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# Teamsheet

- |           |                       |           |                                |
|-----------|-----------------------|-----------|--------------------------------|
| <b>1</b>  | Where do they play?   | <b>11</b> | Living in the shadow           |
| <b>2</b>  | The football pitch    | <b>12</b> | Parking problems               |
| <b>3</b>  | Marking the pitch     | <b>13</b> | Old v new                      |
| <b>4</b>  | The area of the pitch | <b>14</b> | A new stand                    |
| <b>5</b>  | Measuring the pitch   | <b>15</b> | A touch of luxury              |
| <b>6</b>  | Pitch descriptions    | <b>16</b> | The centre circle              |
| <b>7</b>  | A piece of history    | <b>17</b> | Fact or opinion                |
| <b>8</b>  | All sit down          | <b>18</b> | Floodlights & switches         |
| <b>9</b>  | Code of conduct       | <b>19</b> | Can you tell me the way to...? |
| <b>10</b> | Where is my seat?     | <b>20</b> | Roamer football                |





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# Where do they play?

How good is your knowledge about football clubs and the different grounds that they play at? Can you fill in the gaps? You can find some information in newspapers or from the internet if you don't already know.

**1** Blackburn Rovers play at  
**Ewood Park**

**2** Crewe Alexandra play at

**3** Chester City play at

**4** Colchester United play at

**5** \_\_\_\_\_  
play at Craven Cottage

**6** \_\_\_\_\_  
play at Priestfield Stadium

**7** Hull City play at

**8** Ipswich Town play at

**9** \_\_\_\_\_  
play at Moss Rose Ground

**10** Preston North End play at

**11** Queens Park Rangers play at

**12** Reading play at

**13** \_\_\_\_\_  
play at Gay Meadow

**14** Wigan Athletic play at

**15** \_\_\_\_\_  
play at Adams Park

**16** \_\_\_\_\_  
play at Bootham Crescent



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# Teachers' notes

This is an introductory exercise about football clubs and the different grounds and stadia in which they play. National Curriculum references are imprecise but are around English AT2 Level 3.

Pupils may know some of the answers already. However, the ones they do not know can be researched in the sports sections of newspapers or through most football reference books or the Internet.

The answers are as follows:

- |                                 |                     |
|---------------------------------|---------------------|
| 1) Blackburn play at            | Ewood Park          |
| 2) Crewe Alexandra play at      | Alexandra Stadium   |
| 3) Chester City play at         | Deva Stadium        |
| 4) Colchester Utd play at       | Water Road          |
| 5) Fulham play at               | Craven Cottage      |
| 6) Gillingham play at           | Priestfield Stadium |
| 7) Hull City play at            | Boothferry Park     |
| 8) Ipswich Town play at         | Portman Road        |
| 9) Macclesfield Town play at    | Moss Rose Ground    |
| 10) Preston North End play at   | Deepdale            |
| 11) Queens Park Rangers play at | Loftus Road         |
| 12) Reading play at             | Madejski Stadium    |
| 13) Shrewsbury Town play at     | Gay Meadow          |
| 14) Wigan Athletic play at      | The JJB Stadium     |
| 15) Wycombe Wanderers play at   | Adams Park          |
| 16) York City play at           | Bootham Crescent    |

## National Curriculum references

ENGLISH AT2 L3  
THESE REFERENCES  
ARE IMPRECISE



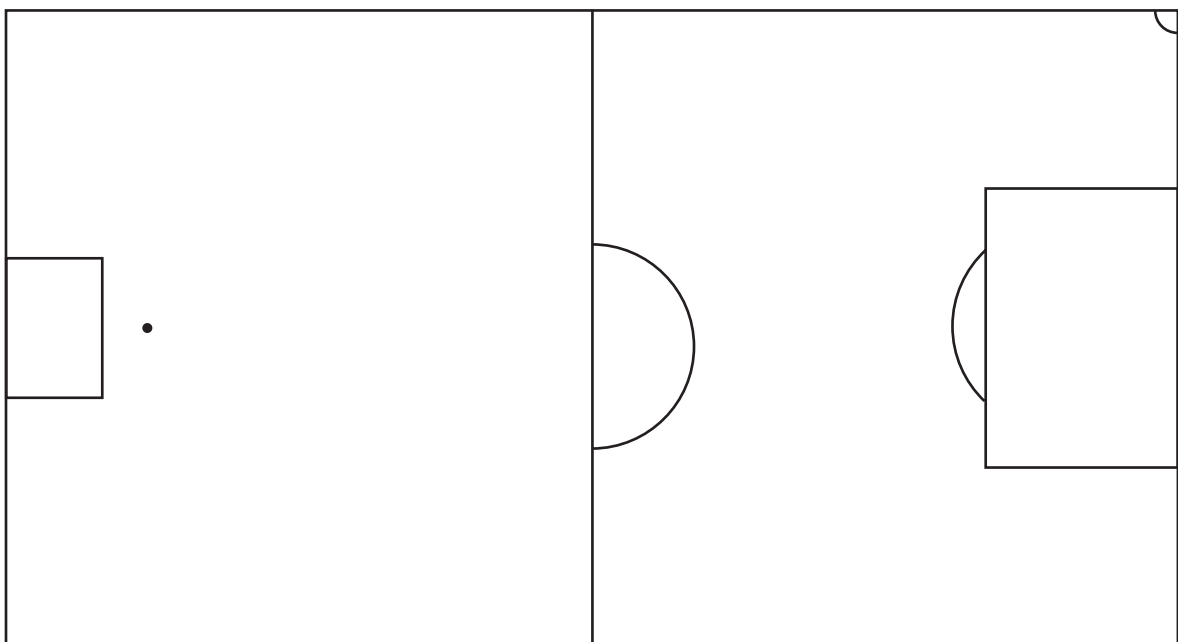


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# The footballpitch

The most important feature that is found within a football stadium is the pitch. Can you complete the diagram by looking at the template and filling in the proper markings on the pitch and then answer the following questions?



