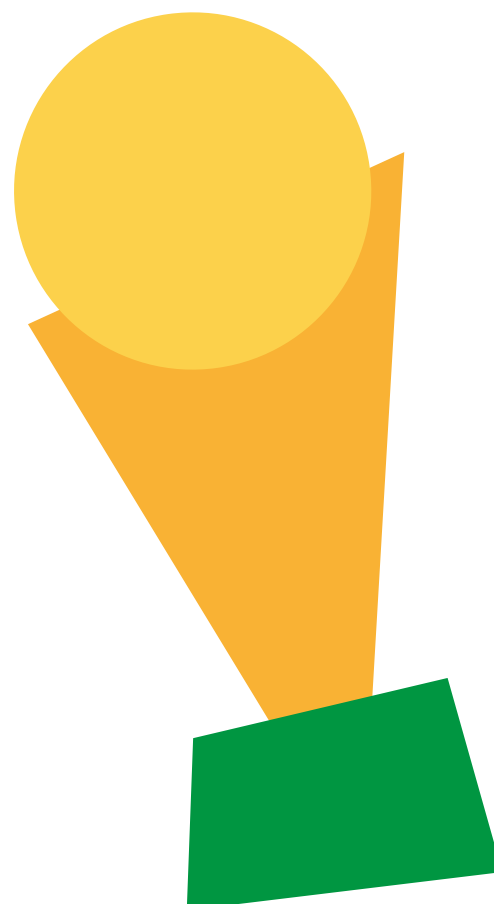


Wales World Cup primary pack



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Welcome to the BBC Bitesize Wales World Cup education pack.

Pupils throughout Wales will be excited to see Wales at the 2022 World Cup in Qatar. The BBC has collated ideas from teachers for activities for primary school pupils that will celebrate that Wales is in the World Cup. We have put together a pack of fun activities related to the competition that will encourage learning in the classroom.

The activities have been broadly grouped as follows: Years 1 and 2, Years 3 and 4, and Years 5 and 6. There is flexibility within the resources to be adapted for each pupil on their learning path.

The activities have been developed to accompany the Curriculum for Wales, offering opportunities to develop the four purposes in terms of content and experiences. As well as being complete activities to present to the classroom, there are also opportunities for teachers and pupils to develop ideas further.

We encourage schools to publish their work on their social media accounts so that the BBC and FAW can see all the support, work and excitement in schools across Wales. Use #walesworldcuppack to give your work the best chance to be seen by the Wales team.

Wales' first presence at the World Cup since 1958 is a historic and exciting event for all pupils in Wales and this is an opportunity to fuel their imagination and boost their creativity. These activities will add to the excitement of Wales reaching the World Cup and give pupils a further opportunity to be proud of their country.

We trust that the pack will continue to be relevant and of use to teachers long after the final whistle in Qatar 2022.

C'mon Wales!





“Everyone is looking forward to supporting Wales every step of the way at the World Cup. This educational resource will bring all the excitement of the competition to the classroom! The toolkit is packed with creative ideas that will combine the new curriculum and football. What better way to get involved with the red wall? Supporting the team and learning at the same time - Go for it!”

Catrin Heledd

“I’ve always thought that football would be an ideal educational theme in the classroom. From the geography of the nations – and their history – to maths and counting the number of goals and points Wales will achieve in Qatar. We hope that pupils will really enjoy the activities and that teachers will find them useful. I’m sure it will drum up even more support for Wales at the World Cup!”

Dylan Ebenezer

World Cup Groups

A list of the teams in each group at the World Cup.



Group A

Qatar
Ecuador
Senegal
Netherlands

Group B

England
IR Iran
USA
Wales

Group C

Argentina
Saudi Arabia
Mexico
Poland

Group D

France
Australia
Denmark
Tunisia

Group E

Spain
Costa Rica
Germany
Japan

Group F

Belgium
Canada
Morocco
Croatia

Group G

Brazil
Serbia
Switzerland
Cameroon

Group H

Portugal
Ghana
Uruguay
Korea Republic

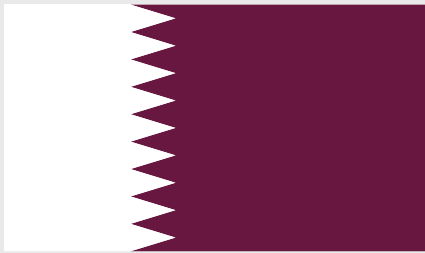


World Cup Countries



Group A

Qatar



Asia

Ecuador



South America

Senegal



Africa

Netherlands



Europe



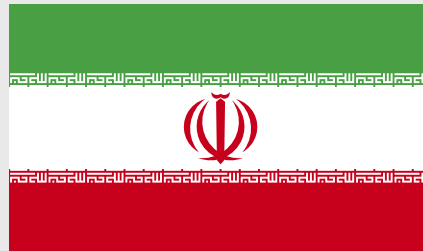


Group B

England



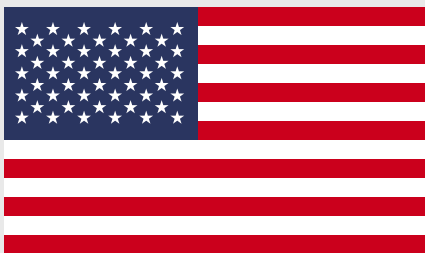
IR Iran



Europe

Asia

USA



Wales

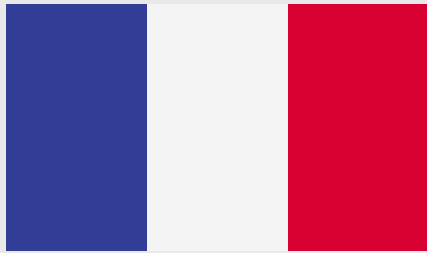
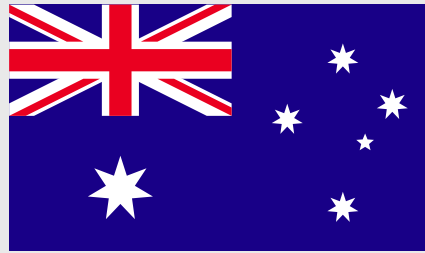
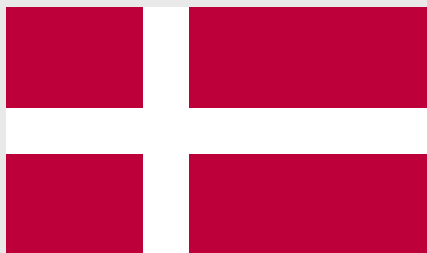


