



SCHOOL CURRICULUM PACK

TOGETHER. STRONGER



For downloadable use from BBC Bitesize, Hwb and Football Association of Wales software only.

ABOUT

Welcome to the FAW's School Curriculum Pack.

Made by teachers for teachers, this contains five lesson ideas that can be taught both during and after the 2022 FIFA World Cup.

Using the lesson structures and the relevant resources downloadable from BBC Bitesize, teachers can teach lessons in their own schools where Welsh football is the tool for learning.

Each edition of the FAW's School Curriculum Pack contains four lesson ideas, structures and a 'Special Project'.

For further information or queries on the School Curriculum Pack, or to send any completed works in for general sharing or for competition purposes, please contact us at info@faw.cymru.

Please refer to the 'Resource Book' which contains links, information and other imagery usable for this Lesson Pack.

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CREDITS

1 – QATAR: CULTURE & HERITAGE

Lesson objective

For pupils to further their understanding of Qatari culture, history and heritage.

Information & background for teachers only

The FIFA World Cup in 2022 will be hosted in Qatar – a country of which with culture and heritage much different to that in Cymru. Qatar is a small country north-east of Saudi Arabia.

Most resources used for lessons on these are findable in the three links (see ref 1 in the resource book), flag and map also attached.

Starter task(s)

Map of Qatar shown to the class, pupils are tasked with guessing the country. Once the country has been guessed, the class are asked what is significant about Qatar?

Quick 'find Qatar on the map' game. The teacher may also look to utilise Google or Apple Maps.

Pupils recall of knowledge and/or thinking task – what do they know of Qatar and the middle east?

Do any Pupils know of any cultural practices, religions or events that occur in the Middle East? What countries can they name? Do they know of any cities in Qatar?

Main task(s)

Research Qatari culture, history and heritage using the three online research articles provided. Potential research methods:

- Plan your holiday to Qatar.
- A history of Qatar.
- Geography and climate of Qatar.

Differentiations to task

BRONZE – Pupils are tasked with one research topic.

SILVER – Pupils are tasked with two research topics.

GOLD – Pupils are tasked with three research topics.

1 – QATAR: CULTURE & HERITAGE

Extension(s)

Review another pupil's work through presentation or group discussion. Question – How does Qatari Culture and Heritage differ to that of Cymru? What differences and similarities can be drawn between Qatar and Cymru?

Plenary(s)

Teacher and Pupils have access to the 'Arabic Football Terms' link attached, and are able to explore and pronounce Arabic terms that are used in football.



2 - ASSESSING CYMRU ON THE WORLD STAGE

Lesson objective

To assess the growth of the Cymru Senior Teams over the period 2010-2022.

Information & background for teachers only

For this lesson, pupils will need access to the internet to research information relative to the task.

During this lesson, pupils will require access to the FIFA World Rankings (see ref 2 in the resource book), it is advised that the teacher becomes familiar with the rankings prior to using this lesson: www.fifa.com/fifa-world-ranking

Starter task(s)

Questions to pose to students:

- How do you measure success?
- How do you measure success in sport?
- How can we use data to show success? Examples?

Main task(s)

Comparison of the Cymru National Football Team over the past 12 years: 2010-2022.

Introduction to the FIFA World Rankings: What were Cymru ranked in FIFA world rankings in the year and month that they were born? Use: www.fifa.com/fifa-world-ranking

What were Cymru ranked at the start of each year from 2010-2022?

Differentiations to task

BRONZE – Using FIFA's FIFA Rankings site, draw and plot a Line Graph to show the change of the Welsh National Team's FIFA Ranking between 2010-2022.

SILVER – Draw and plot a line graph to show the change of the Welsh National Team's FIFA Ranking between 2010-2022.

Add two other Nations from the list of countries competing in the 2022 World Cup – these can be of the pupils' or teacher's choice. Compare the growth of the Welsh National Team to that of the chosen two other teams.

GOLD - Silver task as above; the teacher may want to add further countries from a variety of different continents.

Also consider any anomalies in Cymru's rankings from 2010-2022 (Cymru reached 8th in 2015 after qualifying for EURO 2016!).

Explain the reasoning behind the 'anomaly', and why it is considered an anomaly.

2 - ASSESSING CYMRU ON THE WORLD STAGE

Extension(s)

To assess the growth of the Cymru Senior Teams over the period 2010-2022. Look into the Cymru Women's rankings from the same period of time (2010-2022). The rankings for the Women's side are fairly unchanged during this period.

Ask the pupils to consider what other factors (outside of competitive football) may have influenced this.

Plenary(s)

Question. "How can the success of the Cymru National Football Teams benefit the country of Wales?"

Pupils should discuss the benefits that a successful international football team will have on a country.



Lesson objective

To make pupils aware of the difficulties surrounding Welsh Football fans when they wish to watch the national team at the national stadium.

Information & background for teachers only

Pupils will receive information via real-life accounts of Welsh fans travelling to games from the seven cities in Wales and will outline the problems faced by these fans in a letter to Welsh Government to attempt to improve these fans' matchday experiences.

For this lesson, you will need to provide Silver pupils with a range of key words that they should be including in their written pieces, whilst also providing Bronze pupils with a scaffold on how to write persuasively.

Starter task(s)

Pupils will receive first-hand accounts (see ref 3 in the resource book) of how Welsh fans across the country reach their nations' football games in Cardiff, and will need to explore the challenges that these fans experience – in particular, fans from the cities from North/West Wales.

Main task(s)

By using the information in the starter task, pupils write a persuasive letter to the Welsh Government highlighting the issues that Welsh football fans experience when travelling from North Wales to a game at Cardiff City Stadium.

