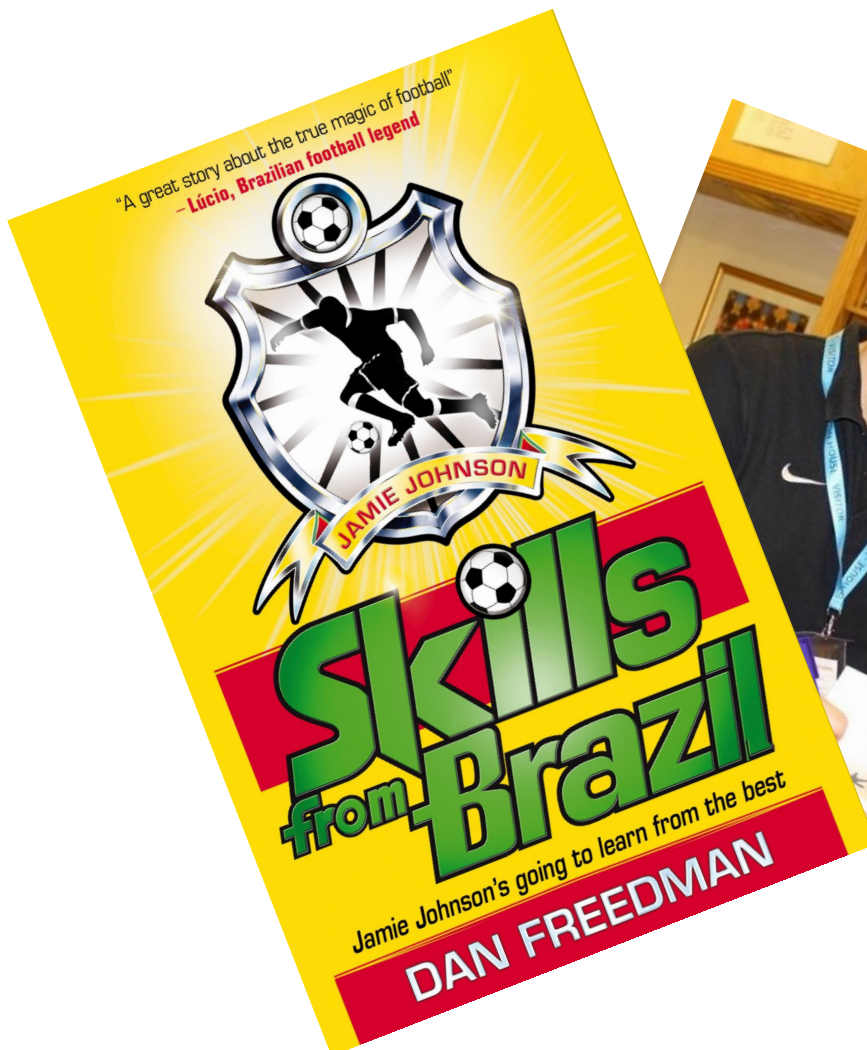
ACTIVITY 2



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

Task:

Read the extract provided in the handout document.





17

Not the World's Greatest Dancer

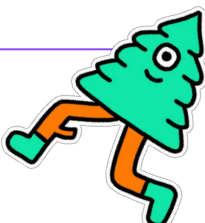
Saturday 24 May

"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.

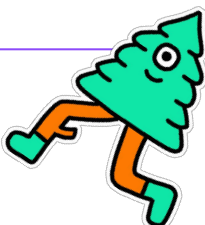
"Doing something on impulse," replied Mike. "Forgetting the risks and all the reasons not to do something and just doing it anyway."

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.