**1** How many different shapes can you see?

**4** How many quarter circles can you see?

**2** How many rectangles can you count?

**5** Colour the quarter circles in red.

**3** Number the lines that are parallel to each other.



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# Teachers' notes

Where possible, use the first part of this exercise in a practical way either using the school or club's football pitch. In discussion, confirm with the group that pupils understand the terms:

- rectangle, parallel, circle, semi-circle, quarter-circle

Ask the pupils to estimate how long it would take them to:

- walk round the pitch at a brisk pace
- run round the pitch

When completing the pitch markings, use 'Paint' or another similar package.

For less able pupils, produce a template of which 50% of the pitch is already marked and ask the pupils to:

- Reproduce existing pitch markings correctly using knowledge of reflection/symmetry.
- Label rectangles, quarter circles and parallel lines correctly.

## National Curriculum references

MATHS	KEY STAGE 2	L 3.1, 3.3, 3.4
	KEY STAGE 3	L 1.1, 3.1



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# Marking the pitch

Using 'Paint' or a similar software package, create a football pitch 100 metres long by 70 metres wide. Work out a scale. Check the FA rules to decide the size and place of the markings. Save the finished pitch to file for other activities.





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# Teachers' notes

You may need to show the pupils the basic tools and components in the package, selecting the paintbrush, drawing straight and curved lines etc. and explaining 'scale'. Then leave them to get on with it. Point out that this saved work can be used for activities in the pack, such as adding players or tactical systems to this shell.

## National Curriculum references

KEY STAGE	2	L 2, 3, 4, 5, 6, 7	ALL LEVELS - DIFFERENTIATED BY OUTCOME
	3	L 2, 3, 4, 5, 6, 7	ALL LEVELS - DIFFERENTIATED BY OUTCOME

**Communicating & handling information (KS2)**

- a:** use IT equipment and software to communicate ideas and information in a variety of forms, incorporating text, graphs, pictures and sound, as appropriate, showing sensitivity to the needs of their audience;
- c:** select suitable information and media, and classify and prepare information for processing with IT, checking for accuracy.

**Controlling, monitoring & modelling (KS2)**

- d:** recognise patterns and relationships in the results obtained from IT-based models or simulations, predicting the outcomes of different decisions that could be made.

**Communicating & handling information (KS3)**

- a:** use a range of IT equipment and software efficiently to create good quality presentations for particular audiences, integrating several forms of information;
- b:** select appropriate IT equipment and software to fulfil their specific purposes.

**Controlling, monitoring & modelling (KS3)**

- c:** use IT equipment and software to measure and record physical variables.

**Assessment Opportunity: what to watch out for (level description)**

Organisation and presentation of ideas; use of the software to draw similar shapes (rectangles, segments of circles); use of background shade or colour.



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# The area of the pitch

The laws of the game do not state any specific size that a football pitch must be, which means that throughout the football league all football clubs have pitches of various different sizes. This is one of the reasons why the home team has an advantage as they will be more used to the size of their pitch.

The laws do state that the width of the pitch must be between 45 metres and 90 metres wide and the length of the pitch must be between 90 and 120 metres long. The pitch must also be rectangular, and the length of the pitch must not be the same as the width. Why is this the case?

Manchester City (Maine Road) has the largest pitch in the league at 107 metres by 73 metres (approximately). Halifax Town (The Shay) and Swansea City (Vetch Field) have the smallest pitches in the league at 100 metres by 64 metres.

The area of the pitch = length x width

Can you work out the area of:

Maine Road

The Shay and Vetch Field

Many football clubs have pitches which are the halfway point between the minimum size and the maximum size. These include Villa Park (Aston Villa) and St James' Park (Newcastle United).

What size is their width?

What is the maximum size that the area of a pitch could be?

What size is their length?

What size is the area of each?

What is the minimum size that the area of a pitch could be?



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# Teachers' notes

This activity can be transferred to other situations:

- playground marked areas
- rectangular shapes in car parks
- parking spaces in car parks

The calculation should be supported by a practical activity to develop understanding of perimeter, shape, comparison of size, irregular shapes.

## National Curriculum references

MATHS

AT2

L 4



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# Measuring the pitch

Now you have worked out the area of the smallest and largest football pitches in the league, you have the chance to estimate the area of another football pitch.

Visit your local football pitch. This could be your local football club, your school pitch or the local park to find out the length, width and area of your chosen ground.

**1** Measure the length of your stride

**2** Estimate the length of the pitch. To do this, walk along the length of the pitch, counting the number of strides you take.

Number of strides ..... X ..... Length of stride  
= Length of pitch .....

**3** Estimate the width of the pitch. To do this, walk along the width of the pitch, counting the number of strides you take.

Number of strides ..... X ..... Length of stride  
= Width of pitch .....

**4** Estimate the area of the pitch

Length of pitch ..... X ..... width of pitch  
= Area of pitch .....



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# Teachers' notes

To reduce the chance of error, ask students to calculate by pacing distance of:

- a) 6 yard box
- b) Penalty area (excluding the D)
- c) Half the pitch, then double the total calculation

Encourage the pupils to develop a consistent stride as this will help with their estimations and answers. If possible, use a trundle wheel as pupils begin to walk round the pitch to aid the consistency of their stride pattern.

