

## HOST THE WORLD CUP (LEVEL 1)

Ages 6 to 7 (Level 1)

<b>Description:</b>	In this project, the learner will design a stadium and pitch for their home country to host the next FIFA World Cup!
<b>Leading question:</b>	Can you help your country host the next World Cup?
<b>Age group:</b>	6-7
<b>Subjects:</b>	Primary: Math, secondary: art and design
<b>Total time required:</b>	1 hour per day for 4 days
<b>Self-guided / Supervised activity:</b>	Supervised
<b>Resources required:</b>	Ball or newspapers or cloth/t-shirt, string, sticks/stones or household objects, paper, pencil, colorpens (optional)

Day	Time	Activity and Description
1	5 mins	<p>In this project, the learner will design their own stadium and put together a presentation pitching their country's bid to host the next world cup!</p> <p>Ask the learner: what do you know about the FIFA World Cup? Tell me three things you know about it. If the learner is not familiar with the FIFA World Cup, ask him or her: "what are some things you would like to know about the World Cup?". You can share some facts such as the below (which the learner can research on their own if they have access to the internet, football publications etc.):</p> <ul style="list-style-type: none"> <li>- The FIFA World Cup is a football competition hosted every 4 years in a different country</li> <li>- It is an event where country teams compete to find out which country is the football champion of the world</li> <li>- In 2022, the World Cup will be held in Qatar</li> <li>- The World Cup is the most popular sports event in the world</li> <li>- There have been 20 World Cup tournaments so far, the first one being in 1930</li> <li>- Brazil has won the most championships - it has won 5 World Cups</li> </ul>
	5 mins	<p>The learner will write down at least 3 interesting things about the World Cup. He or she will do the following numeracy activities:</p> <ul style="list-style-type: none"> <li>- Draw a number line starting with the year 1930 and ending with the current year, and count and mark in four year intervals the 20 World Cup events that took place since 1930</li> <li>- Advanced learners can find the difference between the current year and 1930 to see how long it has been since the very first tournament</li> </ul>

	30 mins	<div data-bbox="565 394 1305 520" data-label="Figure"> </div> <p data-bbox="467 579 1230 611">The learner can then fill in the following blanks with the answer:</p> <p data-bbox="467 621 781 648">_____ - _____ = _____</p> <p data-bbox="467 684 1377 856">Next, the learner will play a game of football to experience what the World Cup is all about! Do you know how to play football? The learner will play a game of football with one more player. To prepare, the learner will use a ball and two sticks or any household object to mark the goals. Challenge the learner to brainstorm and experiment with different objects to create a ball.</p> <p data-bbox="467 898 1406 999">Ask the learner to think about how different it would feel to kick a ball made of different materials like cloth, plastic etc. which ball does he or she think will travel the farthest with a light kick?</p> <p data-bbox="467 1041 1390 1104">Optional: learners can expand this activity and explore the different speeds at which different objects move when kicked:</p> <ul data-bbox="516 1115 1406 1461" style="list-style-type: none"> <li>- They will gather 3-4 different items of different shapes and sizes including objects that are round, square or triangular, large, heavy, small, and light.</li> <li>- They will first guess which object will travel the farthest and why. Then, they will mark their starting point with an object such as a stick and kick the objects with equal force and record the distance traveled by placing another object where the kicked object stops</li> <li>- They will then discuss what they found. Ask learners probing questions such as “which shape rolled the fastest? Do larger or smaller objects travel faster? Why?”</li> </ul> <p data-bbox="467 1503 1393 1640">If learners are unable to come up with ideas for creating a ball, suggest balling up old newspapers or a large piece of cloth or fabric and tying them together with a string as shown in the image below. Trial and error is an important part of this process. Allow the learner to experiment before providing a solution.</p>
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source:

<https://petapixel.com/2012/11/23/photos-of-makeshift-soccer-balls-used-by-children-around-the-world/>

