

# ULTIMATE FOOTBALL HEROES

## TEACHING RESOURCES

We all know just how incredibly popular football is among children of all ages, with many following their favourite club and idolizing the players.

To encourage reluctant readers this resource pack will develop literacy skills using titles from the Ultimate Football Heroes series.

The pack is aimed at **KS2 YEARS 4, 5 AND 6** but can easily be adapted for younger or older pupils. The books have a suggested reading age of nine years and up.

Each book is supported by clear cross-curriculum objectives. Think of the resources as a kitbag, with simple warm-up activities, more focused main action activities and added time extension ideas followed by the inevitable post-activity analysis. The aim is to have fun and make connections to readers through the power of football!

Readers will be encouraged to hone their reading skills in inference and deduction in comprehension. They will also explore writing for different audiences through different genres including biographies, developing story plans, comic book strips, and becoming critical thinkers.

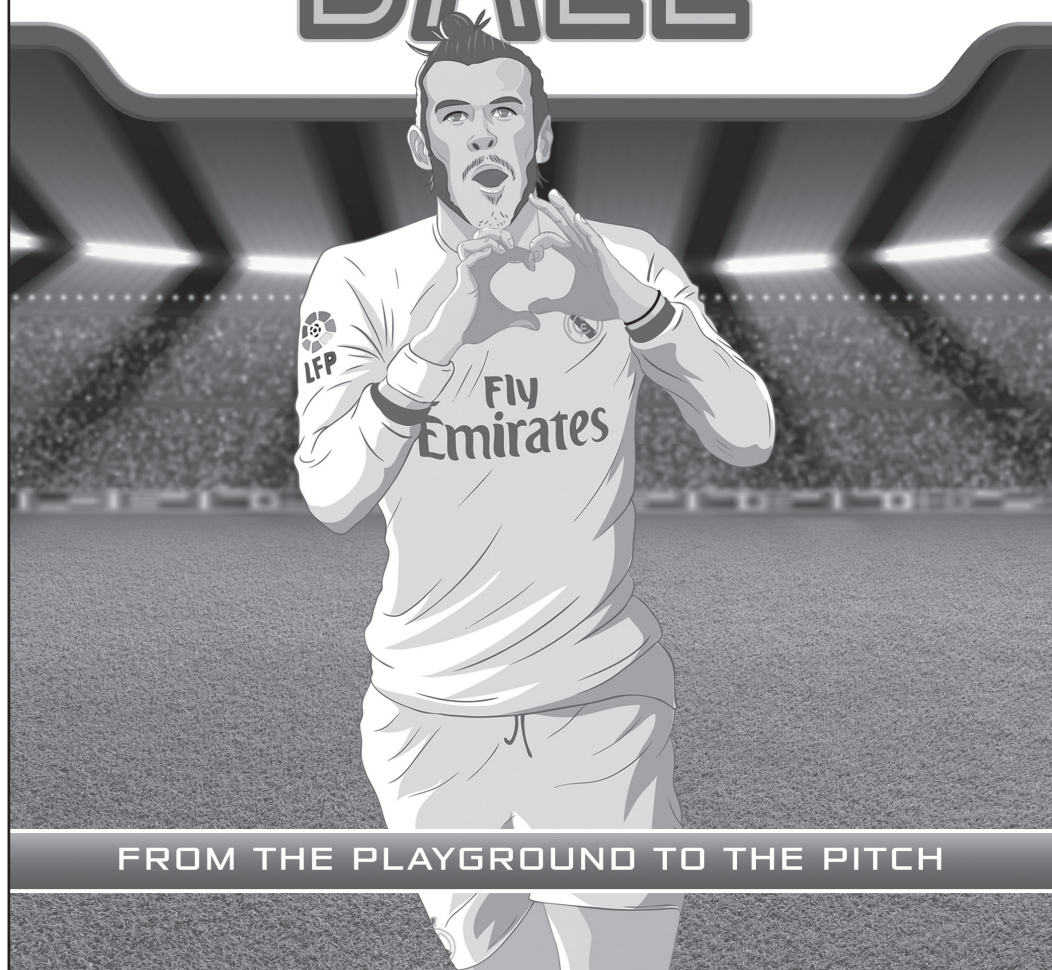


# ULTIMATE FOOTBALL HEROES

MATT AND TOM OLDFIELD

ULTIMATE  
FOOTBALL HEROES

# BALE



FROM THE PLAYGROUND TO THE PITCH

**BALE TRACKS THE WELSH WIZARD'S IMPRESSIVE RISE FROM TALENTED SCHOOLBOY TO REAL MADRID STAR. THIS IS THE INSPIRING STORY OF HOW BALE BEAT THE ODDS AND BECAME ONE OF THE MOST EXPENSIVE PLAYERS IN FOOTBALL HISTORY AT THAT TIME.**



# ULTIMATE FOOTBALL HEROES

## AIM OF THE GAME:

### LITERACY OBJECTIVES:

- Participate in discussions about books, build their own ideas and listen to and challenge others' ideas
- Summarise the main ideas in paragraphs and identify the key points

### PSHEE OBJECTIVE:

- To explore how someone develops self-improvement through aspiration to be a better sportsperson

## TECHNICAL AREA:

Gather together all the things you'll need for this activity:

- **PRINTED COPIES FOR EACH CHILD OF:**
- **KEEPING A CLEAN SHEET I**
- **PLAYER PROFILE**
- **THREE CHAIRS**
- **ACCESS TO WEBSITES AND INFORMATION BOOKS ABOUT SPORTSPEOPLE**

## WARM-UP ACTIVITY:

Invite the class to share what sports they enjoy taking part in and collate the answers to give an idea of the most or least popular. Why do they like playing particular sports? Encourage everyone to share and to listen to what others have to say. Are there any common themes as to what motivates people to participate in sport? Is it to be healthy, to be part of a team, to win medals or trophies, to represent the team/school/county/country? Or are there other motivations?