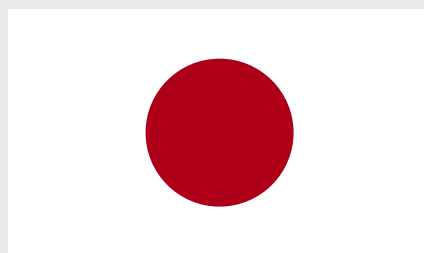
North America

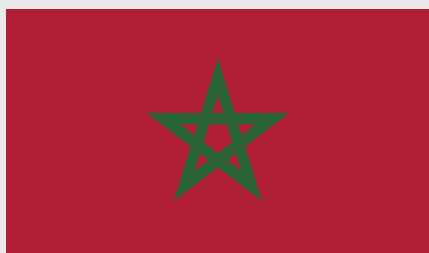
Europe

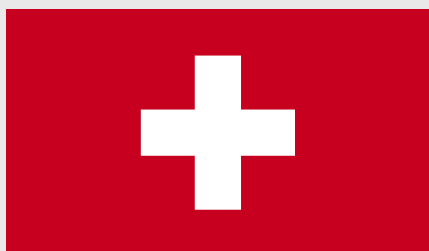


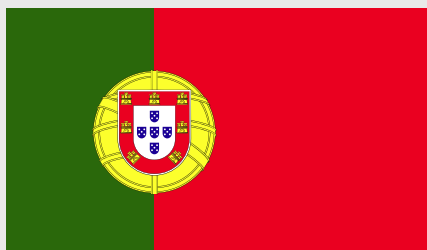
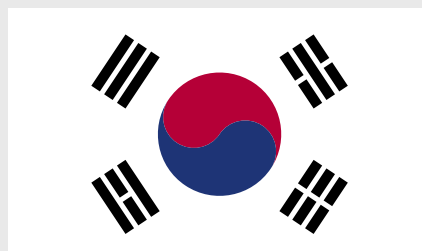
**Group C****Argentina****South America****Saudi Arabia****Asia****Mexico****North America****Poland****Europe**

**Group D****France****Europe****Australia****Asia****Denmark****Europe****Tunisia****Africa**

**Group E****Spain****Europe****Costa Rica****North America****Germany****Europe****Japan****Asia**

**Group F****Belgium****Europe****Canada****North America****Morocco****Africa****Croatia****Europe**

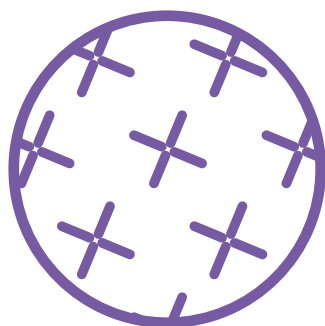
**Group G****Brazil****South America****Serbia****Europe****Switzerland****Europe****Cameroon****Africa**

Group H**Portugal****Europe****Ghana****Africa****Uruguay****South America****Korea Republic****Asia**



Special Activities

Suitable for pupils in Year 1 and 2



World Cup collaborative art

Educational Aim: Develop fine motor skills and practice words associated with shapes

Summary: Individual work and collaboration to create one whole artwork

Areas of Learning: Expressive Arts

Organisation: Individual work (which will be combined to create a composition)

Equipment: 'Cube template' sheet, picture making equipment and colouring equipment

Explain to the pupils that it's essential for a football team to work together. They will have to work together in this activity to create a composite artwork that includes each pupil's work.

Explain to the pupils what a mosaic is and show them this video:

www.bbc.co.uk/bitesize/topics/zjv39j6/articles/zgxwfcw

Show examples of mosaics, such as a leather football or quilt work.

Ask them to research the shapes that could be inlaid to create a composite artwork. Show the cube template and ask which shapes they can see.

Assign a country in the World Cup to each pupil. Give the pupils the cube template and ask them to colour the uppermost face in one colour – agreeing as a class which colour

that should be. Then ask the pupils to put their country's name on one face and create their own pattern on the other face, using the colours on the flag. You could show the flags of the countries on an interactive whiteboard or print out the flag sheets in this toolkit.

Explain that everybody's cube will be combined to create one World Cup composite artwork.

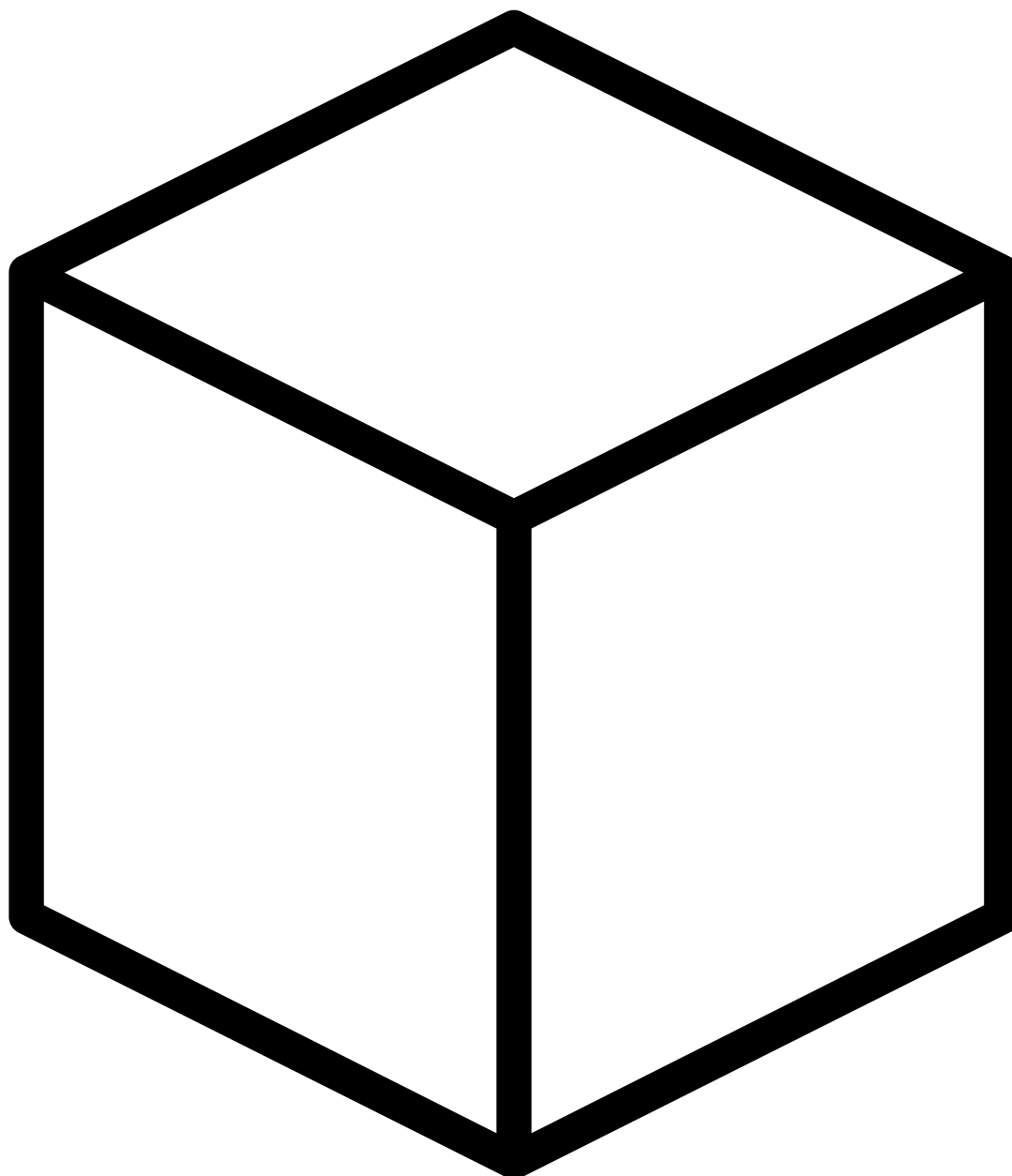
Once the pupils have finished their cubes, display them on the wall.