## National Curriculum references

MATHS	KEY STAGE 2	L 3.1, 3.4
	KEY STAGE 3	L 1.1, 3.1



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# Pitch descriptions

Nouns, verbs and adjectives are used in English.

What is a noun?

What is a verb?

What is an adjective?

The following words are all associated with football:

<b>ball</b>	<b>running</b>	<b>boot</b>	<b>stadium</b>	<b>grass</b>	<b>green</b>
<b>skilful</b>	<b>kicking</b>	<b>muddy</b>	<b>cheering</b>	<b>seat</b>	<b>goal</b>
<b>shirt</b>	<b>programme</b>	<b>sprinting</b>	<b>happy</b>	<b>round</b>	<b>dribbling</b>
<b>sad</b>	<b>sturdy</b>	<b>shooting</b>			

In the box below, fill in whether you think the words are either nouns, verbs or adjectives.

Noun	Verb	Adjective



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# Teachers' notes

This exercise is useful to help introduce pupils to the concepts of nouns, verbs and adjectives.

It is likely that an explanation will be needed at the beginning of the exercise to help pupils fill in the answer to "What is a verb, noun and adjective?" This could be answered with a simple explanation, for example, a noun is a naming word, a verb is a doing word and an adjective is a describing word.

The main part of the exercise is for pupils to consider the words listed and decide whether they are nouns, verbs or adjectives. The answers are below:

This exercise could be extended by asking pupils, using the words listed, to produce four or five sentences that contain a noun, a verb and an adjective. For example: "Michael Owen kicked the ball with his muddy boot."

<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>
<b>Ball</b>	<b>Running</b>	<b>Green</b>
<b>Boot</b>	<b>Kicking</b>	<b>Skilful</b>
<b>Stadium</b>	<b>Cheering</b>	<b>Muddy</b>
<b>Grass</b>	<b>Sprinting</b>	<b>Happy</b>
<b>Seat</b>	<b>Dribbling</b>	<b>Round</b>
<b>Goal</b>	<b>Shooting</b>	<b>Sad</b>
<b>Shirt</b>		<b>Sturdy</b>
<b>Programme</b>		



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# A piece of history

**There have been many changes in football stadia in the last one hundred years.**

Most early matches were played on a local, rented field. Fences were then erected as clubs started charging people to come and watch the games. The grounds were often near pubs which were used as changing rooms. Mounds of earth and rubble were then brought in and placed around the sides of the pitch so spectators could get a better view. Steps were cut into these mounds which formed the first football terraces. Sheds were erected for the players changing rooms and the first corporate facilities were simply a wooden stand near the half way line.

Most of the grounds were also situated near town centres, and residential areas, so that the fans could reach the ground easily and by public transport.

## The task

Your task is to carry out some research about the history of your local football club.

The history of \_\_\_\_\_ Football Club

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# Teachers' notes

**Pupils will need a different amount of help with this activity depending upon their ability.**

Most football clubs have quite a lot of history attached to them, and it is up to the teacher to decide how much detail they wish to go into. Many football clubs will have had different names at different times, some will have played at a number of different grounds and the stadia themselves will have undergone quite a bit of change.

There have been many books published about the history of different football clubs. Information could be obtained from reference books on the subject from the local library or many clubs have information sheets that they have produced on their history.

The basic history should contain the following information:

- When the club was formed.
- Whether it has had any former names.
- The ground at which they play.
- Whether they have always played there.
- Any major changes that have taken place in the ground.

For more able pupils, this research could be extended further, including such information as:

- What has been the highest attendance
- Famous players associated with the club
- What corporate facilities the club now has.

## National Curriculum references

**NO REFERENCES PROVIDED AS THIS ACTIVITY COULD INCLUDE RESEARCH, COMPARISON & OTHER HISTORICAL SKILLS ALONGSIDE ENGLISH AT2 L 4-6.**

Photographs of the stadium could be included, especially any old photographs, pictures or news cuttings of anything associated with the stadium or old players etc.





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# Teachers' notes

The concept of football terracing may be as alien to pupils as it is to modern stadia. Teachers may need to provide some description to pupils about what football terraces were like. Pupils could be encouraged to research some old pictures of fans stood on terracing or to ask an older member of their family what it was like to stand on the terraces.

Some football clubs were extremely famous for their terraces, including the 'Kop' at Liverpool's Anfield ground and the Stretford End at Old Trafford. Talking about why areas have certain names can be interesting. Letters to clubs will provide answers as well as activities.

Teachers may need to provide some explanation about the disasters associated with terracing, particularly the Hillsborough disaster as it is still relatively recent and often still in the news.

There are many features that are associated with crowd safety. One of the major rules imposed on the crowd includes the items that are not allowed to be brought into the stadium. These include; alcohol, bottles, missiles, knives, flag poles etc.

Other features that exist to help with crowd safety include the employment of stewards, the segregation of the home and away fans and the building of turnstiles to ensure that the fans enter the ground safely.

## National Curriculum references

ENGLISH

AT2

L 3+



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# Code of **conduct**

As the Crowd Safety Officer, you have considered the safety of fans in the stadium. However, there are also certain rules that clubs have introduced about how football fans should behave while they are in and around the stadium. These are known as 'codes of conduct'. They often include rules such as no abusive language, no racist abuse etc.

Imagine that you have been given the task to write the code of conduct for pupils at your school. List the five rules that you consider the most important to make sure that all pupils behave and work well with each other.

My code of conduct for \_\_\_\_\_ School

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





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# Teachers' notes

**Many football clubs, schools or other groups already have a code of conduct.**

Pupils could be encouraged to find examples of these. Many football clubs that do have a code of conduct often publish them in their match magazine as they believe that this is more likely to promote good behaviour.