## THE ACTION:

Explain that the children should be thinking about what genre of book this is. Is it a fiction or non-fiction book? Is it a biography or autobiography? Talk about biographies being written by other people and autobiographies being written by the person themselves. Who are the writers of this book and what can they find out about them? The writers have based their writing on facts they have researched, but they are also expressing opinions based on that research.

Challenge the children to complete the comprehension activity **KEEPING A CLEAN SHEET** linked to the first extract. They should be looking for key ideas in the paragraphs. They should also be looking for ideas or information that they can deduce from their reading. That means understanding what is written based on the evidence in the text.



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Once everyone has completed the challenge invite two children to share their answers by coming up to be 'match analysts', so have three seats in the front of the classroom ready, television studio style. The teacher, or another child, can act as the show compere and ask the questions from the comprehension activity. Does everyone agree with the answers? Have the extract up on the interactive whiteboard so that everyone can check.

- **WHAT WERE THE KEY IDEAS THAT CAME OUT OF THIS PART OF THE BOOK?**
- **WAS GARETH BALE ASPIRATIONAL AS A YOUNG CHILD?**
- **WHAT DOES ASPIRATIONAL MEAN? DOES IT MAKE A DIFFERENCE TO SPORTSPEOPLE TO BE ASPIRATIONAL?**

## ADDITIONAL TIME ADDED:

To complete this activity the children will need to have read the complete book.

Using their skills of deduction they will gather information from the text to create a player profile. The book is jam-packed with information about Gareth Bale, both as a player and as a person. Go through each of the sections so that the children have a clear idea about what information they are looking for. At the research stage the children could work in pairs or small groups as several heads are better than one! Each child will need a copy of a **PLAYER PROFILE** to complete with words and pictures.

The activity template could also be used to create a template about themselves as a sportsperson or select their favourite footballer or sportsperson from another team or sport.

## MATCH ANALYSIS:

At the final whistle discuss the reading comprehension skills the class learned or practiced in these two activities and talk about what they've learned about Gareth Bale. Was Bale the type of football player they would like to become? What qualities did he have that helped him to achieve success?