Ideas for further activities

- Ask the pupils to think of 2D shape names and the words used to describe their features, eg edge, corner.
- Discuss the differences between 2D and 3D shapes, and the vocabulary used to describe 3D shapes, eg corner, edge and vertex.

Cube template sheet



Kit colouring

Educational Aim: Develop fine motor skills

Summary: Create a football shirt for each pupil to create a classroom mobile

Areas of Learning: Expressive Arts

Organisation: Individual work

Equipment: 'Kit colouring' sheet and colouring equipment

Print the 'Kit colouring' sheet for each pupil. Cut around the outline and give every pupil one card.

Show pictures of the kits of teams competing in the World Cup.
Which ones do they like, and why?
What are their favourite colours?
What colour is the Wales kit?

Ask the pupils to colour the kit and put their names on the back of the shirt.

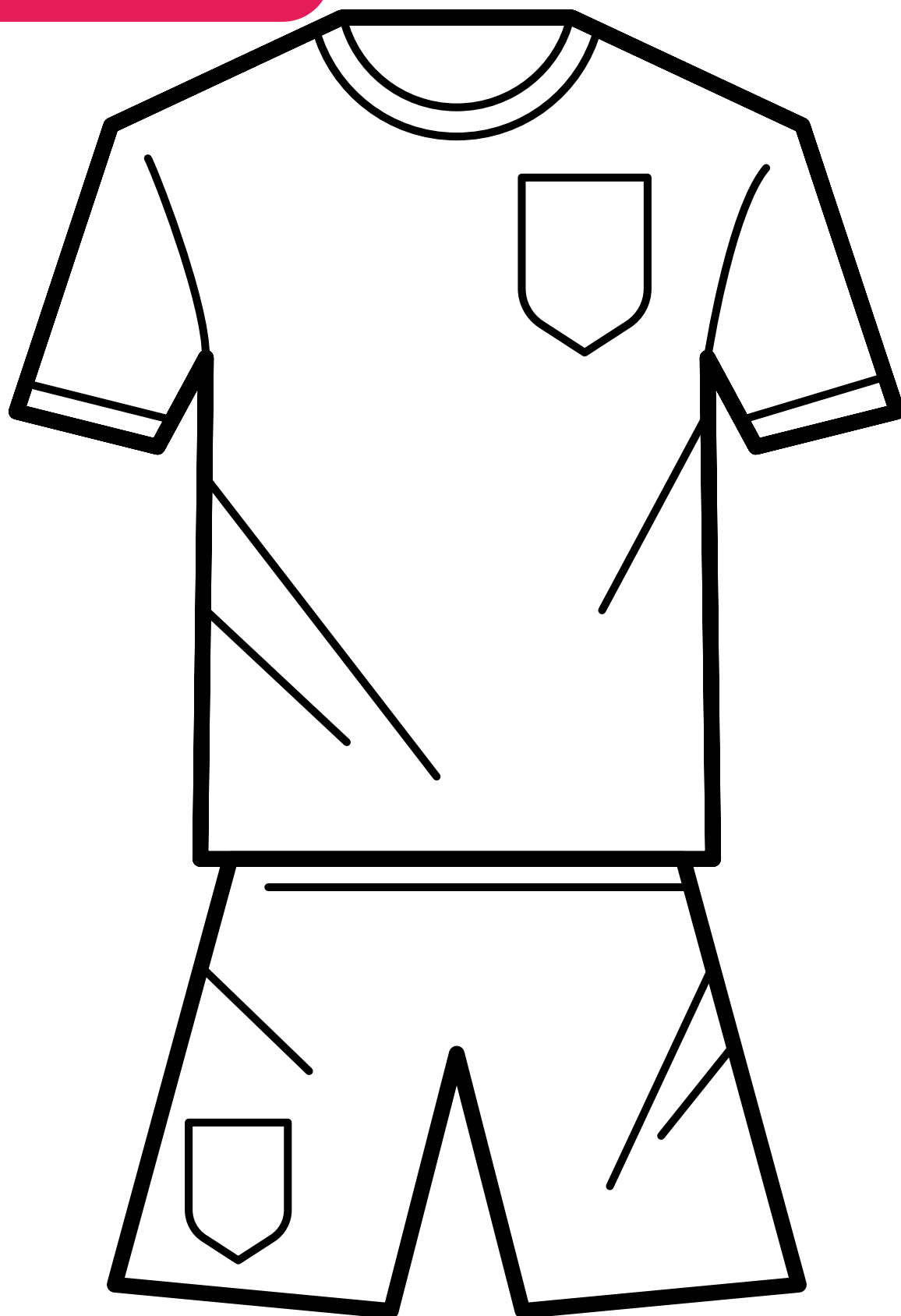
Once they've finished, put the colourful kits on a clothes line to create an exhibition in the classroom. Take pictures of the exhibition and upload them to the school's social media accounts. Remember to include [#walesworldcupack](https://twitter.com/walesworldcupack)