Pupils should attempt to provide solutions to these problems with a view of improving fans' experiences, exploring the difficulties surrounding cost, time spent travelling and availability of travel.

Differentiations to task

BRONZE – Provide a scaffold to help pupils to structure their persuasive letters.

SILVER – These pupils will be given a word bank that they can use to support their points, and should attempt to offer solutions to some of the potential issues.

GOLD - Pupils should use fan quotations and other real-life issues to enhance the points made within their persuasive letters.

Other real-life issues may include rail strikes, weather, kick-off times, work, annual leave, etc.

3 - TRAVEL AND TOURISM

Extension(s)

Pupils will then have the opportunity to compare these journeys with their own journey to the games, and should compare cost, travel time, and frequency of public transport amongst other factors.

Plenary(s)

To end the lesson, pupils will be asked to evaluate the following quotes by Welsh fans who travel to Cymru's home and away games:

"It's a farce. I can travel quicker to Brussels and Amsterdam from Bala than I can get to Cardiff for a midweek Welsh game". – Steffan

"The time and money it takes to travel from Caernarfon and back after a home game has seriously made me consider whether I should just watch the games at home" – Gwen

"Mae'r system trafnidiaeth cyhoeddus ar ddiwrnod gem o Ogledd Cymru lawr i Gaerdydd yn warthus; dwi wastad angen sefyll ar y trên am hyd at 4 awr pob tro!" - Elan



4 – FASHION AND BRANDING

Lesson objective

To increase awareness of Cymru (football) history by designing a new Cymru football kit and other Cymru football merchandise.

Information & background for teachers only

Pupils will draw on information that they would have previously acquired on Cymru history, or gained in the starter task, in order to create a new Cymru football 3rd kit that embraces the country's history/previous Cymru football kits.

For this lesson, teachers will need to provide colouring pencils for the students in order for them to design their kit (Bronze & Silver). Additionally, you will need to provide computer access in order for gold students to be able to design their kits graphically.

Starter task(s)

See part 4 of the resource book. To gain knowledge on the subject, pupils will be given a range of pictures from historical moments/figures in Welsh history/culture (Owain Glyndwr, Welsh Independence Marches, Yr Urdd etc.), alongside a range of pictures of past Cymru football kits (2016 Euros, yellow away kit, World Cup 1958, first fixture in 1876).

Pupils will talk in pairs in order to gauge when they believe these kits were worn by the Cymru National Team. For gold students, pictures could be shown of lesser-known events in Welsh football history, such as games against Brazil/Spain in the 2000s, the 1993 World Cup qualifier against Romania for example in order to gauge their historical Welsh football knowledge.

Main task(s)

By using the information from previous lessons and own knowledge, the main task is to design a Cymru 3rd football kit that proudly showcases Welsh history/Cymru football history.

This kit will be created using inspiration from pictures shown in the starter task, such as the flag of St. David, the Urdd, Owain Glyndwr etc. and will be created for Cymru to wear as a 3rd kit during the 2022 World Cup. Pupils will need colouring pencils, or a computer, to design their kits.

Differentiations to task

BRONZE – Pupils will colour their kit template with pictures provided by the teacher in order for them to use as inspiration. These pictures should also be printed in order to give to the students individually.

SILVER – Pupils will also use the pictures provided by the teacher, but are encouraged to think further by thinking of their own ideas. Pupils here will also annotate their kits by explaining the importance of the figures/colours they have used in their designs.

GOLD – Pupils will be able to design their kit graphically, using the computers provided by school. With this, pupils will also be able to annotate their kits, but will also use the internet to gain further inspiration for their kits and make them more unique (not to be confined by pictures provided by the teacher).

Extension(s)

Bronze pupils will annotate their drawings with reasoning behind their choices of design of their kit. Additionally, bronze pupils could do the silver extension task if they have annotated already.

Silver students would create a piece of merchandise that is commonly seen around Cardiff City Stadium on matchday, such as bucket hats and scarves.

Gold pupils will be able to research/given an information sheet on the 'Spirit of 58' to examine the growth in popularity in the company to review trends. Information will be provided by its owner, Tim Williams, and pupils should ask themselves why the growth has become more popular over the recent years – information can be found in the resource book.

Plenary(s)

Pupils will talk in groups about the significance of the events in the starter task and the importance of celebrating our country's history – with a mind map created by pupils in order to converse with the rest of the class.

Students will ask each other questions such as, "How can Welsh history be greater celebrated through Welsh football?", and would evaluate how they would celebrate the Football Association of Wales' 150th anniversary in 2026.



5 - SPECIAL PROJECT: FIFA INNOVATION PLAN

Description

You have been appointed the Head of Innovation at FIFA and have been tasked with making several changes to football. Your new team have come up with major long-term suggestions such as robotic referees and smaller, easier, quicker suggestions like a ban on white shorts across women's football; they are waiting for you to bring your ideas to the table and to build on theirs.

Task(s)

Design a new innovation which will impact any area of football for the better.

Create a poster, video clip, radio clip, newspaper article, blueprint, discussion, persuasive writing piece or other artistic creation on the innovation, while discussing the 5 Ws: What is it? Why is it being implemented? When is it being implemented? By whom? How?

Extension(s)

Create, or build on your team's ideas for new innovation for each of the following categories:

- Advanced technology.
- Clothing or accessories.
- Matchday operations (fan & team travel, safety, behind the scenes management, etc.).

Plenary(s)

Pitch your idea(s) to a group, partner or class, and peer assess other classmates' ideas.

Send in your innovations

Send an email to info@faw.cymru with your school and 'FIFA INNOVATION PROJECT' in the subject for the chance to win some cool prizes!



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