

Guide for teachers

This Guide is a vital part of your planning and will make the Teacher Led trail run smoothly with effective learning outcomes.

The trail leads your group around the Level 1 gallery to explore British values using notable and often controversial moments in football history. The trail has clear objectives and you are responsible for keeping the children on task.



As the teacher, you are responsible for introducing the activity and leading your class through it. We recommend you bring other adult support and brief them and manage them sufficiently.

GENERAL NOTES

- We recommend at least one hour for this trail.
- If you have time, the children can have a look around gallery beforehand. This will help alleviate any unnecessary distractions during the activity.
- Allow 5 minutes to explain the activity using the provided script.
- We suggest that you introduce the activity on the open balcony space on Level 1. You can all sit on the children on the carpet with their backs to the Michael Jackson statue as it is quieter here than in the gallery.
- When looking at the questions, mention that some answers will be opinions and others will be facts that they can find near the objects.

- You might want to model one of the cards as a group first.
- Split the group into smaller groups of 5 or so. Give each child a role such as Navigator, Story reader, Question asker, Runner (who takes answers to the teacher after each card has been completed), Answer writer (on sheets provided), Timer etc. We recommend that each team has a leader and that they swap around the roles, in particular the Writer. Allow 5 minutes for the children to discuss and allocate the roles.
- Suggest that they find objects which don't have lots of people around to avoid bottlenecks.
- We would encourage the children to look through images before using the map.
- The objects are not the same size as the card.
- You could make the trail competitive by judging the quality of their responses. Create a mini 'league' and reward them as you see fit.
- There are 9 cards in each pack – one introduction card with a map, and 8 cards with objects to find and questions to answer. You may want to start them with 4 cards per group initially, and then once you're satisfied that they've completed these cards, get them to try different ones.
- In the gallery, you must be able to see all groups at all times and ensure that you can maintain support for them too. Position yourself near the central trophy showcase.
- All groups must stay together and each individual must contribute.
- The Museum Assistants are always available to help you locate the objects.
- Any early finishers could go to the 7 minute show in the cinema on the same floor.

- After each group has completed their cards, verify and sign their answers (brought to you by the 'Runner') before letting them take part in the final activity: 'One more thing...'.
 • The card for 'One more thing...' is only for the teacher and has instructions on what to do. This will involve a photo that may be shared on the museum's Twitter account, so ensure that you are aware of your photo consent and social media policy. This final activity will enable you to receive your certificate via email after the visit. You will find the Cantona pop up background on the Ground Floor in the Atrium.
 • You must leave the clipboards, pencils and resources with a member of staff once finished.

BRITISH VALUES

The Museum uses football to inspire discussion and debate around the five core values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Equality.

Rule of Law

Find this sticker.
During the World Cup in 1970, the Colombian national football team wore a shirt with a yellow and black pattern.

Rule of Law

Find this image.
Angry at being sent off, this player was shown the red card.

Rule of Law

Find this shirt.
In a 1986 World Cup game against Argentina, this shirt was worn by a player from the Netherlands.

Democracy

Find this photograph.
In the 1950s, this woman was the first woman to play professional football.

Individual Liberty

Find this photograph.
Women's participation in football increased after the Second World War.

Individual Liberty

Find this photograph.
In the 1980s this player climbed out of his own shirt.

Individual Liberty

Find this photograph.
There are many forms of discrimination.

Mutual Respect

Find this object and watch the film in the same case.
To enter the film, please the object for the film in the same case.

1 introduction card with map and 8 object cards with questions.

One more thing...

To receive your certificates, your group must join Cantona in the picture and pose for a photograph.

1. Use your special key to access the box.
2. Dress up using the props and costumes.
3. Pose in front of the large copy of the painting.
4. Your teacher will take a photo.
5. The photo will be shared on the museum Twitter page by tweeting to @NFM_learn
6. Your certificates will be emailed to school.

This card is only made available to the teacher



Sample card

Cards are A5, with an image of the item to be found on one side, and a background story with questions on the reverse side.

Individual Liberty

Find this photograph.