A code of conduct for a school will be quite similar to one which might exist at a football club.

A class discussion could take place about why rules are necessary and why clubs and schools have them in the first place.

To help think of rules, pupils should be encouraged to think about how they should behave. For example, no abusive language, no racist or sexist abuse, be polite at all times, walk around the building - do not run, no fighting or physical assaults of any kind, no throwing of any missile, put your hand up in class etc.

## National Curriculum references

**THIS WORK RELATES TO THE PUPILS' PERSONAL AND SOCIAL DEVELOPMENT**

Once pupils have thought about their own rules, a class discussion could take place about similarities and differences between their rules and the rest of the group's. Can the class agree on a definitive list of rules they think they should abide by?



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# Where is my seat?

O																				
N																				
M																				
L																				
K																				
J																				
I																				
H																				
G																				
F																				
E																				
D																				
C																				
B																				
A																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

In the plan of the seats above, colour in the square that corresponds to the following seat numbers,

- |              |                |                |
|--------------|----------------|----------------|
| <b>1. C5</b> | <b>7. C11</b>  | <b>13. D5</b>  |
| <b>2. H8</b> | <b>8. C14</b>  | <b>14. C13</b> |
| <b>3. H6</b> | <b>9. F5</b>   | <b>15. J11</b> |
| <b>4. M5</b> | <b>10. M11</b> | <b>16. M7</b>  |
| <b>5. M8</b> | <b>11. G11</b> | <b>17. J5</b>  |
| <b>6. H5</b> | <b>12. M13</b> | <b>18. M14</b> |

What two letters can you see? What do you think they stand for?

.....

.....



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# Teachers' notes

This activity uses co-ordinates to establish position. For example, seat J3 is on row J column 3. To increase the challenge, ask pupils to provide co-ordinates for blocks or sets of seats. For example, J3-J7. Ask them to try to make different 'shapes', for example a square could be J3, J4 and K3, K4.

This is also an activity which can be completed within a stadium, even to spelling out words with pupils in particular positions or finding particular seats in parts of the ground using ticket stubs.

## National Curriculum references

MATHS	AT1	LEVEL 3, 4
	AT2	LEVEL 3, 4



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# Where is my seat?

In many football clubs, the seats in the stands are made up of different colours which usually spell out the initials of the football club, e.g. MCFC (Manchester City Football Club). In the seating plan below can you shade in the initials of your favourite football club?

O																					
N																					
M																					
L																					
K																					
J																					
I																					
H																					
G																					
F																					
E																					
D																					
C																					
B																					
A																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

Now can you give the seat numbers you have used?





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# Teachers' notes

Using co-ordinates to establish position. To increase the challenge, co-ordinates could be provided for blocks of 3, 5, 7 seats raising the question of how these could best be grouped.

This is also an activity which can be completed within a stadium, even to spelling out words with pupils in particular positions or finding particular seats in parts of the ground using ticket stubs.

## National Curriculum references

MATHS	AT1	LEVEL 3, 4
	AT2	LEVEL 3, 4



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# Living in the shadow

Many of the older football clubs' grounds in this country are built in large residential areas. Why do you think this has happened?

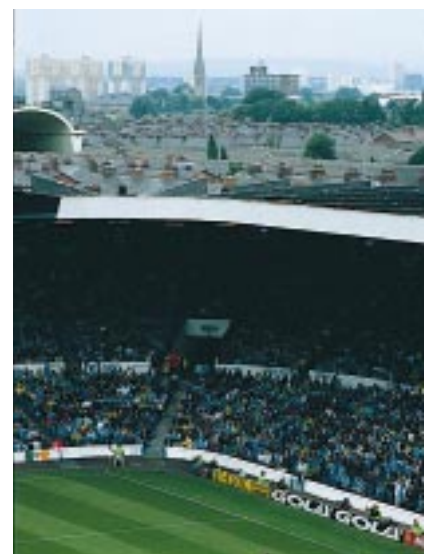
.....  
.....

What problems do you think the local residents face?

.....  
.....  
.....

Imagine that you have been appointed head of a local residents' association. Picking two or three of the problems you think the residents would face, write a letter of complaint to the club pointing out what your concerns are and what you would like the football club to do to ease the problems. Use the space below to make some notes to help you plan your letter.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....





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# Teachers' notes

Many of the older football stadia were built in the centre of large residential areas. This was generally because it was where the fan base was situated. Very few fans would have owned their own car and therefore it was important that football clubs were situated centrally for ease of access. This is not the case today as many stadia are built away from residential areas. This is because most fans have cars and can therefore reach the stadia easily.

One of the major problems that people living near to football grounds face is traffic congestion, with thousands of people converging on a small area in a short space of time. Another problem that residents face is the number of fans walking around. Some people find this intimidating. Noise can also be a problem. This is usually from the crowd but can also be from the public address system. The other main problem that residents complain about is litter, with fans just dropping litter in and around the streets and pavements.

Pupils can choose any of these problems to write about in their letters. They may have even thought up some different problems of their own. As well as the complaint, pupils should spend some time considering what they would like the football club to do about the problem. For example, the club could provide extra parking spaces at local schools to help ease parking problems or could alleviate some of the litter problems by providing extra litter bins. Clubs could also provide some complimentary tickets to those residents who live close by.

## National Curriculum references

ENGLISH AT1, 2 LEVELS 3- 5

Pupils could research who they should write to at their local football club if they did wish to complain.

Teachers should ensure that the letter is set out in the correct manner.