# THE KITBAG:

## KEEPING A CLEAN SHEET 1

**READ THE EXTRACT FROM BALE CAREFULLY. ALL THE ANSWERS ARE IN THE EXTRACT OR YOU CAN WORK OUT THE ANSWER BY DEDUCTION. REMEMBER TO ANSWER IN COMPLETE SENTENCES!**

### EXTRACT ONE

*from 'Bale', pp. 23-24*

Gareth wasn't the worst student but he wasn't the best either. Like a lot of other seven-year-old boys, he was clever and did well when he tried hard, but there was usually something else on his mind. When he wasn't playing football, he was normally dreaming about it, or thinking about it. How would it feel to score the winning goal in a cup final? What would he need to do to become the best? He knew he was faster than the other kids he played against for Eglwys Newydd Primary School, but he had to work on his other skills like passing, dribbling, tackling and heading.

There was a long way to go if he was going to be as good as his new hero, Ryan Giggs. The Manchester United wizard was taking the Premier League by storm, making defenders look silly with his amazing abilities. Gareth loved watching him with the ball at his feet, moving one way and then the other – it was so exciting. 'That kid's got everything,' Gareth's father said one day when they watched Giggs on TV. 'In a year or two, he'll be one of the best in the world.' Gareth was sixteen years younger but they had three things in common: they were both Welsh, they were both left-footed wingers and they were both really fast. Anything was possible.



1 WHAT SORT OF STUDENT WAS GARETH?

2 HOW WAS GARETH LIKE OTHER SEVEN-YEAR-OLD BOYS AT SCHOOL?

3 WHAT DISTRACTED HIM FROM HIS SCHOOLWORK?

4 HE DREAMT OR THOUGHT ABOUT TWO THINGS, WHAT WERE THEY?

5 WHO WAS HIS HERO AND WHY?

6 WHAT SKILLS DID GARETH ALREADY HAVE AS A FOOTBALLER?

7 WHAT WERE THE SKILLS HE KNEW HE HAD TO IMPROVE ON?

8 HOW MANY YEARS YOUNGER WAS GARETH THAN RYAN GIGGS?

9 WHAT WAS GARETH'S FATHER OPINION ABOUT RYAN GIGGS?

10 WHAT THREE THINGS DID GARETH HAVE IN COMMON WITH HIS HERO?

HOW DID  
YOU DO?

COLOUR IN THE FOOTBALLS - 1 football if you think you could do better next time right up to 5 footballs if you are a star player and got all the answers right!