Ideas for further activities

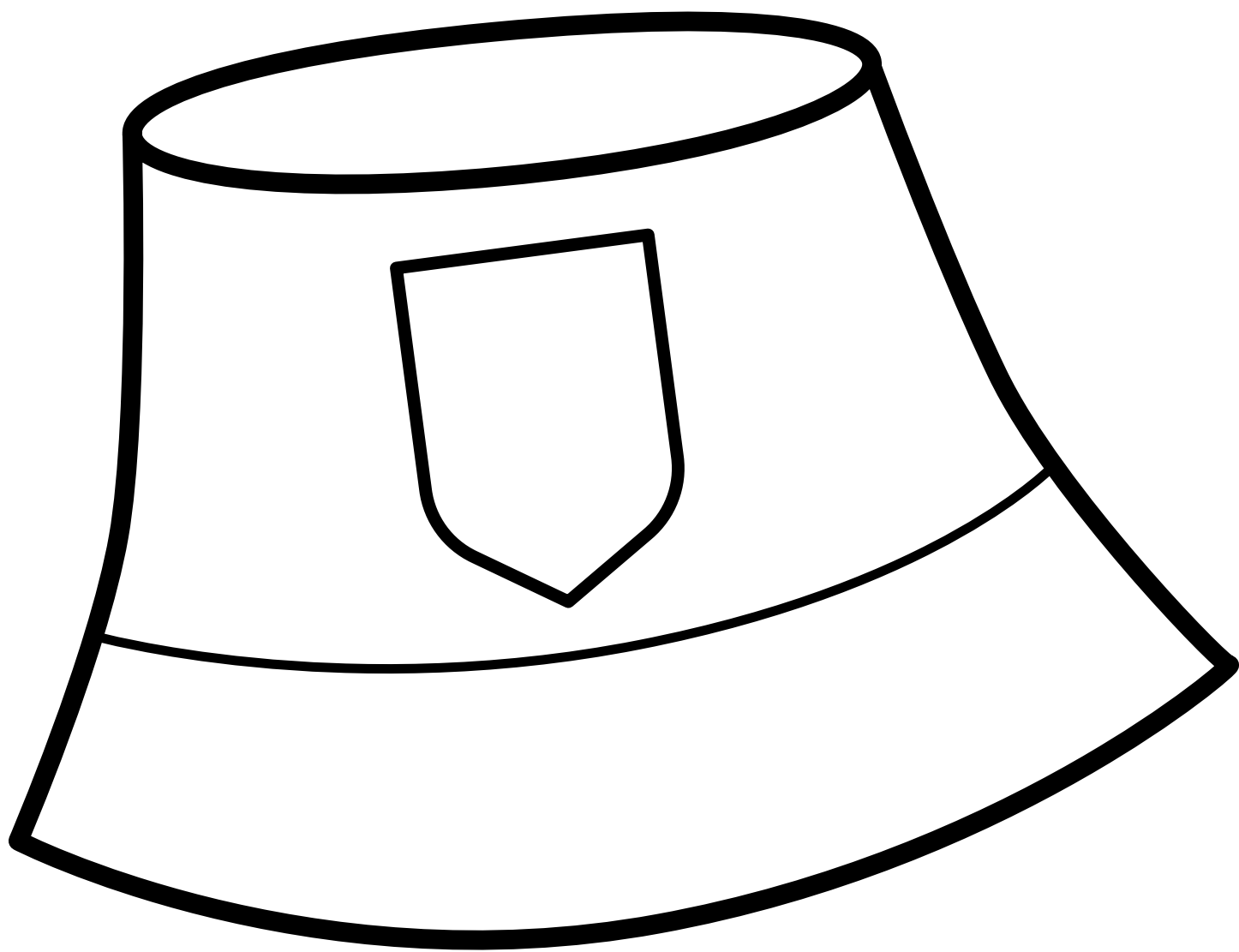
- Peer assessment by evaluating each other's kits, identifying two things they like about the kit and one thing they would change.
- Find ways of grouping the kits, eg group by shirt colour, shorts colour, number of letters etc.
- Design their own football hat



Kit colouring sheet



Wales football hat colouring sheet



C'mon Wales!

Educational Aim: Develop writing and performing skills

Summary: Perform a song for the World Cup and compose new verses

Areas of Learning: Languages, Literacy and Communication; Expressive Arts

Organisation: Groups of 4/5 pupils

Equipment: Pen and paper to write the song lyrics

Explain you'll be creating a song for the 2022 World Cup and composing new verses to the tune of 'London Bridge'.

First of all practice singing, 'London Bridge is falling down'.

London Bridge is falling down,
Falling down,
Falling down,
London Bridge is falling down,
My fair lady.

Then, sing the following verses to practice the melody and to provide inspiration for your own verses.

Wales are going to Qatar,
To Qatar,
To Qatar,
Wales are going to Qatar,
Come on Cymru!

Wales are going to score a goal,
Score a goal,
Score a goal,
Wales are going to score a goal,
Come on Cymru!

Wales are going to throw the ball,
Throw the ball,
Throw the ball,
Wales are going to throw the ball,
Come on Cymru!

Create your own verses as a class. You could include the countries competing in the competition in your verses. Make a film of the pupils singing the song and upload it to the school's social media accounts. Remember to include [#walesworldcup toolkit](#)

Ideas for further activities

- Perform the song by miming the expressions when singing the chorus.
- Go to the Urdd website to sing the Wales World Cup Singalong songs - jambori.urdd.cymru/. You can download songs, words, translations and phonetics from their website.

Numbers at the World Cup



Educational Aim: Develop basic numeracy skills

Summary: Spark pupils' curiosity in numbers and get them to understand the importance of numbers in the context of the World Cup.

Areas of Learning: Mathematics and Numeracy

Organisation: Working in pairs or groups of 3/4 pupils

Equipment: Writing equipment and paper to make notes and for research

Explain to the pupils that the following activity concerns numbers and that they will be working in groups or pairs.

Explain that you will be showing a football clip and will be asking questions about numbers at the end. Then, show the pupils the **first two minutes of this clip**:

<https://bbc.in/3Wxr0lv>



After watching the clip, ask the pupils:

1. Where did you see numbers in that clip?
 - Possible answers: on the shirts, on the shorts, on the lotto balls on the advertising board etc
2. What number has the goalkeeper got on his back?
 - Answer: 12
3. What was the score in the first game, Belgium v Wales?
 - Answer: Belgium 3 - 1 Wales
4. What was the score in the second game, Wales v Czech Republic?
 - Answer: Wales 1 - 0 Czech Republic
5. How many goals were scored in both games in total?
 - Answer: 5
6. In the second game, which number was on Daniel James' shirt when he scored?
 - Answer: 20
7. In the second game, which number did you see on the players singing the anthem?
 - Answer: 3, 16, 15, 6, 14, 20, 22

Ask the pupils if numbers can be seen in any other parts of a football game?

Possible answers: on the clock, on the board when substitutions take place, numbers on seats, points in group tables, shoe sizes ... and many more!

Ask the pupils to go on a number hunt around the classroom. Allow them enough time to look for as many numbers as possible.

Ideas for further activities

- Use a tablet or phone to take pictures of the numbers they see, then create a picture or a collage using dedicated software.

World Cup Winners

Educational Aim: Develop an understanding of pictograms

Summary: Interpret and understand pictograms by exploring World Cup winners

Areas of Learning: Mathematics and Numeracy

Organisation: Working individually or in pairs

Equipment: Writing equipment, 'World Cup Winners' work sheet

Explain that a pictogram is a method of showing data in pictures in order to make the data easier to understand.

Take a look at pictograms using this Bitesize page: www.bbc.co.uk/bitesize/articles/z7s3sk7

Provide the pupils with the work sheet. Highlight the fact that one ball represents two World Cup wins. Pupils can answer the questions individually or in pairs.

