



Bend It Like Beckham

THE MUSICAL

**Primary
Education Pack**

Dear Teacher, Welcome to the Primary School Teaching Resource pack for Bend It Like Beckham the Musical.

First of all, a quick note on how to use this education pack. Each lesson has been designed for either a lower KS2 class (Y3/4), an upper KS2 class (Y5/6), or to work across both parts of the key stage. To help you navigate the pack in relation to your class, the following symbols are used throughout:

Lower Key Stage 2 – Year 3/4

Y3/4

Upper Key Stage 2 – Year 5/6

Y5/6

For a quick reference, these colours also appear next to the content list at the beginning of this pack. Where the content and lesson idea is able to work for both lower and upper KS2, and is able to meet the curriculum links, both coloured symbols will appear and there are notes for both levels where appropriate.

This pack has been written by a teacher, for teachers. In light of the new curriculum's move towards a more cross-curricular approach in the classroom, the aim of this resource is to provide you with creative lessons and ideas that will give you and your students a 360° exploration of the themes highlighted in the show, across various subjects. At the bottom of each lesson there is a blue box that highlights the curriculum links that the lesson covers, taken verbatim from the new National Curriculum.

We hope you and your pupils enjoy the show and the accompanying lesson suggestions in this pack. We would love to hear about your trip and subsequent lessons, so please feel free to get in touch and post any comments or photos on our Facebook, Instagram or Twitter pages.



Let's Kick Off!



CONTENTS

- 2 Introduction
- 3 Contents
- 4 Key Information about the Show
- 5 Background Information: Women in Football
- 6 Background Information: Sikhism
- 7 Background Information: Ethnicity in London

Pre-Match Prep (Before Seeing the Show)

- 8-10 English: Interpreting Information
- 11 Music: Identifying and Playing Bhangra

Post-Match Locker Room Analysis (After Seeing the Show)

- 12-13 English: Character Profiles and Hot-Seating
- 14 English: The Hounslow Harriers Make Local News
- 15 English: What Happens Next?
- 16-17 RE: Sikh Wedding Traditions
- 18 PSHE: Finding Your Place in the World
- 19 PSHE: Similarities & Differences – Challenging Stereotypes
- 20 PSHE: Rights, Respect & Responsibility
- 21 Art: Creating a Trophy
- 22 PE: Football Skills
- 23 PE: Dance and Performance



KEY INFORMATION

SHOW SYNOPSIS

Jess needs extra time.

She is facing the most important decision of her life: live up to family expectations of university, career and marriage, or follow in the footsteps of her hero David Beckham. When the talented teenager is spotted playing football in Southall, a world of unexpected opportunities opens up before her. But as her sister's traditional Indian wedding approaches, can she keep her family happy and still follow her dreams?

Bend It Like Beckham is a joyous new British musical comedy. Featuring an original score with an Indian kick, it brings a unique cultural fusion of musical theatre to the stage for the first time. This reimagining of the much-loved hit film sees generations, cultures and communities brought together in this joyous and uplifting story about bending the rules and scoring that deciding goal.

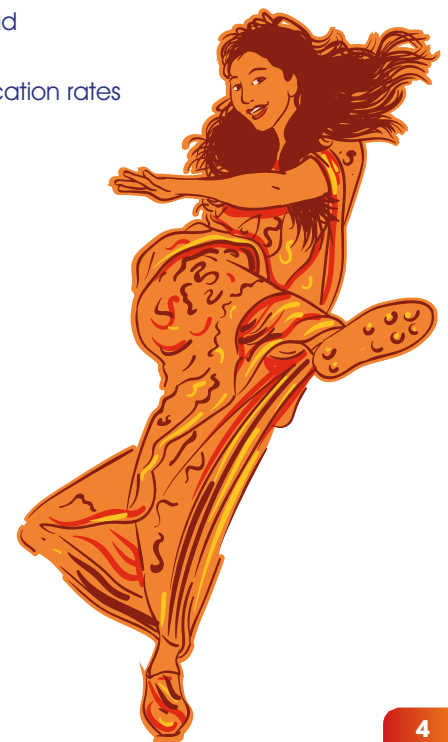
Director of the original hit film, **Gurinder Chadha** will direct, with choreography and musical staging by **Aletta Collins** (*Anna Nicole*, *ROH*). *Bend It Like Beckham* is written by **Paul Mayeda Berges** & **Gurinder Chadha** (*Bend It Like Beckham* (film), *Bride & Prejudice*). The original score is an East-West fusion of Bhangra and soaring melodies with music by **Howard Goodall** (*Love Story*, *The Hired Man*), lyrics by **Charles Hart** (*Phantom of the Opera*, *Aspects of Love*) and orchestrations by **Howard Goodall** and pioneer of British Bhangra sound, **Kuljit Bhamra**.