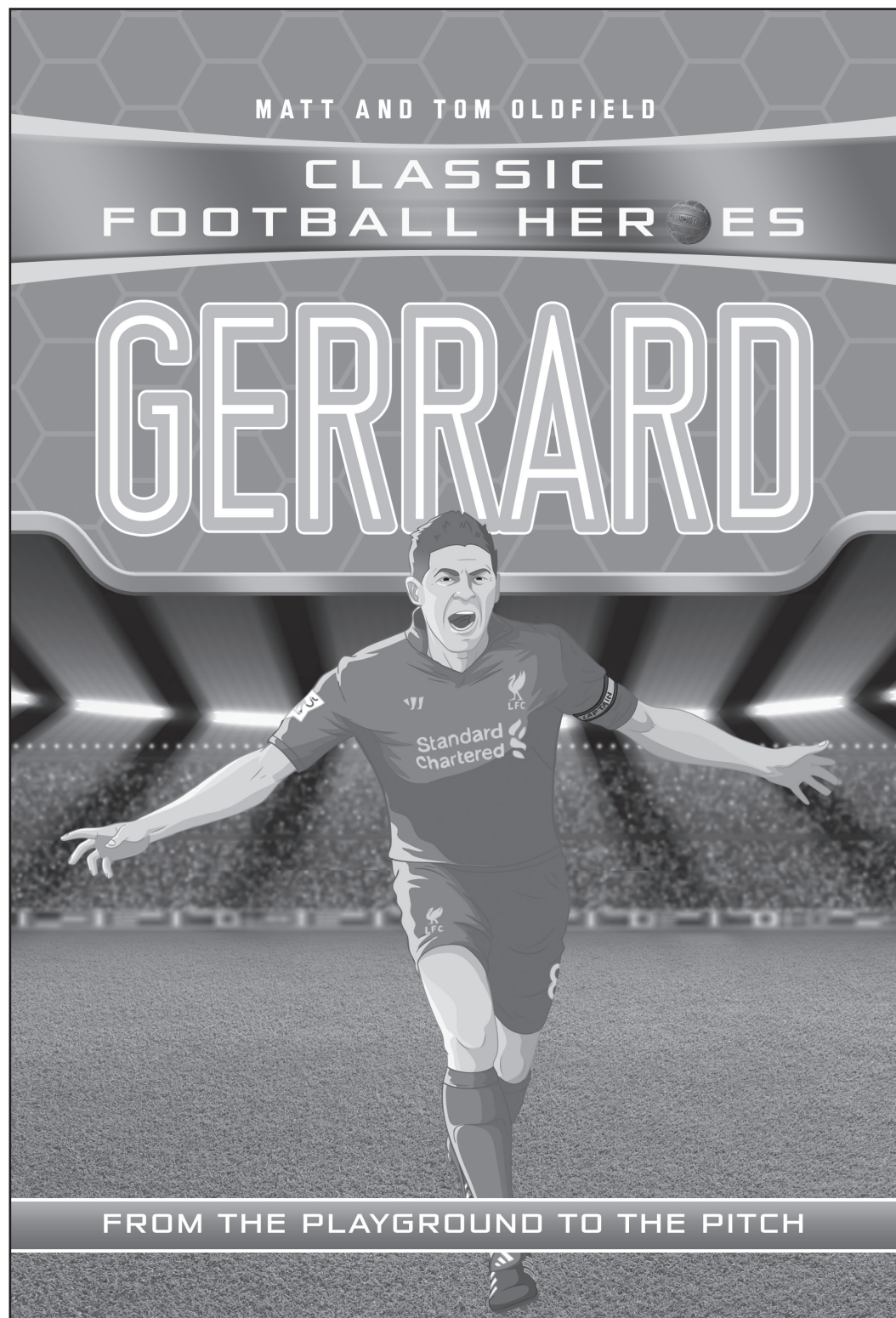


# THE KITBAG:

## PLAYER PROFILE

PLAYER NAME:	PLAYER IMAGE: 
NATIONALITY:	
CHILDHOOD EXPERIENCES:	
TEAMS PLAYED FOR:	PLAYER QUALITIES:
POSITION IN CURRENT TEAM:	AWARDS, MEDALS AND CUPS WON:

# CLASSIC FOOTBALL HEROES



***GERRARD* TELLS OF HOW A YOUNG BOY FROM MERSEYSIDE OVERCAME PERSONAL TRAGEDY IN THE HILLSBOROUGH DISASTER TO MAKE HIS DREAM OF PLAYING FOR LIVERPOOL FC COME TRUE. BUT THAT BOY WAS NO ORDINARY FOOTBALLER; HE WOULD GO ON TO CAPTAIN HIS CLUB FOR OVER A DECADE, INSPIRING THEIR LEGENDARY CHAMPIONS LEAGUE AND FA CUP WINS ALONG THE WAY.**



# CLASSIC FOOTBALL HEROES

## AIM OF THE GAME:

### LITERACY OBJECTIVES:

- To use inference whilst reading to gain further understanding of a text.
- Working on developing settings and characters.

### PSHEE OBJECTIVE:

- Explore qualities needed for leadership.

## TECHNICAL AREA:

Gather together all the things you'll need for this activity: Printed copies for each child of:

- **KEEPING A CLEAN SHEET 2**
- **PLAYER PROFILE**
- **EXTRACT I ON THE INTERACTIVE WHITEBOARD**
- **PRINTED COPIES FOR EACH CHILD OF:**

## WARM-UP ACTIVITY:

Have a copy of **EXTRACT I** up on the interactive whiteboard. The warm up is to read through the text to see what can be inferred from the sentences. Inference is what we 'read between the lines', what isn't actually written down but that we can make informed guesses about. This can vary from person to person so ask the children to be respectful of other people's ideas.