Ideas for further activities

- Ask the pupils to create a pictogram showing the winners of the Women's World Cup.

Women's World Cup Winners

1991	USA
1995	Norway
1999	USA
2003	Germany
2007	Germany
2011	Japan
2015	USA
2019	USA

Discuss the similarities or differences between the pictograms of the Women's World Cup Winners and the Men's World Cup Winners.

- Ask the pupils which team they think will win the Men's World Cup 2022 and ask them to draw a pictogram of the results.



World Cup Winners sheet

This is a pictogram showing the winners of the Men's World Cup.

Men's World Cup Winners

Country	World Cup wins	World Cup wins
Uruguay		2
Italy	 	
Germany	 	
Brazil	  	
England		
Argentina		
France		
Spain		



= 2 World Cup wins

1. Put numbers in the last column. The first, Uruguay, has already been completed.
2. Which countries have only won the World Cup once?
3. Which country has the most World Cup wins?
4. Research the populations of Argentina and Spain. Which country has the largest population? What's the difference in population between both countries?

Extended work

5. Ask everyone in your class which team do they think will win the 2022 World Cup. List your results in a table. Then, draw a pictogram of the results.

Let's make some noise!



Educational Aim: Develop creative and problem solving skills

Summary: Use everyday items to create an instrument to generate noise and excitement during the Wales games.

Areas of Learning: Science and Technology

Organisation: Working in pairs

Equipment: A wide variety of everyday items, eg balloons, rice, dried beans, elastic bands, cotton reels, various strings, sellotape, plastic cups, old food tins, metal bottle caps, scissors, glue etc

Ask the pupils which senses they use when following a football game.

- What do they hear/see/smell?
- How does this affect the atmosphere?
- Compare this atmosphere with the atmosphere in football matches during lockdown without the crowd in the stadium. What would they have heard/seen/smelled in a game during lockdown?

Explain to the pupils that the class will be creating an instrument to generate noise to support Wales. Ask the pupils about the different methods of creating sound, eg blowing, hitting and pulling.

Explain that you want them to create their own percussion instruments that can:

- generate noise
- be brought into a football game

Allow the pupils to experiment with the everyday items to create an instrument with a partner.

Here are a few ideas for instruments:

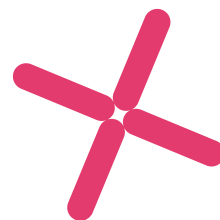
- Create maracas by putting dried beans or rice in a plastic bottle
- Fill an empty box with building blocks and shake it to make noise
- Use two rulers to create a whip cracker
- Watch this video to create a 'Banga Twangy Thing'
- www.bbc.co.uk/events/eb3gfx/play/awqxc8/p09c8d1q
- Watch this video to create a 'Brilliant Banjo of Joy'
- www.bbc.co.uk/programmes/p09cj4mq

Ask the pupils to show their instruments to the rest of the class. Why not use these instruments as part of the 'C'mon Wales!' singing activity?

Ideas for further activities

- Ask the pupils to verbally assess their peers' instruments by saying two things they like and one thing they would change.
- Ask the pupils to think of ways of making noise with different body parts, eg clicking their fingers, stamping, clapping. Make a film of the pupils and upload it to the school social media accounts. Remember to include [#walesworldcup](https://twitter.com/walesworldcup) toolkit





Amazing Activities

Suitable for pupils in Year 3 and 4



World Cup collaborative art



Educational Aim: Develop creative skills; mathematical vocabulary; information about countries all over the world

Summary: Individual work and collaboration to create one whole artwork

Areas of Learning: Expressive Arts

Organisation: Individual work (which will be combined to create a composition)

Equipment: 'Cube template' sheet, picture making equipment, colouring equipment and web access for research purposes

Explain to the pupils that it's essential for a football team to work together. They will have to work together in this activity to create a composite artwork that includes each pupil's work.

Assign a country in the World Cup to each pupil. Ask them to research images that represent that country, eg dragon, leek, daffodil for Wales. Ask them to discuss their images with a partner and choose two images to use.

Ask the pupils if they know what tessellation is. This animation explains tessellation: www.bbc.co.uk/bitesize/topics/zjv39j6/articles/zgxwfcw

Which shapes can fit together in a pattern to create a composite artwork?

Discuss 2D shapes and 3D shapes.

This animation explains the difference between 2D shapes and 3D shapes: www.bbc.co.uk/bitesize/topics/zjv39j6/articles/zcsjqty

Give the pupils a piece of paper and a pencil. Ask them to draw a 2D square, and then turn the 2D square into a 3D cube. Is there more than one way to do this?

Give the pupils the cube template and ask them to colour the uppermost face in one colour – agreeing as a class which colour that should be. Then, the pupils will need to draw one image on each remaining face.

Explain that everybody's cube will be combined to create one World Cup composite artwork. Once the pupils have finished their cubes, display them on the wall. Take pictures of the exhibition and upload them to the school's social media accounts. Remember to include [#walesworldcup](https://twitter.com/walesworldcup) toolkit

Ideas for further activities

- Ask the pupils to do further research into art mosaics. Draw their attention to quilt work and the work of artists such as M C Escher and the architect, Antoni Gaudí.
- Ask the pupils why some shapes are more suited to mosaics than others. Ask them to measure the angles that combine for the perfect fit.
- Use isometric paper to create more 2D patterns and to convey 3D shapes made from cubes.



Numbers at the World Cup

Educational Aim: Develop numeracy and problem solving skills, and learn to work systematically

Summary: Spark pupils' curiosity in numbers and their importance in the World Cup

Areas of Learning: Mathematics and Numeracy

Organisation: Working in pairs or small groups

Equipment: Book/piece of paper for each group

Explain that you will be showing a football clip and will be asking questions about numbers at the end. Then, show the pupils the first two minutes of this clip:

<https://bbc.in/3Wxr0lv>

After watching the clip, ask the pupils:

1. Where did you see numbers in that clip?
 - Possible answers: on the shirts, on the shorts, on the lotto balls on the advertising board
2. What number has the goalkeeper got on his back?
 - Answer: 12
3. What was the score in the first game, Belgium v Wales?
 - Answer: Belgium 3 - 1 Wales
4. What was the score in the second game, Wales v Czech Republic?
 - Answer: Wales 1 - 0 Czech Republic
5. How many goals were scored in both games in total?
 - Answer: 5
6. In the second game, which number was on Daniel James' shirt when he scored?
 - Answer: 20
7. In the second game, which number did you see on the players singing the anthem?
 - Answer: 3, 16, 15, 6, 14, 20, 22

Pause the video at 23 seconds when the players are singing the anthem.