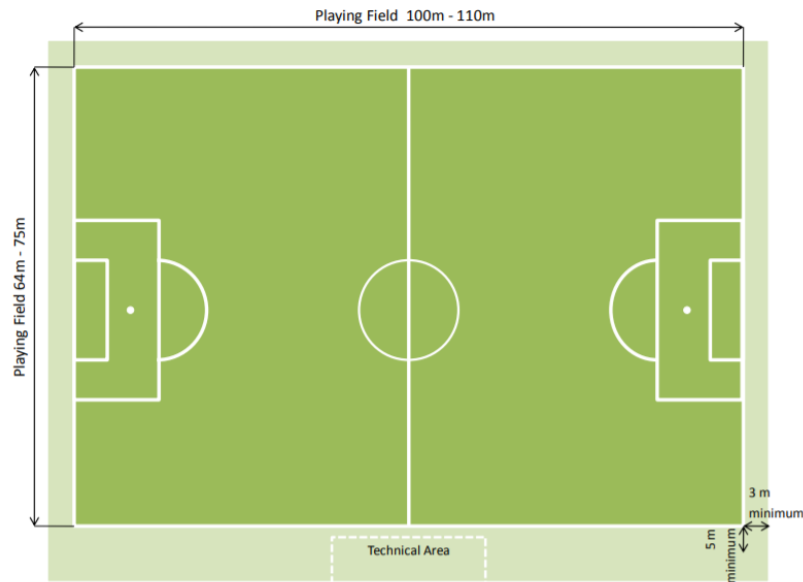
Next, ask learners to come up with (and write down if possible) a few rules for the game based on their knowledge of football. For example, the player who scores the most goals wins, a referee will keep time etc. Prompt the learner to think about what should happen in different scenarios. For example, what if there is a tie? What if a player is injured? etc.

If learners are unfamiliar with football, suggest some of the rules below:

- Each player represents a team. If two players are playing, there are two teams. Players will decide which team they want to play for. This can be a national (country) team or a famous football club (e.g. FC Barcelona).
- Make sure to keep the number of players in each team as even as possible if you would like to add more players. Each team usually has 11 players in the field including the goalkeeper, but in our game, there will be one player for each team in the field.
- There will be a third person who will act as the referee. The job of the referee is to keep time and to make sure players are playing by the rules of the game.
- The referee will warn players if they break any of the rules by giving them a yellow card first then a red card. When players get a red card, they are disqualified from the game. The referee can write "red" and "yellow" on small pieces of paper if no color pens are available to make the cards.
- The game can also be played without a referee.
- The aim of the game is to kick the ball into the goal of the opposite team, and score more goals than the other team
- You cannot use your hands to move the ball, you can only use your feet
- Usually, football games are 90 minutes-long with a break in the middle, but our game will be 10 minutes-long
- If teams are tied, extra time is given. It is usually 30 minutes, but we will give players 5 minutes. If teams are still tied, they can play penalty kicks: players will defend their goal and the player from the opposite

	<p>15 mins</p> <p>5 mins</p>	<p>team will kick the ball and try to score. The goalkeeper should only move to protect his or her goal. He or she will not try to take the ball from the other player. Players take turns doing penalty kicks in their opponents' goals until one player scores. He or she is then the winner</p> <p>Learners can first practice a simple game where two players try to score in each other's goals for a few minutes to become familiar with football before playing the longer game with rules. Make sure that learners understand the rules before starting by asking them questions about the rules (how many minutes is the game? What happens if there is a tie? etc.). Learners can play for 10 minutes and allow 5 minutes of penalties if tied</p> <p>After the game, learners will reflect on the game. Ask the learner the following questions:</p> <ul style="list-style-type: none"> <li>- How was the game? What did you like or dislike about it?</li> <li>- Who won and why do you think they did? Was it easy or difficult to score?</li> <li>- How good do you think you would be as a professional football player? Why?</li> </ul> <p>Literacy activity: the learner will recount and write down a few football rules from memory</p>
<p>2</p>	<p>10 mins</p> <p>10 mins</p>	<p>Learners will reflect on yesterday's game. Ask the learner, what are some important things to consider when you are playing football? Do you think that the location you played in yesterday was helpful? Why or why not? Where are football games usually played? What are some advantages and disadvantages of the location of yesterday's game?</p> <p>Inform the learner that official football games are usually played in stadiums. Stadiums have specific requirements. Can you think of some requirements? If you have attended or watched a football game before, what are some things you remember about the stadiums? What shape is the playing field in a stadium?</p> <p>The requirements for stadiums for countries hosting the FIFA World Cup are as follows:</p> <ul style="list-style-type: none"> <li>- They must be able to host a total of 40,000-80,000 people for different events. 80,000 is a lot of people! If you have 100 people living in your neighborhood, 80,000 is like 800 neighborhoods like yours with 100 people living in them!</li> <li>- Playing fields must be rectangular in shape with 105 meters in length (the long side of a rectangle) and 68 meters in width (the short side of a rectangle). They are divided into two halves by a halfway line that cuts through the middle of the field</li> </ul>