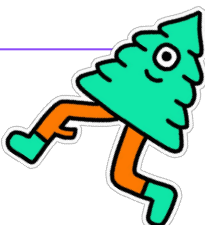
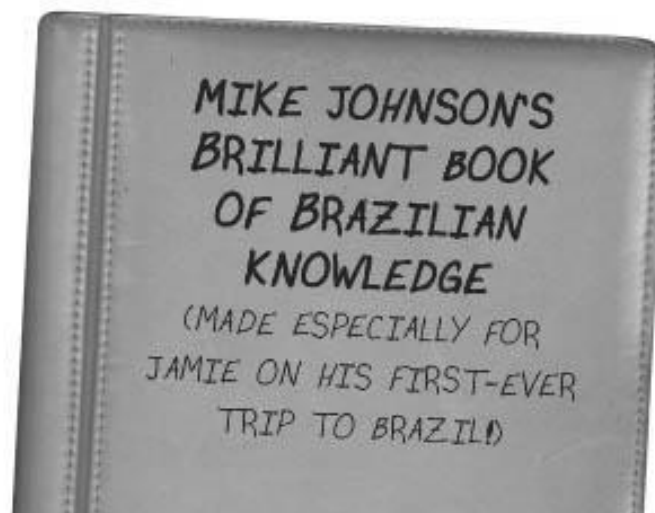
18

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



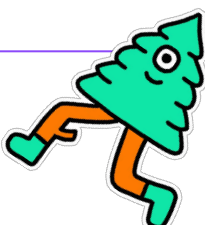
As he read the words, Jamie could imagine Mike speaking them to him. Mike had an aura about him. When he talked, people always listened.

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!

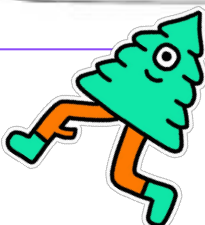
Miller was in Brazil to visit his father and had just spent time at boarding school, where he had been honing his skills at his favourite sport (guess what that was?).

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."



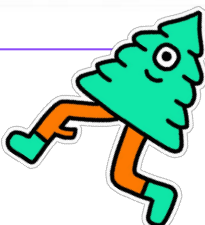
SKILLS FROM BRAZIL

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

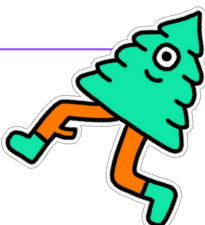


- The Amazon River flows through Brazil. It is the second longest river in the world.

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

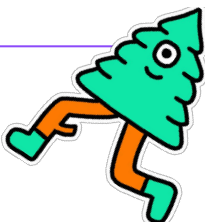
DAN FREEDMAN



(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!



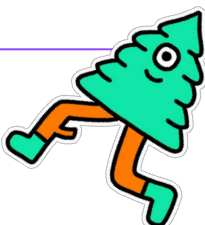
SKILLS FROM BRAZIL

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

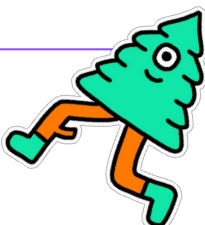
Vasco da Gama

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.

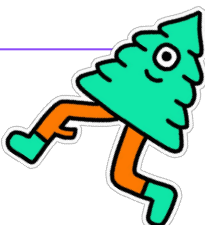
He put the booklet down and looked out of the window.

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.

Now that you've read the extract from *Jamie Johnson: Skills From Brazil* by Dan Freedman, have a go at the questions and tasks below...

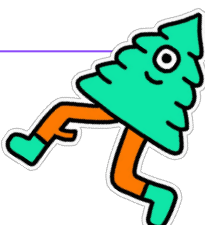
What information did you take from Mike's book? What can you tell us about Brazil, it's nature and football in the country?

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 things 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



GREEN SCHOOLS

Teacher's Guide – KS3

AIM

A series of activities with cross-curricular links helping pupils to consider the impact humans on the environment.

SUCCESS CRITERIA

Pupils consider how their school can improve their environment impact and introduce realistic targets to

Pupils demonstrate the ability to collaborate and present their findings back to a group.

LINKS TO SUBJECTS

PSHE

Pupils are introduced to key concepts regarding recycling choices. Pupils consider how a business makes choices that impact on a wider stakeholder group.