Ask the pupils:

- What is the total of the numbers on the players' shirts?
 - Answer: 76
- What is the total of the even numbers?
 - Answer: 66
- Multiply the odd numbers together. What is the answer?
 - Answer: 21



Numbers at the World Cup

Ideas for further activities

- Mathematical research. Ask the pupils:
What were the possible scores at half-time in the Belgium (3) v Wales (1) game? Allow enough time for the pupils to think and research.
 - Answer: 0-0, 0-1, 1-0, 2-0, 3-0, 1-1, 2-1, 3-1

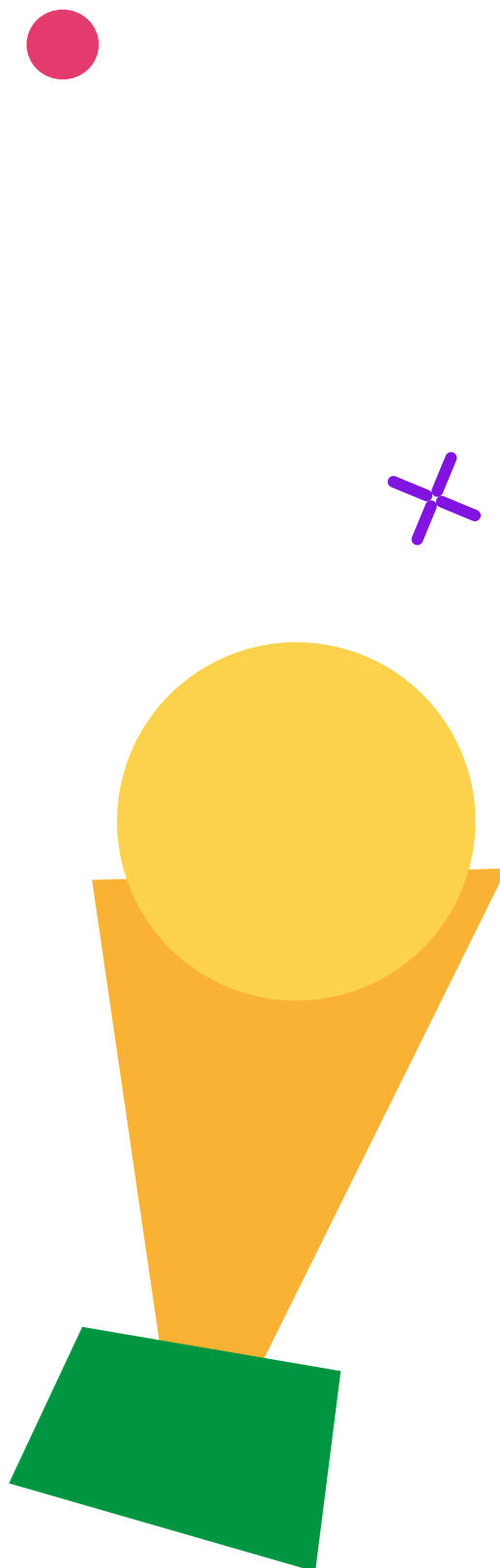
If four goals are scored in the game v Iran, what would be the possible scores? How many possible scores would that be in total?

- Answer: Wales 0 - 4 Iran;
Wales 1 - 3 Iran; Wales 2 - 2 Iran;
Wales 3 - 1 Iran; Wales 4 - 0 Iran
5 possible scores in all

If five goals are scored in the game v USA, what would be the possible scores? How many possible scores would that be in total?

- Answer: Wales 0 - 5 USA;
Wales 1 - 4 USA;
Wales 2 - 3 USA; Wales 3 - 2 USA;
Wales 4 - 1 USA; Wales 5 - 0 USA.
6 possible scores in all

Is there a pattern? How many possible scores would there be in a game with 10 goals?



Acrostic poetry

Educational Aim: Develop creative, writing and literacy skills

Summary: Compose a piece of acrostic poetry using the name of a country as a prompt

Areas of Learning: Languages, Literacy and Communication / Expressive Arts

Organisation: Working individually or in pairs

Equipment: Pen and paper

Present the concept of an acrostic poem. Show examples from poetry books.

Guidance on acrostic poems is available here: www.bbc.co.uk/bitesize/topics/z4mmn39/articles/ztdvw6f

Choose the name of a country and co-write a poem with the children. Discuss sentence length, rhyming, alliteration, similes etc.

Example

We're going to Qatar
At long last, we've qualified
Lose, win or draw
Each player is a hero
Small country, big hearts!

Ask them to create an acrostic poem individually or in pairs.

Randomly assign names of countries or let the pupils choose a country that's in the World Cup. See page 4.

Ideas for further activities

- Present the poem in poster form and create an exhibition of the posters.
- Create a rap using the poems.
- Create a book of World Cup poetry.
- Verbally present some of the pieces to younger pupils.

World Cup Winners

Educational Aim: Develop an understanding of data handling and bar graphs

Summary: Use and understand a table of World Cup winners to create a bar graph

Areas of Learning: Mathematics and Numeracy

Organisation: Individual work

Equipment: Writing equipment and graph paper, 'World Cup Winners' sheet

Ask the pupils to complete the work sheet.

Explain to the pupils that they need to keep the following in mind when creating a bar graph:

- leave space between each bar
- label the axes
- use graph paper

Question 12 is an opportunity to discuss the Second World War and why the World Cup wasn't held in 1942 and 1946.

Question 13 is an opportunity to explain that West Germany and East Germany united in 1990 after the fall of the Berlin Wall in 1989.

Ideas for further activities

- Examine the list of the winners of the Women's World Cup and create a bar chart or graph to present the information. Discuss the similarities or differences between the Men's World Cup and the Women's World Cup.

Women's World Cup Winners

1991	USA
1995	Norway
1999	USA
2003	Germany
2007	Germany
2011	Japan
2015	USA
2019	USA



Men's World Cup Winners sheet



1930	Uruguay	1982	Italy
1934	Italy	1986	Argentina
1938	Italy	1990	West Germany
1950	Uruguay	1994	Brazil
1954	West Germany	1998	France
1958	Brazil	2002	Brazil
1962	Brazil	2006	Italy
1966	England	2010	Spain
1970	Brazil	2014	Germany
1974	West Germany	2018	France
1978	Argentina	2022	?



- How many times has Argentina won the World Cup?
- How many times has Uruguay won the World Cup?
- How many times has Italy won the World Cup?
- How many times has Brazil won the World Cup?
- How many times has France won the World Cup?
- How many times has Spain won the World Cup?
- How many times has England won the World Cup?
- How many times has Germany won the World Cup?
- Which country has the most World Cup wins?
- How often is the World Cup held?
- Why wasn't the World Cup held in 1942 and 1946?
- Why has West Germany won three times and Germany once?
- Create a bar graph to show the results in the table. Use graph paper and remember to include a title, label the axes and leave space between each bar.