- The ground must be even and flat and covered with either natural or artificial grass. There should be no holes
- The goal post should not be longer than 12cm wide and should have a net attached
- There should be an area with benches for players from the two teams. It should be located 1 meter outside the playing field
- There should be a dressing room for players
- There should be a dressing room for referees
- There should be enough lighting throughout the stadium
- There needs to be a canteen (small shop where people can buy food)
- There should be seating for disabled people
- The stadium should contain enough toilets for male, female and disabled people
- There should be a medical room with supplies
- There should be a scoreboard visible from all areas of the stadium



Older/advanced learners can be asked to go through [this document](#) and extract a few requirements (10-15) to practice their reading skills.

Source:

[https://42f6uk1prw8cdcjb1vj9lce-wpengine.netdna-ssl.com/wp-content/uploads/2017/05/20170413 - LEG - 2017 Stadium Technical Requirements\\_TMc\\_v2.pdf](https://42f6uk1prw8cdcjb1vj9lce-wpengine.netdna-ssl.com/wp-content/uploads/2017/05/20170413 - LEG - 2017 Stadium Technical Requirements_TMc_v2.pdf)

5 mins

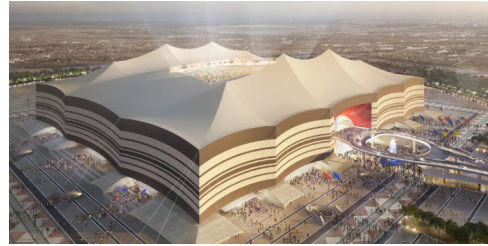
The learner will draw a top view of a rectangular playing field (as shown in the image above) and mark the lengths and width as 105 meters and 68 meters, respectively. They will divide it in half with the halfway line.

10 mins

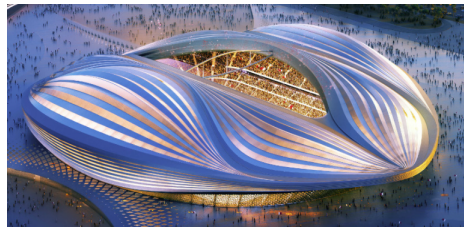
Do you know which country has won the bid to host the World Cup in 2022? It's Qatar! Qatar is the first Arab country to host the World Cup! Let's look at the stadiums Qatar has built to host the different games and events:



Lusail stadium



Al Bayt stadium



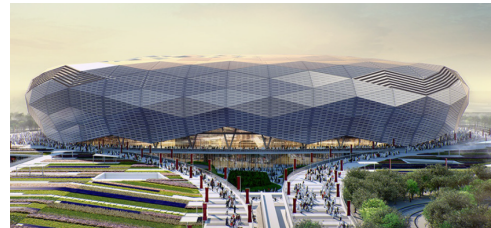
Al Janoub stadium



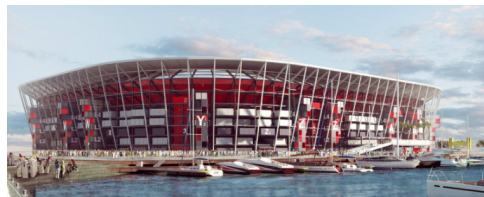
Al Rayyan stadium



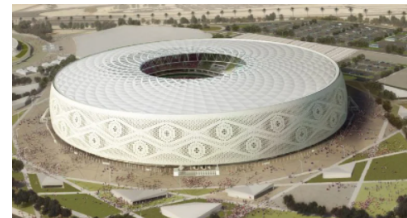
Khalifa International stadium



Education City stadium



Ras Abou Aboud stadium







Al Thumama stadium

<https://www.stadiumguide.com/tournaments/fifa-world-cup-2022-stadiums-qatar/>

The learner will reflect on the designs:




- What do you notice about the designs of these stadiums?