L1 – Pupils learn study, organizational, research and presentation skills.

L3 – Pupils learn to set realistic yet ambitious targets and goals.

KEY WORDS

Strategy
Planning
Project

RESOURCES

Worksheets, paper and access to technology to conduct research.

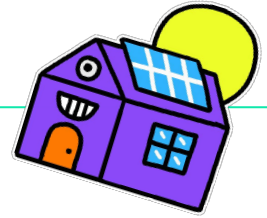
Schools will benefit allocating a day or week for the delivery of winning projects

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

GREEN YOUR SCHOOL

ACTIVITY 1



Over the course of your Cup 26 project, you have looked at a variety of methods to reduce waste, improve your use of energy and make positive choices regarding your impact on the environment.

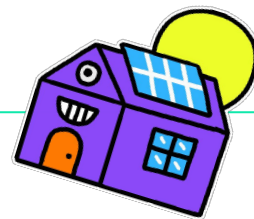
Using your new knowledge, we would like you to support your school to make some changes. Using the table below, suggest some ways school might be able to consider to become a bit “greener.”

	Strategy for success
Energy consumption	
Waste Management	
Water consumption	
Travel	
Supporting the community	
Food options	

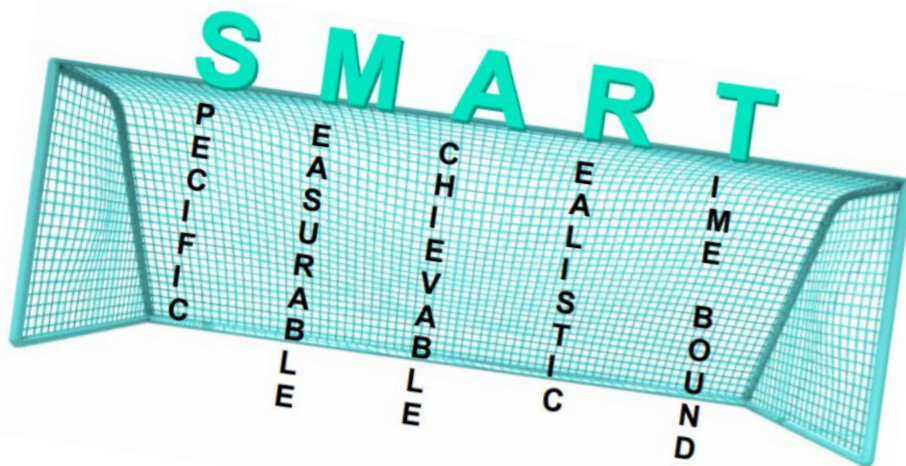


GREEN YOUR SCHOOL

ACTIVITY 2



Using the SMART technique, consider the following questions:



	Questions to consider
Specific	What do you want to achieve?
Measurable	What will success look like? How much?
Achievable	Who or what do you need to make this happen?
Realistic	What is possible?
Time Bound (when)	When do you want to complete your plan?

Now, on an A3 piece of paper, plot your delivery plan using a timeline:

Start

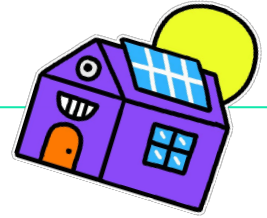
Finish

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



GREEN YOUR SCHOOL

ACTIVITY 3



As part of Cup 26, we would like to see all our participating schools ***Green Up Your School.***

In your teams, complete your project plan. Your teacher may be able to tell you the date for the project delivery.

You will need to present your plan to the class. When planning your presentation, you may want to consider the following questions:

- 1) Why is your project important?
- 2) Why should other people support you?
- 3) What resources will you need to make this happen?
- 4) How will you communicate your plan to the school community?
- 5) How will you celebrate success?

This is the biggest Cup 26 challenge yet! We want to see your plans, and may be able to support you deliver your projects – let us know what your next steps are!

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