- **WHY WAS MRS FOWLER SURPRISED?**
- **DID STEVEN SMILING AT MRS FOWLER MAKE A DIFFERENCE TO WHAT HE WANTED?**
- **WHAT HAPPENED IN THE FIFTEEN MINUTES BETWEEN MRS FOWLER SPEAKING WITH STEVEN AND THE CAR MOVING?**
- **WHY DID STEVEN PREFER TO BE CHALLENGED BY PLAYING FOOTBALL WITH HIS BROTHER AND OLDER BOYS?**
- **HOW DO YOU THINK STEVEN FELT WHEN THE COACH SAID THAT HE WAS TOO YOUNG TO PLAY?**

## THE ACTION:

Having practiced looking for inference in the first extract, now give each reading pair a copy of **KEEPING A CLEAN SHEET 2** to read through together. Challenge the children to read through the whole of the extract and then work through each of the questions. The answers are not actually included in the words but are there 'between the lines'. Both extracts are pieces from the biography that highlight Steven Gerrard's developing leadership skills.

Once the children have completed the activity, invite them to share their ideas as they review each of the questions. Does everyone have the same answers? Do other children in class have different ideas? Are their answers based on fact or opinion? Discuss what the difference is between fact and opinion.

Reviewing the two extracts, what qualities did Steven Gerrard have that made him a good footballer? What qualities did he have that helped him to be a team captain?



# CLASSIC FOOTBALL HEROES

## ADDITIONAL TIME ADDED:

This activity is about creating imaginative settings and developing characters for a story. Place a pair of football boots in front of the class; they could be old ones, worn, brand new, modern or old-fashioned, muddy or clean. Invite the children to think about who the boots might belong to and where they might have been worn. Once the boots have been around the class ask the children to share their creative ideas. Remind the children this is a great opportunity to use adjectives in fantastic sentences. These are not just any old boots!

- **WHO OWNS OR WEARS THE BOOTS?**
- **IS IT A CHILD OR AN ADULT?**
- **DESCRIBE WHAT THE BOOTS LOOK LIKE, ARE THEY NEW, OLD, SHINY, BLACK, NEON, STRIPED, WORN, NUMBER OF STUDS, ETC.**
- **WHERE COULD THE BOOTS HAVE BEEN WORN? ARE THEY WORN FOR LOCAL FIVE-A-SIDE, A SCHOOL TEAM GAME, FA CUP, CHAMPIONS LEAGUE FINAL OR WHERE?**
- **COULD THEY BE MAGIC BOOTS THAT GIVE THE WEARER SPECIAL SKILLS OR POWERS?**
- **OR ARE THEY ORDINARY BOOTS BUT WITH A HISTORY?**
- **HOW DID THE CHARACTER COME TO OWN THESE PARTICULAR BOOTS?**
- **WHAT HAPPENS TO THE BOOTS WHEN THEY AREN'T BEING WORN?**

Challenge the children to develop a football boot wearing character and a story plot using the **MAGIC BOOTS** template to work out their ideas and then develop the story further in their literacy books. The children could illustrate their story with a drawing of their magic boots or challenge a friend to draw someone else's boots using their written descriptions!

## MATCH ANALYSIS:

Invite children to share their completed story plots about the football boots. Did any boots help their wearers to be good leaders on the pitch or have special powers or skills? Ask the children to give positive feedback on the plots.



# THE KITBAG:

## KEEPING A CLEAN SHEET 2

**READ THE EXTRACT FROM *GERRARD* CAREFULLY. ALL THE ANSWERS ARE IN THE EXTRACT OR YOU CAN WORK OUT THE ANSWER BY DEDUCTION. REMEMBER TO ANSWER IN COMPLETE SENTENCES!**

### EXTRACT ONE

*from 'Gerrard', pp. 3132*

One day, a car was parked on Happy Street. A relative was visiting one of their neighbours and, of course, they weren't to know this concrete space was the 'pitch' where the boys played football. Stevie went straight up and knocked on his neighbour's front door.