Computers should be used, if available, to produce the piece of work.



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# Parking problems

Fans have been complaining that it takes too long to get away from the car park, and that spaces are too small to get into. Using an objects based graphics package (ask your teacher about this) you have to re-design the car park making it easy to get in and out of. Think of the traffic flow and entrances and exits. You will need to work out the average length of cars and try a number of alternatives.





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# Teachers' notes

This activity is an extension of the DfEE Scheme of Work for IT (Unit 5a) although it has been adapted to make it suitable for Key Stage 3 as well. It builds on other activities based on paint packages and can be done independently or in pairs. Pupils may wish to look at the club car park as a starting point. There is a lot of scope for differentiation here - a Level 2 model may just be a rectangle and set of blocks, while higher levels will use increasingly sophisticated approaches including scale.

## National Curriculum references

KEY STAGE	2	L 2, 3, 4, 5, 6, 7	ALL LEVELS - DIFFERENTIATED BY OUTCOME
	3	L 2, 3, 4, 5, 6, 7	ALL LEVELS - DIFFERENTIATED BY OUTCOME

<b>Communicating &amp; handling information (KS2)</b>	<ul style="list-style-type: none"> <li><b>b:</b> use IT equipment and software to organise, reorganise and analyse ideas and information;</li> <li><b>c:</b> select suitable information and media, and classify and prepare information for processing with IT, checking for accuracy;</li> <li><b>d:</b> interpret, analyse and check the plausibility of information held on IT systems, and select the elements required for particular purposes, considering the consequences of any errors.</li> </ul>
<b>Controlling, monitoring &amp; modelling (KS2)</b>	<ul style="list-style-type: none"> <li><b>c:</b> explore the effect of changing variables in simulations and similar packages, to ask and answer questions of the 'What would happen if...?' type;</li> <li><b>d:</b> recognise patterns and relationships in the results obtained from IT-based models or simulations, predicting the outcomes of different decisions that could be made.</li> </ul>
<b>Communicating &amp; handling information (KS3)</b>	<ul style="list-style-type: none"> <li><b>b:</b> select appropriate IT equipment and software to fulfil their specific purposes;</li> <li><b>c:</b> be systematic in their use of appropriate search methods to obtain accurate and relevant information from a range of sources;</li> <li><b>e:</b> interpret, analyse and display information, checking its accuracy and questioning its plausibility.</li> </ul>
<b>Controlling, monitoring &amp; modelling (KS3)</b>	<ul style="list-style-type: none"> <li><b>a:</b> plan, develop, test and modify sets of instructions and procedures to control events;</li> <li><b>d:</b> explore a given model with a number of variables and create models of their own, in order to detect patterns and relationships;</li> <li><b>e:</b> modify the rules and data of a model, and predict the effects of such changes; organising and presenting different forms of information; use of clip art including sizing and placement; ability to use charts and boxes; quality of final design of page.</li> </ul>
<b>Assessment Opportunity: what to watch out for (level description)</b>	<p>understanding the potential and limitations of the package; manipulating shapes; identifying patterns and relationships; looking at the effect of different variables; using a graphical model to design a car park that would work.</p>



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# Old v new



One of the ways that football has changed in recent times is in the building of brand new stadia. Many clubs have decided not to rebuild their stands and have moved to a new stadium.

Can you name any clubs that have moved to a new stadium?

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However there are clubs, including Manchester United, that have decided not to move to a new stadium but have renovated and extended their old stadium.

What has your football club chosen to do, move or stay?

---

## Old vs. new - the debate

Your task is to hold a group debate about whether you think that football clubs should move to brand new purpose built football stadia or whether they should stay in their original grounds.

Decide which side you are on and write some points for your debate below.

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# Teachers' notes

**There are many football clubs that have moved to brand new stadia. These include:**

Middlesbrough	The Cellnet Riverside Stadium
Stoke City	Britannia Stadium
Sunderland	The Stadium of Light
Derby County	Pride Park
Reading	Madejski

There are also a number of football clubs who are in the process of moving and are having new stadia built.

Football clubs that have decided to remain where they are and to renovate the stadium include Newcastle United and Chelsea as well as Manchester United.

## National Curriculum references

ENGLISH    AT1    LEVELS 3- 5

The pupils' task is to hold a debate about whether they think that football clubs should move to new, modern stadia or whether they think they should stay.

All the normal guidelines should be set for the debate. For example, deciding which side they wish to argue for, choosing one or two main speakers with the rest of the group coming up with further points and arguments. You should point out that listening is just as important as speaking.

Some of the arguments are as follows:

### Move

Bigger capacity  
Better facilities  
Better Parking

### Stay

Retain character



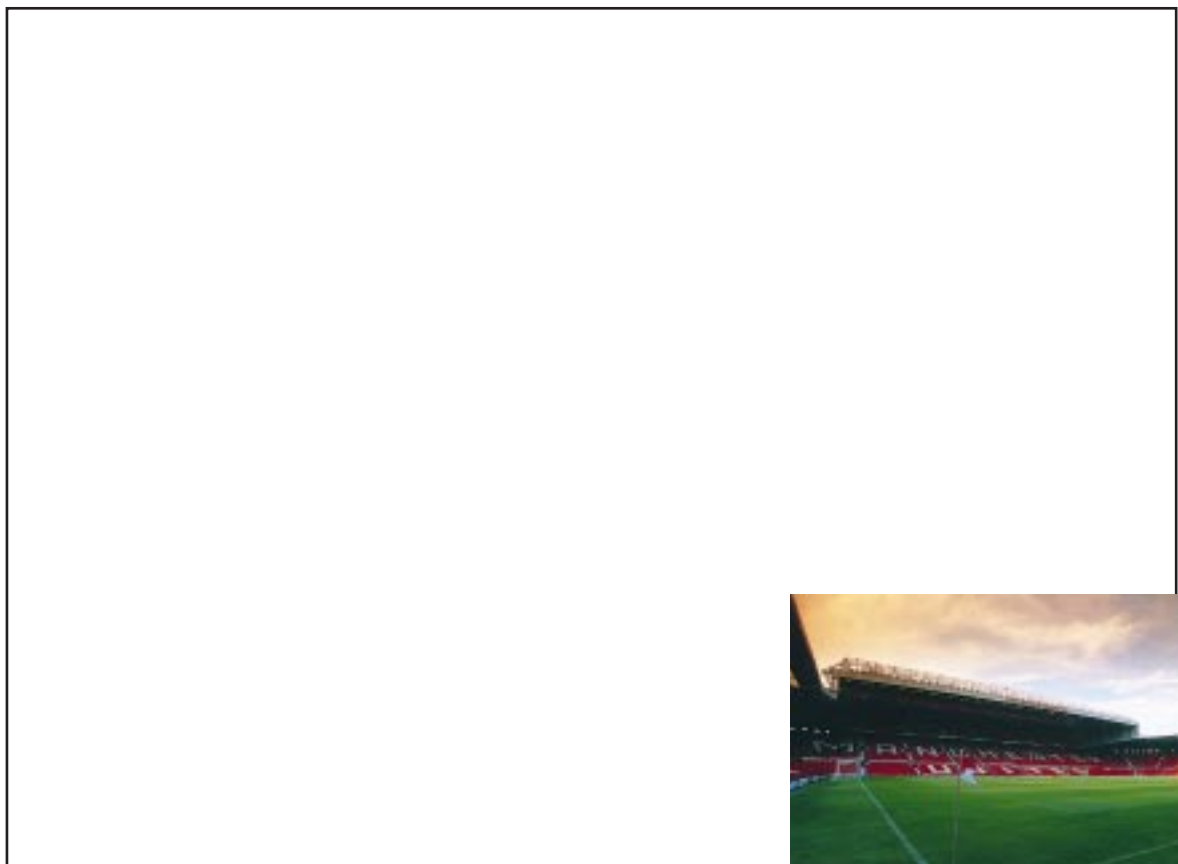
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# A new stand

Imagine that your football club has decided not to move to a new stadium and has instead decided to rebuild one of its stands, increasing the spectator capacity. You have been given the job of designing the new stand.

Think about how you would like your new stand to look. When new buildings are planned, an 'artist's impression' is often produced. This is a rough drawing of what the building will look like. In the box below draw an artist's impression of the stand you have designed and fill in the details on the next page.





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# Teachers' notes

This activity can encompass design and technology including:

- broad aspects of design
- scale
- design rationale

The activity is therefore associated with design and technology but is essentially an English writing activity.

## National Curriculum references

ENGLISH AT2 L 3+



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# A newstand

What is the name of your new stand?

How many fans will the stand hold?

Does it have any special design features?

What facilities will there be in the stand for the fans?

Will there be any car parking available?

Write a short paragraph describing your design and why you have chosen the design you have.

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# Teachers' notes

Although there are elements of design and technology involved, this activity is aimed at getting pupils to write in sequence with a rationale behind the writing.

## National Curriculum references

ENGLISH AT2 L 3+



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# A touch of luxury

Many football clubs have rooms and restaurants within their grounds that they use for companies and other organisations. The people that use these facilities can expect special treatment before the match, during half time and after the match has finished.

Imagine that you are a very important person (known as a VIP) and have been invited to your favourite football club to watch a match. Write an account of your day out. Remember to include details about how you arrived there, what you had to eat, who you met and where you sat.

Handwriting practice lines consisting of 15 horizontal red dashed lines.





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# Teachers' notes

**This exercise allows the pupils to use their imagination to imagine how luxurious a day out at a football ground could be.**

The activity could begin with a group discussion about how football has changed in recent years especially since the growth in the importance of corporate hospitality. Many football grounds have a large number of facilities available for their corporate customers. Many clubs have new restaurants where clients can expect more than just a meat and potato pie on the menu and there has been a huge growth in the building of executive boxes within grounds.

Pupils could choose to write their account as just any VIP or they could choose to be somebody more specific, for example, the Queen, Prince Charles, Michael Jackson, one of the Spice Girls or the Prime Minister.

## National Curriculum references

THIS ENCOMPASSES BOTH GEOGRAPHY AND ENGLISH (AT3 LEVELS 3-5) IN PLANNING OUT VARIOUS ROUTES TAKEN BY PEOPLE ARRIVING AT THE GROUND.

The account could be realistic or it could be something that is set in the future. For example, the arrival at the ground could be by luxury limousine, private helicopter or it could be by spaceship.

Pupils should be encouraged to consider all aspects of the day out and how they would like to be treated. For example, would they expect a red carpet to be rolled out on their arrival, would they like to be greeted by the Chairman and have pride of place in the Director's Box and what would they like to eat, Caviar or chicken nuggets and chips?