Reaction time experiment

Educational Aim: Practicing conducting a scientific investigation

Summary: Investigate the reaction time of pupils

Areas of Learning: Science and Technology

Organisation: Working in pairs or small groups

Equipment: Blank paper, pen, colouring equipment, scissors, 30cm ruler and glue

Ask the pupils which skills or qualities are important when playing football. Make a note of the responses as a mind map on the whiteboard.

Watch video clips of Wayne Hennessey showing his skills for Wales and discuss which skills are needed to be a good goalkeeper:

<https://bbc.in/3WtRf2F>

<https://bbc.in/3Uoni23>

Discuss the importance of reaction times with the pupils and ask for ideas on how to measure reaction times in the classroom. Explain to the pupils that you'll be measuring how quickly they react.

Provide each pair with the equipment. Ask them to place the ruler on the paper, draw an outline of it, then cut around the outline and divide it into six bands approximately 5cm in length. Ask them to colour each band in a different colour and glue the paper to the ruler.

Ask one pupil from each pair to hold the top end of the ruler so the other end of the ruler is between the thumb and forefinger of the other pupil, ready to catch it.



Ask the pupil holding the top end of the ruler to drop it without warning. Explain that the other pupil will need to catch it. The bands on the ruler will show how quickly they react. Ask the pupils to switch so that everyone gets a turn.

After everyone in the class has had a go, collate the results and use them to create a bar graph (block or pictogram). Compare the results to the results of other classes and produce a simple conclusion.

Ideas for further activities

- Discuss with the pupils why reflex actions are important to keep the body safe.
- Ask the pupils to think of reflex actions examples, eg touching a hot surface, and the implications of slow reactions.



Let's make some noise!

Educational Aim: Develop creative and problem solving skills

Summary: An activity to create a simple device to make noise in a football game

Areas of Learning: Science and Technology

Organisation: Group work

Equipment: A wide variety of everyday items, eg balloons, rice, dried beans, elastic bands, cotton reels, various strings, plastic tubes, a funnel, sellotape, plastic cups, old food tins, metal bottle caps, scissors, glue etc

Ask the pupils which senses they use when following a football game.

- What kind of sounds do they hear?
- How does this affect the atmosphere?
- Compare these senses with football games during lockdown, when there were no fans in stadiums.

Discuss the 2010 South Africa World Cup and the effect that the vuvuzela had in the stadium. Explain that their task is researching, designing and creating instruments to make noise in support of Wales.

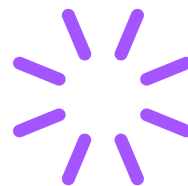
Ask the pupils about the different methods of creating sound, eg blowing, hitting and pulling.

Ensure that the pupils understand the device's success criteria:

- it makes noise
- it can be brought into a football game
- they can make the device themselves

Explain that a process has to be followed to succeed in any STEM task:

1. Do research and discuss ideas.
2. Choose one idea, develop it and put create a plan. Identify which resources are needed and write a simple description of every task.
3. Collect the equipment and start to create the device, regularly monitoring progress and adapting the original plan if needed.
4. Evaluate the device by testing it and fixing or improving any aspect if needed.



Let's make some noise!

Let them experiment by following the steps above and create an instrument, eg

- Make drums of various sizes by using a balloon as the drum's skin.
- Make their own rattle using metal bottle caps.
- Make a type of trumpet with a plastic tube and a funnel.

BBC NOW have videos and further ideas for instruments:

<https://bbc.in/3h6sFVn>

Ideas for further activities

- Ask the pupils to verbally assess their peers' instruments by saying two things they like and one thing they would change.
- Experiment by playing rhythms on the instruments at the same time.



World Cup Cards

Educational Aim: Learn about the countries of the world and review numeracy and creative skills

Summary: Create a card game based on the countries at the World Cup

Areas of Learning: Humanities / Expressive Arts / Languages, Literacy and Communication / Mathematics and Numeracy

Organisation: Working in pairs or small groups

Equipment: Web access to do research, paper, colouring pens, blank cards, ruler, 'Wales World Cup' card.

Choose various packs of information cards for the pupils. Discuss each pack's features, eg appealing design, interesting facts, clear information.

As a class, create an information card about a country competing in the World Cup and showcase it on the interactive whiteboard. This can include facts such as:

- population
- highest mountain height
- longest river length
- total area
- life expectancy

Show the 'Wales World Cup card' as an example and explain that you'd like the class to create a pack of information cards about the countries at the World Cup. They can work in pairs or small groups.

They'll need to:

- agree which facts to include on the cards
- design a logo on the back of the cards (this can be done as a class)
- research the country's flag to include it on the cards. See pages 5-12.

Ask the pupils to devise a game that can be played with the pack of cards the class has created.

Ideas for further activities

- Play the games during a wet break time.
- Ask the pupils to teach younger pupils how to play.
- Hold a 'Design a logo' competition and ask a local designer/illustrator to judge



World Cup Cards

WALES



Population:

3.19 million

Longest river:

Severn 200 miles

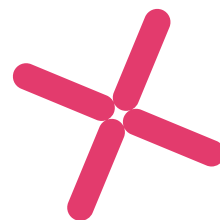
Highest mountain:

Yr Wyddfa 1,085m

Area:

8,023 miles²

World Cup Cards



Incredible Activities

Suitable for pupils in Year 5 and 6



Presenting information about a country



Educational Aim: Practice research, recording and presenting skills

Summary: Gather information about a country and present it

Areas of Learning: Humanities / Languages, Literacy and Communication / Expressive Arts

Organisation: Working individually or in pairs

Equipment: Web access to research, information books, paper and writing equipment

Explain that the pupils will create a presentation on one of the countries taking part in the World Cup.

Discuss what needs to be done when creating a presentation:

- plan
- prepare
- consistency
- practice
- perform

Ask the pupils to search for information about the country. Here's a suggestion for potential topics.

Population	Famous people from the country
Language	Animals
Food	Continent
Dress	Landscape
Music	Religion

The pupils may use several methods of recording the information:

- mind map
- idea spider
- chalk on the playground
- sticky notes

Ask the pupils to use suitable software to create the presentation. Remind them to include pictures, diagrams or graphs to impress their audience.

Ask the pupils to show the presentation individually or in pairs in front of the class.

Ideas for further activities

- Ask the pupils to present in front of another class or in assembly.
- Hold a Q&A session.
- Have a quiz – pupils to ask questions based on their presentation.



Reaction time experiment



Educational Aim: Practicing conducting a scientific investigation

Summary: Investigate the reaction time of pupils

Areas of Learning: Science and Technology
Organisation: In small groups or in pairs

Equipment: Blank paper, pen, colouring equipment, scissors, 30cm ruler and glue

Organisation: In small groups or in pairs

Ask the pupils which skills or qualities are important when playing football. Make a note of the responses as a mind map on the whiteboard.