MORE INFORMATION

Now playing at the Phoenix Theatre, Charing Cross Road

Call **GROUP LINE** 0844 871 7644 for school and education rates

www.BenditlikeBeckhamtheMusical.co.uk



BACKGROUND INFORMATION

Women in Football

In *Bend It Like Beckham*, when Jess is bemused by the idea of playing football professionally, Jules states 'In America we can!' Although there was an England professional women's team in 2001 when *Bend It Like Beckham* is set, it is true that the women's game has enjoyed much greater precedence in the US, despite football being England's most popular sport.

Women's Football in England: A Brief History

Following England's 1966 World Cup triumph, there was an upsurge of interest in football from women within England. As a consequence the Women's Football Association (WFA) was set up a few years later in 1969. Following a recommendation from UEFA in 1972, the Football Association (FA) rescinded its 50 year ban on women playing on Football League grounds. Shortly after the WFA assembled an official women's national team, and England competed in its first international match against Scotland on 18 November 1972, almost 100 years after the first men's international. In 1993 the FA took over the running of the women's team from the WFA and have subsequently qualified for 4 FIFA Women's World Cups in 1995, 2007, 2011 and 2015.



Steph Houghton: Current Captain of the Women's National team

USWNT: 'The Stars and Stripes'

The USWNT (US Women's National Soccer Team), nicknamed 'The Stars and Stripes', played their first match in 1985, but soon became one of the most successful teams in international women's football, winning two World Cup titles and 4 Olympic Gold medals.

In *Bend It Like Beckham* Jules has a picture of Mia Hamm on her bedroom wall, who she describes as 'pure class'. Mia Hamm was a member of the USA's women's national football team from 1987–2004. Until very recently she held the record for 158 International goals, more than any other player in the history of the game – male or female. She is also the third most capped female player ever, and was named the women's FIFA World Player of the Year the first two times the award was given (2001 and 2002).



Mia Hamm: Appears as one of FIFA's 125 best living players, one of only 2 women on the list

BACKGROUND INFORMATION

Sikhism

Today, it is estimated that there are over 27 million Sikhs worldwide, and over 430,000 Sikhs in the U.K. Sikh men are most easily recognized by their turbans, which symbolize honour, piety, and courage.

Who is Babaji?

In *Bend It Like Beckham*, the Bhamra family refer to 'Babaji'. Babaji is a nickname for Guru Nanak (1469–1539), who is considered by Sikhs to be the founder of Sikhism and the first of the Sikh Gurus. Guru Nanak travelled widely teaching people the message of one God who dwells in every one of God's creations.

Babaji's birth is celebrated by Sikhs world-wide each year on 'Kartik Puranmashi', which translates as 'the full moon day in the month of Kartik'. Kartik is the eighth month of the year in the Indian National Calendar, which translates to the end of October/beginning of November in our Western calendar.

Sikhs celebrate Kartik Puranmashi by taking turns to read the entire Guru Granth Shahib in a non-stop, 48-hour recitation. They chant, sing songs, recite poems, and decorate their temples (gurdwaras). Processions led by local Sikh leaders are held and martial arts demonstrations are made. Community lunches are offered, and a sweet pudding, called karah parshad, is often served.



The three main principles of Sikhism

The Sikh religion consists of three main practices. First, one must share with those in need. Guru Nanak started common kitchens that served free food. Second, one must live honestly, always working towards a community of equality. The 'five thieves' – lust, rage, greed, attachment and ego – represent the major weaknesses found in all humans and should be avoided. Third, one must meditate on God. Through meditation one attains enlightenment, unity with God, and salvation.

How to make Karah Parshad

Ingredients:

1 cup whole wheat flour, 1 cup clarified butter (ghee),
1 cup sugar, 2 cardamoms (crushed), 3 cups water

Method:

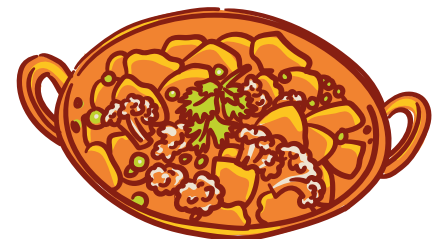
Mix the water and sugar in a pan and bring to the boil. In a separate pan heat the ghee; once melted add the whole wheat flour and roast until it is a reddish-brown colour and a sweet smell is released.

Keep stirring constantly so it doesn't burn (this will take about 5 mins).

Add the crushed cardamoms and mix, then add the sugar syrup.

Keep stirring while adding the sugar syrup so no lumps form.

Keep stirring until it becomes firm and you can mould into individual balls.