With access to stadia it is also possible to determine and mark out:

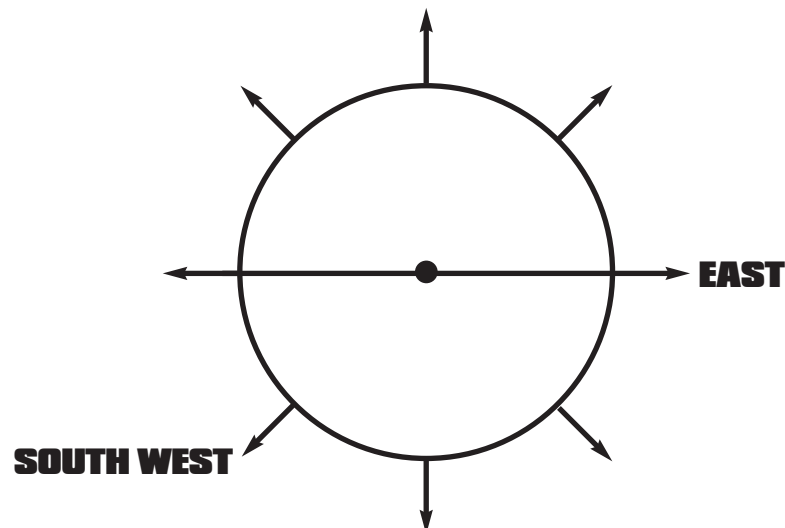
- directors' routes on match days
- spectators' routes on match days
- players' and staff routes on match days



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# The centre **circle**

Below is a picture of the centre circle on a football pitch. Some compass points have been added. Can you fill in the rest?



Can you fill in the blanks in the table below?

Start facing	Turn through	Finish facing
North	90 degrees clockwise	
South	180 degrees clockwise	
East	135 degrees clockwise	
North East		South West
South West		South East
	270 degrees clockwise	North West



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# Teachers' notes

Basically a mathematical exercise but in practice this can also provide some geographical experiences. The eastern view in the morning, west in the evening, midday etc. are examples and relate also to science.

## National Curriculum references

MATHS AT3 L 2-5



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# Fact or opinion

**A fact is something that is true whilst an opinion is just one person's point of view and therefore may or may not be true.**

Football is famous for encouraging many different opinions. From the list below, decide which statements you think are fact and which statements you think are only an opinion:

- a** Manchester United's ground, Old Trafford, has the largest crowd capacity in England outside Wembley.
- b** It is said that The Kop at Anfield has the most atmosphere of all stands at a football stadium.
- c** Some people would rather stand up to watch a football match rather than sit down.
- d** Manchester City has the widest pitch in the English leagues.

Fact	Opinion

Can you think of four more statements about football stadia, two of which are fact and two of which are only opinions.

**Fact**

**1**

**2**

**Opinion**

**1**

**2**



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# Teachers' notes

This exercise will help pupils differentiate between something that is fact and something that is somebody's opinion.

Pupils can discuss and test truths and use references to support different views.

## National Curriculum references

NATIONAL CURRICULUM REFERENCES ARE OMITTED BUT THE ACTIVITY COULD BE REFERENCED TO ENGLISH AT2 LEVEL 4 IN DRAWING CONCLUSIONS FROM THE TEXT.

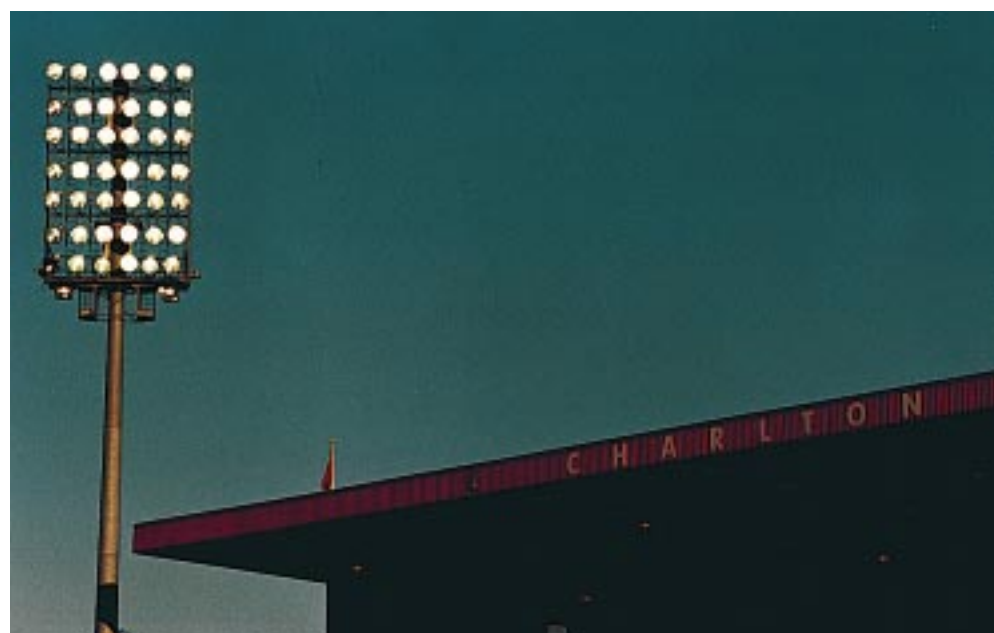


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# Floodlights & switches

A lot of this activity is to do with computers but you will be working away from the computer. The idea is that computers are responsible for switching things on and off and sensing events like darkness or temperature by using sensors. Find out what this might mean at a football club. Examples include floodlights, security systems and the ticket office. If you have the materials you may be able to set up a system yourself, linking switches, lights and sensors to the computer and maybe making a model of the ground that lights up.





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# Teachers' notes

This activity is an extension of the DfEE Scheme of Work for IT (Unit 6c) although it has been adapted to make it suitable for Key Stage 3 as well. This really is an activity for all levels of ability. On one level, pupils will just be raising their awareness of sensors and switches, but the work can run all the way to Level 7 work creating complex computer models and procedures.