	30 mins	<ul style="list-style-type: none"> <li>- Which one is your favorite? Why?</li> </ul> <p>Inform the learner that the designs are not random. They represent Qatari culture and heritage. Some examples:</p> <ul style="list-style-type: none"> <li>- Al Bayt stadium is inspired by bedouin tents (<i>bayt al sha'r</i> بيت الشعر) that the people of Qatar used to live in in the past</li> </ul>   <ul style="list-style-type: none"> <li>- Al Thumama stadium represents the traditional men's hat (<i>gahfiya</i> قحفية) worn by Qatari men as part of their traditional attire</li> </ul>   <p>The learner will now begin designing his or her own stadium. He or she will draw the exterior of the stadium on one piece of paper and will draw the interior with the football field on a separate piece of paper. While drawing the design, the learner will make sure to do the following:</p> <ul style="list-style-type: none"> <li>- Include all of the FIFA stadium requirements shared</li> <li>- Remember that the playing field (where players play) should be rectangular, but the stadium can be any shape you like</li> <li>- Be creative in making the design of the exterior part of the stadium. The learner can think of something special about their own country to design the stadium based on. For example, their country's national animal, national dress or traditional jewelry.</li> <li>- Think of a creative name for your stadium</li> </ul>
3	15 mins	<p>Today, the learner will finalize the design of his or her stadium and work on the rest of their bid</p> <p>The learner will work on finalizing the design of the stadium. Some guiding questions the learner should consider are included below:</p> <ul style="list-style-type: none"> <li>- Does the stadium fit the maximum number of people who will be attending the largest event (i.e. 80,000)?</li> <li>- Are there enough toilets?</li> <li>- Will there be enough food and drinks? How can we make sure?</li> <li>- How many lights do you think we need to light up the stadium?</li> <li>- How many benches, goal posts and scoreboards do we need?</li> </ul>

	5 mins	The learner can get creative with the playing field design: Remember that the field is divided into two halves by the halfway line. This is a line that runs across the middle point of one of the longest sides to the other longest side. Is there another way to divide a rectangle in half? The learner will try to divide a rectangle in half in a different way. Hint: it can be divided diagonally from one corner to the opposite one. The learner will draw different ways to divide a rectangle in half
	10 mins	<p>Next, the learner will calculate the cost of constructing the stadium based on the following price list (or another list compiled or made up by the educator and/or the learner):</p> <ul style="list-style-type: none"> <li>- 1 stadium light: 2 QAR</li> <li>- 1 canteen: 5 QAR</li> <li>- 1 dressing room: 2 QAR</li> <li>- 1 bench: 1 QAR</li> <li>- 1 medical room: 4 QAR</li> <li>- 1 goal post: 1 QAR</li> <li>- 1 scoreboard: 1 QAR</li> </ul> <p>Before calculating the cost, make sure to first identify how much of each item is needed</p>
	5 mins	<p>The learner will then move on to the other details of the bidding process. Explain to the learner that countries bid to host the World Cup and FIFA selects the winner. Ask the learner: beside the stadium, what else do you think is needed for a country to host this event? Keep in mind that many people travel from other countries to attend.</p> <p>The learner will brainstorm and share some ideas such as having the right weather for outdoor games, having a place for players and visitors to stay etc.</p>
	5 mins	<p>Share the following requirements with the learners:</p> <ul style="list-style-type: none"> <li>- There should be enough places for people who are visiting for the World Cup to stay. Imagine that half of the audience (i.e. 40,000 people) will be coming from outside the country, where will they stay? The country should have enough hotels or houses for everyone</li> <li>- The stadium should be safe. No one should be able to hurt anyone. How do you think this can be done? We can hire security guards. How many do you think we need for that many people?</li> <li>- How will people get to the stadiums and back to their homes? Are there enough buses or taxis? Maybe a train?</li> <li>- What about the workers building the stadium? How can we make sure that they are also protected? We should not have them working in the hot sun, give them breaks, short work hours, and pay them fairly.</li> </ul>
	10 mins	The learner will make a list of other requirements they can think of