Watch video clips of Wayne Hennessey showing his skills for Wales and discuss which skills are needed to be a good goalkeeper:

<https://bbc.in/3WtRf2F>

<https://bbc.in/3Uoni23>

Discuss the importance of reaction times with the pupils and ask for ideas on how to measure reaction times in the classroom. Explain to the pupils that you'll be measuring how quickly they react.

Provide each pair with the equipment. Ask them to place the ruler on the paper, draw an outline of it, then cut around the outline and divide it into six bands approximately 5cm in length. Ask them to colour each band in a different colour and glue the paper to the ruler.

Ask one pupil from each pair to hold the top end of the ruler so the other end of the ruler is between the thumb and forefinger of the other pupil, ready to catch it.

Ask the pupil holding the top end of the ruler to drop it without warning. Explain that the other pupil will need to catch it. The bands on the ruler will show how quickly they react. Ask the pupils to switch so that everyone gets a turn.



After everyone in the class has had a go, collate the results and use them to create a bar graph (block or pictogram). Compare the results to the results of other classes and produce a simple conclusion.

Ideas for further activities

- Do research into the reflex action process and how it differs to normal reactions.
- After discussing the fair test requirements, repeat the test at different times of day, recording methodically in a table. Once you've collected enough data, you'll be able to create a line graph of the results and form a simple conclusion.
- Adapt the investigation to try to answer questions such as:
 - do boys or girls react quickest?
 - do 7/8 year-old children react quicker than 9/10 year-old children?

Write a speech for the Wales team

Educational Aim: Develop creative and performance skills

Summary: Write and deliver a speech for the Wales team before a World Cup game

Areas of Learning: Languages, Literacy and Communications

Organisation: Groups of 4/5 pupils

Equipment: Speech-writing equipment, 'Speech writing' sheet

Watch or listen to Michael Sheen's speech with the pupils (*"Michael Sheen's Incredible speech for the Welsh football Team," 'A League of their Own'*).

Explain that the purpose of the speech is inspiring the Wales team at the 2022 World Cup.

Explain that the pupils need to compose a short speech, around 2 minutes long, to inspire Wales before one of the games.

Discuss the good features of Michael Sheen's speech in groups or as a class.

1. Yma o hyd, yma o hyd...
2. *One nation singing with one voice, a song of hope, a song of courage, a victory song that floats through the valleys like a red mist, rolls over the mountains like crimson thunder.*
3. *It crackles with the spirit of '58.*
4. *It turns the pages of history books and finds Rob's Page waiting to be written.*
5. *When the English come knocking on our door, let's give 'em some sugar boys, let's give 'em some Welsh sugar!*

Give each pupil the 'Write a speech for the Wales team' sheet.

Ideas for further activities

- Ask the pupils to perform the speech in front of the class.
- Make a video of the speech and share it with the class/school. Upload it to the school social media accounts. Remember to include [#walesworldcup](https://twitter.com/walesworldcup) toolkit



'Write a speech for the Wales team' sheet

Points to remember when writing the speech:

- work together as a group - like a good football team
- you need to motivate the players
- make notes before starting
- choose one person to recite it
- keep it to around two minutes

Consider whether you want to refer to:

- Welsh history
- belonging to a team, belonging to Wales
- fraternity
- the red shirt
- the Red Wall

**Here's a list of words and phrases
you could use in the speech.**

red	together
the Red Dragon	joy
Yr Wyddfa	heart
Yma o Hyd	spirit
the length and breadth of Wales	enchanting
Cardiff City Stadium	superb
north to south	level best
together stronger	the Red Wall
without doubt	electrifying



Wales 1958

Educational Aim: Develop information-reading skills

Summary: Learn the story of Wales going to the 1958 World Cup

Areas of Learning: Languages, Literacy and Communications

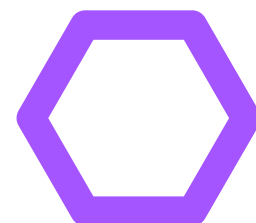
Organisation: Individual work

Equipment: 'Wales 1958' sheet

To begin, read the 'Wales 1958' sheet about the story of Wales in the 1958 World Cup to the pupils. Then ask them to answer the following questions.

Ideas for further activities

- Watch videos online of John Charles and videos of Gareth Bale playing football. What is similar and what is different in the way they both play?
- Research other players in the 1958 Wales squad.
- Watch videos of the games in 1958 and consider the differences compared to today, eg the kit, playing style, the crowd etc.



Wales 1958 sheet



Wales successfully qualified for the 2022 World Cup in Qatar. So it was no surprise to see the celebrations when they beat Austria and Ukraine in the play-off games.

Wales hadn't qualified for the World Cup finals since 1958 – 64 years ago. Wales didn't qualify for the 1958 World Cup originally. They had finished second in their group but then came another chance to go to Sweden. A team had to be chosen at random to play Israel in two play-off games. The winners would go to the World Cup. Wales' name came out of the hat, so they had new hope that they could succeed.

They won by two goals to nil in Israel. And they won the home tie by the same score in front of a crowd of 38,000 in Ninian Park, Cardiff. Wales had reached the World Cup for the first time in their history!

Their manager at the time was Jimmy Murphy, from Pentre in Rhondda. He was also a coach at Manchester United. On 6 February 1958, Manchester United's plane suffered a horrific accident in Munich. 23 passengers were killed, including eight players. Usually Jimmy Murphy would have been sat next to Matt Busby, the manager of Manchester United. But because Wales were playing against Israel on 5 February, he wasn't on the plane. That may have saved his life.

After three draws in the group, Wales had to play another game against Hungary to decide who would advance to the next round. Wales won by two goals to one. One of Wales' leading lights was John Charles. Measuring 1.88 metres tall, his nickname in Italy, where he played for Juventus, was "the Gentle Giant". At the time he was one of the best players in the world. He couldn't play in the next round, having been injured during the Hungary game after being kicked from pillar to post.

Wales' opponents in the quarter finals were Brazil, one of the world's best teams. Welsh hearts were broken as they lost by a goal to nil. They were out of the competition. A 17 year-old kid called Pelé scored the only goal of the game. He would go on to become one of the best players to ever play the game. Brazil would go on to lift the trophy.

Despite Wales' efforts, the team received little attention after arriving home. The Commonwealth Games were about to begin in Cardiff and this took the lion's share of the news coverage. Even so, many people remember Wales' outstanding performance in the World Cup that year and the spirit of 58 lives on in many hearts.



Wales 1958 sheet

Questions

Answer the questions below. The answers are in the story of 'Wales 1958'.

1. Who was the Wales manager in 1958?
2. Who was one of Wales' leading players in 1958?
3. Which team was involved in an air tragedy in 1958?
4. Where did the tragedy happen?
5. Which Brazil player scored against Wales?
6. Write three facts about John Charles.
7. Jimmy Murphy was lucky not to be on the plane that crashed. Write something lucky that's happened to you.