## National Curriculum references

KEY STAGE	2	L 2, 3, 4, 5, 6, 7	ALL LEVELS - DIFFERENTIATED BY OUTCOME
	3	L 2, 3, 4, 5, 6, 7	ALL LEVELS - DIFFERENTIATED BY OUTCOME

<b>Communicating &amp; handling information (KS2)</b>	<ul style="list-style-type: none"> <li><b>c:</b> select suitable information and media, and classify and prepare information for processing with IT, checking for accuracy;</li> <li><b>d:</b> interpret, analyse and check the plausibility of information held on IT systems, and select the elements required for particular purposes, considering the consequences of any errors.</li> </ul>
<b>Controlling, monitoring &amp; modelling (KS2)</b>	<ul style="list-style-type: none"> <li><b>a:</b> create, test, modify and store sequences of instructions to control events;</li> <li><b>b:</b> use IT equipment and software to monitor external events;</li> <li><b>c:</b> explore the effect of changing variables in simulations and similar packages, to ask and answer questions of the 'What would happen if...?' type;</li> <li><b>d:</b> recognise patterns and relationships in the results obtained from IT-based models or simulations, predicting the outcomes of different decisions that could be made.</li> </ul>
<b>Communicating &amp; handling information (KS3)</b>	<ul style="list-style-type: none"> <li><b>b:</b> select appropriate IT equipment and software to fulfil their specific purposes;</li> <li><b>e:</b> interpret, analyse and display information, checking its accuracy and questioning its plausibility.</li> </ul>
<b>Controlling, monitoring &amp; modelling (KS3)</b>	<ul style="list-style-type: none"> <li><b>a:</b> plan, develop, test and modify sets of instructions and procedures to control events;</li> <li><b>b:</b> use a system that responds to data from sensors and explain how it makes use of feedback;</li> <li><b>c:</b> use IT equipment and software to measure and record physical variables;</li> <li><b>d:</b> explore a given model with a number of variables and create models of their own, in order to detect patterns and relationships;</li> <li><b>e:</b> modify the rules and data of a model, and predict the effects of such changes;</li> </ul>
<b>Assessment Opportunity: what to watch out for (level description)</b>	gathering, organising and refining information; applying information to real life situations; creating sets of instructions to control events; creating and using IT models, varying rules.



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# Can you tell me the way to...?

Many guide books are published which contain information on football grounds throughout the leagues. Most guide books will list the club's address and telephone number, information about the ground and the different stands as well as information about ticket prices, refreshments and the match day programmes.

However, one of the main uses of the guide books is for people, especially away fans, to get information on how to get to the grounds, both from the local railway station as well as the nearest motorway.

Your task is to write the entry for your local club for a new guidebook being published. You will need to study a local road map and possibly an atlas to work out your directions. Point out any local landmarks to help with the route.

## The Football Guidebook

How to get to



By Car



From railway station





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# Teachers' notes

Teachers may wish to provide an example of this type of football reference book to help pupils gain an understanding of the kind of task they are being asked to undertake.

An accurate roadmap, atlas or A to Z guide will also be needed. You may also want to use route planning software.

This activity will help pupils understand the geographical location of the ground as well as developing a sense of place.

## National Curriculum references

ENGLISH AT3 L 4+



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# Roamerfootball

## Note

A Roamer is a programmable, electronically-driven mobile which can be programmed to move in a sequence of directions e.g. forward 2, side 1, back 3. Most schools have Roamers.

For this activity you will need two Roamers and some floor space for an imaginary pitch (mark it out with chalk). The object is to program the Roamers to get to the goal at the other end without touching the other Roamer - if they do, start again. If both teams score start again, counting a goal each. Work in groups to program each Roamer. After a couple of attempts make up and modify your own rules to make the game more fun.





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# Teachers' notes

This is a hectic activity for a day when pupils are fed up - or an end of term special. Encourage complicated programming (no Route One), and learning from previous mistakes. Keep the width of the pitch narrow to make contact more likely, but be aware of the need to refine variables once the game is familiar.

## National Curriculum references

KEY STAGE	2	L 2, 3, 4, 5, 6, 7	ALL LEVELS - DIFFERENTIATED BY OUTCOME
	3	L 2, 3, 4, 5, 6, 7	ALL LEVELS - DIFFERENTIATED BY OUTCOME

<b>Communicating &amp; handling information (KS2)</b>	<b>d:</b> interpret, analyse and check the plausibility of information held on IT systems, and select the elements required for particular purposes, considering the consequences of any errors.
<b>Controlling, monitoring &amp; modelling (KS2)</b>	<p><b>a:</b> create, test, modify and store sequences of instructions to control events;</p> <p><b>c:</b> explore the effect of changing variables in simulations and similar packages, to ask and answer questions of the 'What would happen if...?' type;</p> <p><b>d:</b> recognise patterns and relationships in the results obtained from IT-based models or simulations, predicting the outcomes of different decisions that could be made.</p>
<b>Communicating &amp; handling information (KS3)</b>	<b>b:</b> select appropriate IT equipment and software to fulfil their specific purposes.
<b>Controlling, monitoring &amp; modelling (KS3)</b>	<p><b>a:</b> plan, develop, test and modify sets of instructions and procedures to control events;</p> <p><b>d:</b> explore a given model with a number of variables and create models of their own, in order to detect patterns and relationships;</p> <p><b>e:</b> modify the rules and data of a model, and predict the effects of such changes.</p>
<b>Assessment Opportunity: what to watch out for (level description)</b>	selection of information needed to get to goal; creating and refining instructions to control events; changing the effects of variables; working together; refining rules.