4	10 mins	<p>Today, the learner will finalize their bid and present it to the “FIFA committee”</p> <p>First, the learner will create a sample schedule for a game using the following guidelines</p> <ul style="list-style-type: none"> <li>- All football games are 90 minutes long. They are divided into two halves - 45 minutes for the first half and 45 minutes for the second half</li> <li>- There is a 15 minute break at halftime</li> <li>- If teams tie, they have to play penalty kicks for 30 minutes</li> <li>- Create a schedule for a game using the following table. The learner will write the name of the activity, the starting time, and the ending time. He or she will also draw the clock for the start time as shown in the example below. The first activity has been done as an example:</li> </ul> <table border="1" data-bbox="565 789 1406 1285"> <thead> <tr> <th>Activity</th> <th>Time starts</th> <th>Clock at starting</th> <th>Time ends</th> </tr> </thead> <tbody> <tr> <td>First half</td> <td>4:00 pm</td> <td></td> <td>4:45</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Activity	Time starts	Clock at starting	Time ends	First half	4:00 pm		4:45												
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	10 mins	<p>Next, the learner will write down the following stadium details:</p> <ul style="list-style-type: none"> <li>- Name of country and city where the stadium is located</li> <li>- Name of the stadium and a sentence on why he or she chose this name</li> <li>- Capacity (number of seats for the audience)</li> <li>- Facilities (number of toilets, canteens, lights, medical room etc.)</li> <li>- Transportation plan: how people will get to the stadium and back home</li> <li>- The total cost of constructing the stadium</li> </ul>																				
	10 mins	<p>The learner will gather his or her stadium design, playing field design, sample schedule for a game, and other requirements list, and will begin presenting the bid to the family members or class, who will act as the FIFA committee. The learner must share:</p> <ul style="list-style-type: none"> <li>- His or her name</li> <li>- The paper he wrote the stadium details on</li> </ul>																				

	<ul style="list-style-type: none"> <li>- Schedule for a game</li> <li>- The stadium design and what it means</li> <li>- Other requirements and things that will be done to make sure the event is successful (hotels, buses, festivals, safety of stadium and workers etc.)</li> </ul> <p>Optional: the learner can try to create a “stadium experience” for his or her family or class by arranging a few chairs and items to model their stadium design if possible. The learner can also use stones and sticks to represent seats and other components.</p>
5 mins	The committee will give the learner feedback on the presentation and bid
10 mins	The learner will revise the bid based on the feedback and finalize his or her bid
10 mins	<p>The learner will reflect on:</p> <ul style="list-style-type: none"> <li>- What he or she learned</li> <li>- What surprised him or her</li> <li>- Ares that he or she still has a question about</li> </ul>
	The educator will answer the learner’s questions
Assessment Criteria:	<ul style="list-style-type: none"> <li>- Completed stadium and playing field sketch</li> <li>- List of other requirements</li> <li>- Critical thinking displayed in creating the stadium and other requirements list</li> <li>- Creativity in design of stadium and integration of cultural elements</li> <li>- Communication skills in bid presentation</li> </ul>

Learning outcomes:	<ul style="list-style-type: none"> <li>- Football rules</li> <li>- Addition within 20 practice</li> <li>- Measurement</li> <li>- Telling time</li> </ul>
Required previous learning:	Numbers 1-20 addition, telling time in quarters
Inspiration:	
Additional enrichment activities:	<ul style="list-style-type: none"> <li>- The learner can design 3 stadiums for different events: one with 80,000 capacity for opening ceremony and match, one with 60,000 capacity for semi-finals, and one with 40,000 capacity for the rest of the games.</li> <li>- Learners can design simple 3D stadiums using paper and tape/glue instead of drawing them</li> </ul>
Modifications for simplification	The learner can simply create a stadium design and present it along with some requirements instead of including game schedule, total cost and other elements of the final bid