

Ten ideas for using the 2018 World Cup to develop young people as global learners

The [FIFA World Cup™](#) kicks off in Russia in June 2018. The [Global Learning Programme](#) is providing this short resource to support schools that want to celebrate the tournament, and at the same time help pupils think critically about issues of **fairness** and **inequality**.

This will help pupils to make connections, understand interdependence, and develop their enquiry and critical thinking skills, with opportunities to consider their own and others people's values.

The resource provides ten cross-curricular teaching ideas for use in the classroom with pupils aged 8 to 14 years old.

1. Play World Cup Trumps!

Play a World Cup Trumps game and compare average incomes, fairness scores and [FIFA rankings](#) of countries playing in the World Cup. More able pupils could use the Gapminder website (www.gapminder.org) to compare other 'development' indicators.

Identify examples of between-country inequality and think critically about why some countries have a greater chance of winning the World Cup than others.

See Oxfam's [The World Cup: A Fair Game?](#) education resource for printable World Cup Trump cards to distribute to learners, game instructions and a brief explanation of the information displayed on the cards.

2. Investigate the geometry of flags

Explore the flags of the different nations participating in the 2018 World Cup.

What patterns can you see? What 2-D shapes and types of angles are there? Which flags have lines of symmetry?

3. The story of a football

Write the story of a football used at the 2018 World Cup. Think about where in the world the ball was made, how it was made and the people involved in the supply chain. Describe the working conditions and profits of the different people involved, from the factory where it was produced to the consumer at the end of the chain. Women and children are often more negatively affected by being at the bottom of the supply chain than men. For example, there may be limited time available for childcare or going to school.

Watch this short video clip (*Playing fair: The story of Fairtrade footballs*) from the Fairtrade Foundation to find out how footballs are made in Pakistan and the impact that Fairtrade has had on the lives of some people involved in their production:

schools.fairtrade.org.uk/resource/football/ (8:05)

4. Organise a debate

There has been much controversy surrounding the staging of the 2018 World Cup in Russia, with some people calling on countries and teams to boycott the event. Organise a debate around this issue: *Should England be taking part in the 2018 World Cup?*

See Oxfam's recently updated *Teaching Controversial Issues* guide for guidance, classroom strategies and practical teaching activities for managing controversial issues in the classroom:

www.oxfam.org.uk/education/resources/teaching-controversial-issues

Alternatively, use a Philosophy for Children (P4C) approach to facilitate discussion, critical thinking and reflection among learners on other issues of fairness and inequality. Support learners to collectively choose a philosophical question linked to the issue, either connected to football or to another example of inequality. Possible questions include:

- Why do fewer women than men play football?
- Should some people earn more money than others?
- Should everyone be treated equally whatever their needs?

Introduce philosophical skills and language to enable learners to have a high-quality dialogue around this question. For further details on using P4C in the classroom see SAPERE, the Society for Advancing Philosophical Enquiry and Reflection in Education:

www.sapere.org.uk/

5. The problem of plastic

Investigate the use and environmental impact of plastic at a major sporting event, such as the World Cup. Compare different plastics according to their properties, uses and environmental footprint. Design and make a product using waste plastic. See Practical Action's *Plastics challenge* for more ideas:

practicalaction.org/plastics-challenge

You can find more sources and links on the issue of plastic pollution in the GLP World Ocean Day teaching resource, available to download [here](#).

6. The history of women in football

Research the history of women in football and compare this to the history of men in the sport. For example, towards the end of the First World War, women's football was very popular, with their games often attracting larger crowds than those of the men. However, in 1921, the Football Association in England effectively banned women from playing football. This ban wasn't lifted until 1971.

Alternatively, explore how other aspects of gender equality (or inequality) have changed over time, such as women getting the right to vote in different countries around the world. You can find out more about the history of women's voting rights in the UK from the GLP's resource celebrating [100 years of suffrage](#).

You may also choose to use some of the GLP's other teaching resources on gender in/equality, such as those created for Women's History Month, and International Women's Day, all available to download [here](#).

7. Design a Fairtrade logo

Research the logos of some of the sportswear companies that sponsor the top football players. Think about the meaning behind the different designs and colours used. Design your own logo for a Fairtrade sportswear company where all the materials are sourced responsibly and the people who make the items are paid fairly.

8. Analyse and present data

Select, use and combine a variety of software to analyse and present data from past World Cups.

Which countries have the most/least World Cup appearances and wins? What do you think are the factors affecting a country's chances of taking part in or winning the World Cup?

www.fifa.com/fifa-tournaments/statistics-and-records/worldcup/teams/index.html

9. Make a recycled football!

Sometimes you need to be inventive when it comes to finding something to play football with. Many children around the world lack access to the sporting equipment and facilities enjoyed by others. Use this resource from Send a Cow to make your own football out of recycled plastic bags:

www.sendacow.org.uk/lessonsfromafrica/resources/plastic-bag-football

10. Analysing media coverage

Explore media coverage of the 2018 World Cup, for example, by comparing:

- different newspapers, TV channels or social media sites
- coverage from some of the different participating countries, in languages such as French, Spanish, German and Portuguese.

Is the coverage generally positive or negative? What sorts of issues are being covered? What are the similarities and differences in the coverage? What might be the reasons for any differences?

Links

Educational resources

- Oxfam's *The World Cup: A Fair Game?* cross-curricular resource for 9 to 14 year olds uses the World Cup to develop critical thinking around issues of fairness and equality. Investigate geographical similarities and differences, play World Cup Trumps and compare a range of statistics, explore gender inequality through the lens of football, and consider how fairness relates to rules in general:

www.oxfam.org.uk/education/resources/the-world-cup-a-fair-game

- Take a look at the GLP's resources for the Women's World Cup in 2015, available to download [here](#).
 - In Practical Action's *Plastic Challenge*, pupils aged 8 to 14 years are challenged to investigate the properties of plastics and then find solutions to the problems caused by plastic waste globally:
- practicalaction.org/plastics-challenge
- Use these instruction sheets and video from Send a Cow to make your own football out of recycled bags:
- www.sendacow.org.uk/lessonsfromafrica/resources/plastic-bag-football
- Watch this video clip (*The story of Fairtrade footballs*) from the Fairtrade Foundation to find out how footballs are made in Pakistan and the impact that Fairtrade has had on the lives of some people involved in their production:

schools.fairtrade.org.uk/resource/football/

Information sources

- The FIFA™ website provides details about the 2018 World Cup as well as statistics from past tournaments:

www.fifa.com/worldcup/

www.fifa.com/fifa-tournaments/statistics-and-records/index.html

www.fifpro.org/news/first-global-employment-report-unveiled/en/

- For some useful facts and figures about how much money football clubs make, see:
 - Deloitte's *Annual Review of Football Finance*.
www2.deloitte.com/uk/en/pages/sports-business-group/articles/annual-review-of-football-finance.html
 - Sporting Intelligence's *Global Sports Salaries Survey 2017*.
globalsportssalaries.com/

- For further information about the gender inequality that exists in football, see the 2017 *FIFPro Global Employment Report. Working Conditions in Professional Women's Football*.
www.fifpro.org/en/women-football-committee/2017-employment-report
- Use the video clips, tools and data from the Gapminder website to investigate how 'development' indicators have changed over time in different countries and regions of the world:
www.gapminder.org/

Resource created by Oxfam for the Global Learning Programme (GLP).