'Hi, Stevie,' Mrs Fowler said as she opened the door. 'How can I help you?'

'Hi, Mrs F. Do you know anything about that car?' he asked, pointing towards the concrete space.

'Yes, that's my sister's car – she's on a day trip from Wales.'

'That's nice – could she move it, please?' Stevie asked.

'Oh,' Mrs Fowler replied. She was very surprised by Stevie's assertive request but he was smiling very politely. 'I don't know where else she can park ...'

'I'm sorry Mrs F, but that's our pitch!' Stevie interrupted.

Fifteen minutes later, the car was gone and the boys' game could finally begin.

Sometimes Stevie joined in games with his school friends but as fun as it was, the level was too easy for Stevie and so he preferred to challenge himself against his brother and his older friends. From Monday to Friday he played with them on the estate. At weekends, though, he was desperate to join them in their local Under-10s team, Tolgate. So one day, he went down to a training session there.

'Hello, can I join in please?' he asked the coach who was setting out the cones.

The coach looked at the small, skinny boy in front of him. 'How old are you, kid?' he asked.

Stevie thought about lying but he knew that his brother would tell the truth. 'Seven, but I play with the older boys all the time, I promise.'

The coach shook his head. 'I'm sorry, lad, but you're just too young. Come back in a couple of years.'



1 WHY DO YOU THINK STEVEN GERRARD WAS MADE CAPTAIN OF LIVERPOOL FOOTBALL CLUB?

2 WHY COULDN'T HE BELIEVE IT WHEN HE WAS OFFERED THE CAPTAINCY?

3 WHAT DID STEVEN AND MICHAEL THINK THE TEAM NEEDED TO DO TO GET TO THE NEXT LEVEL?

4 DO YOU THINK THAT LIVERPOOL FOOTBALL CLUB WAS PLAYING WELL AT THIS STAGE?

5 WHAT TWO QUALITIES DID THEY THINK THE TEAM LACKED?

6 WHO LOVED LIVERPOOL FOOTBALL CLUB?

7 WHY WAS HOULLIER THINKING ABOUT MAKING CHANGES?

8 IN HOULLIER'S OPINION, WHAT WAS STEVEN READY TO TAKE ON?

9 WHO WAS INVOLVED IN THE DECISION ABOUT THE NEW TEAM CAPTAIN?

10 WHY WAS BECOMING CLUB CAPTAIN SUCH A MASSIVE HONOUR FOR STEVEN?

HOW DID  
YOU DO?

**COLOUR IN THE FOOTBALLS** - 1 football if you think you could do better next time right up to 5 footballs if you are a star player and got all the answers right!





# THE KITBAG: MAGIC BOOTS

DESCRIBE THE BOOTS IN YOUR STORY

WHO WEARS THE BOOTS - REMEMBER TO GIVE A FULL DESCRIPTION  
OF AGE, APPEARANCE, CHARACTERISTICS AND QUALITIES

WHERE DOES YOUR STORY TAKE PLACE? THERE MIGHT BE  
SEVERAL SETTINGS.

ARE THERE OTHER CHARACTERS IN YOUR STORY?

# THE KITBAG: MAGIC BOOTS

HOW DOES YOUR STORY START - THINK OF THE TIME OF DAY,  
SEASON, WEATHER, LOCATION?

WHAT DILEMMA IS THERE? DOES SOMETHING GO WRONG,  
HIT A PROBLEM, DISASTER OR A CHALLENGE?

HOW DO THE BOOTS HELP TO RESOLVE THE DILEMMA OR PROBLEM?

HOW DO YOU BLOW THE FINAL WHISTLE ON YOUR STORY?

# THE KITBAG:

## MAGIC BOOTS DRAWING