Women's participation in football increased rapidly between 1914 and 1918. The popularity of women's football peaked in 1920, with up to 53,000 fans watching games every week. However, the FA said it was "unsuitable for the female body" and women's football was subsequently banned in 1921.

NATIONAL
FOOTBALL
MUSEUM
BRITISH
VALUES

Reports suggest that the FA were actually worried that the popularity of the women's game was overshadowing the men's game!

1. Which city did the player play in?
2. Is football bad for women's health? ☹️
3. Why was women's football popular between 1914 and 1918? ☹️
4. How long was the ban and was it fair? ☹️
5. What would the game be like today if the ban hadn't happened? ☹️
6. What might society be like today? ☹️
7. Is this story relevant today? ☹️

Some answers are facts, some answers require opinions – indicated by ☹️.

INTRODUCTION SCRIPT

This can be read out by the teacher to the participating pupils.

We are going to do an activity which takes us around this floor, exploring objects and stories all about British values.

Can anyone tell me any of the 5 core British values? (democracy, rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs)

Stay in your groups and work together. Everyone has a role. Think about who could be:

- Navigator
- Story reader
- Question asker
- Runner (*who brings the answers back to me when each card is completed*)
- Answer writer
- Timer

Each group has a leader. Try to swap the role around so that everyone is contributing.

I will be stood near the trophy cabinet in the middle of the gallery and will be able to keep an eye on all of you!

There are 9 cards in each pack – one introduction card with a map on the back, and 8 cards with objects to find and questions to answer. Use the map to help you find objects.

There are 2 answer sheets attached to the clipboard. Make sure your answers match up with the cards. Some answers are opinions and will be marked with a special symbol. Others will be facts that you can find near the objects.

It doesn't matter which card you use first – try to avoid going to an object with lots of people around already.

Maybe have a look through the images before using the map.

If you are struggling, there are Museum Assistants dressed in black and orange who could help you locate the objects.

The objects are not the same size as the card.

You have one hour for this trail. Meet back here at ...

Notes

[illegible]

ANSWERS

Card One

1. Bobby Moore 2. Mexico 3. Opinion 4. Opinion 5. Opinion
6. Opinion

Card Two

1. Eric Cantona 2. An alternative to a prison sentence, when people do useful work in the local community 3. Opinion
4. Opinion 5. The 'resurrection' of Cantona's career after such a controversial event 6. Opinion

Card Three

1. Diego Maradona 2. The referee 3. Opinion 4. Opinion
5. Opinion 6. Shirt donated by England player, Steve Hodge

Card Four

1. Nettie Honeyball 2. Knee-length knickerbockers. Women usually wore long skirts 3. Equal votes for women 4. Opinion 5. Opinion

Card Five

1. Bradford 2. Opinion 3. Most men were fighting in the war
4. Fifty years. Opinion 5. Opinion 6. Opinion 7. Opinion

Card Six

1. Justin Fashanu 2. He was football's first £1m black footballer
3. The Justin Campaign 4. Opinion 5. Opinion 6. Opinion

Card Seven

1. Cyrille Regis 2. Through his talent: played harder, scored goals, won points 3. They throw bananas onto the pitch
4. Opinion 5. Kick It Out; Show Racism The Red Card; FARE: Football Against Racism in Europe 6. Opinion

Card Eight

1. Bert Trautmann 2. Broken neck 3. Germany
4. The Germans persecuted the Jews in the war
5. FA Cup winner's medal 6. Opinion

POST VISIT SUGGESTIONS

Use restorative practices to reflect on the visit to the National Football Museum.

Restorative approaches are valuable in school as they:

- improve human behaviour
- strengthen civil society
- provide effective leadership
- reduce crime, violence and bullying
- restore relationships
- repair harm

Encourage the children to discuss their own experiences of British values (for example if they have ever been treated differently because of their gender, or if they have been blamed for something they didn't do, or if a friend has been discriminated against etc). Use the 'affective questions' below to structure a discussion or creative work.

1. Can you explain what happened in your own words?
2. How did it happen?
3. How did you act in this situation?
4. Who do you think had been affected by this?
5. How were they affected?
6. How would you be affected?
7. What needed to happen to make things right?
8. If the same thing happens again, what could be different?