BACKGROUND INFORMATION

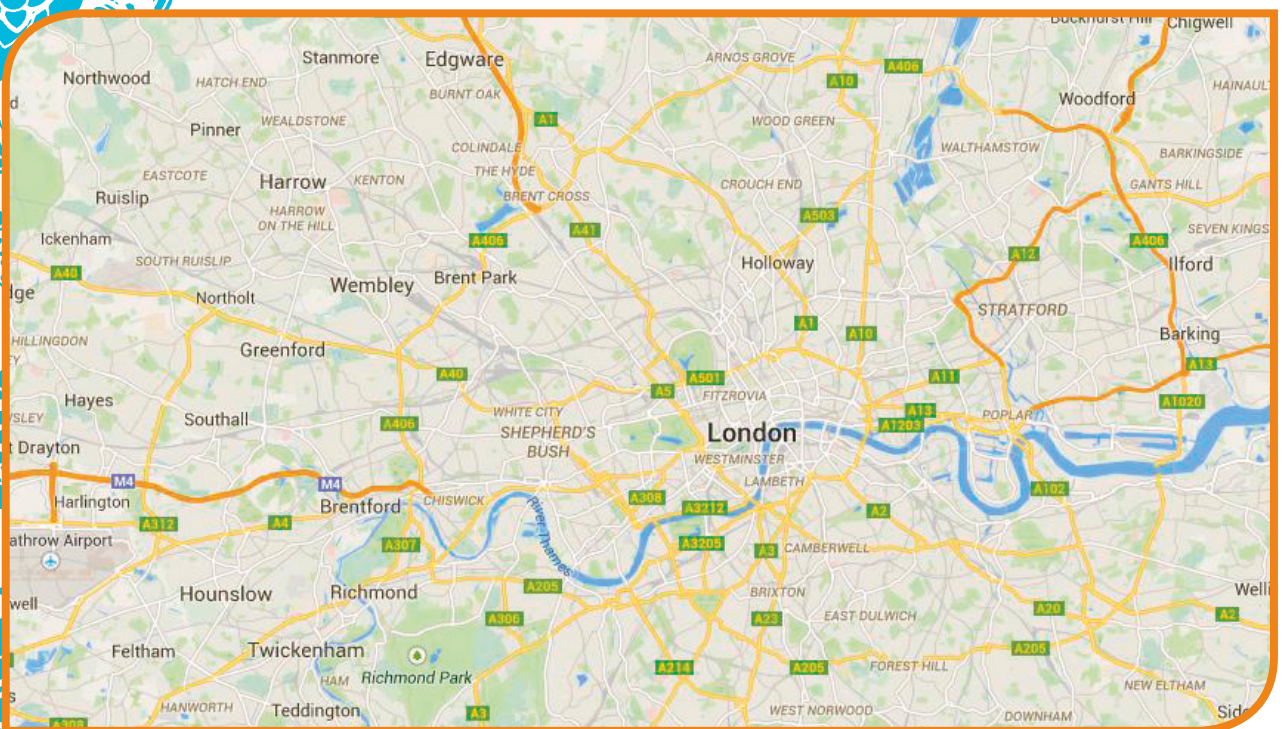
Ethnicity in London

London is one of the most ethnically diverse cities on Earth. There are over 300 languages spoken in London and more than 50 non-indigenous communities with individual populations of over 10,000. At the 2011 census London had a population of 8,174,100. Of this number, 44.9% were White British.

UB2

Southall is in the borough of Ealing, which has the third biggest Indian population in London – surpassed only by other North West London boroughs Brent and Harrow. Southall was once of the first places in the United Kingdom where Indians from India and East Africa settled in the 1950s and 1960s. British Indians have long been one of London's largest ethnic minority groups and as of 2007 over 500,000 Indian people were residing in London.

Around 7% of London's population is of Indian origin.



Religions in London

According to the 2011 Census, the largest religious groupings are Christians (48.4%), followed by those with no religion (20.7%), Muslims (12.4%), Hindus (5%), Jews (1.8%), Sikhs (1.5%) and Buddhists (1%). Although the Sikh religion only accounts for 1.5% of the capital's population, this equates to almost 123,000 people that are part of London's Sikh community.

Since the 2001 Census, all percentages had increased apart from Christians, which have seen a -10% drop, and Sikhs, which have stayed at the same level of 1.5%.



PRE-MATCH LESSON 1: ENGLISH

Y3/4

Y5/6

LEARNING OBJECTIVE: Can I interpret what I know about a character to imagine their environment?

RESOURCES NEEDED: Copies of bedroom template sheet (pg 9/10), pencils, coloured pencils/felt tip pens

LESSON OUTLINE: Ask the children to discuss and feedback to you clues that tell them about a person's interests. Choose children in your class to personalize the learning (i.e. 'I know that Adam likes swimming because he brought in his trophy for show and tell', 'I know that Emma likes Manchester United because she has Manchester United sports bag etc). Ask the children to each think of something they know about someone else in the class, based on a piece of evidence, and feedback. Bring up some different pictures and ask the children to guess the person's interest/hobby (i.e. Girl Guide, man in karate clothing). Can we make assumptions about these people's personalities based on what we know about their hobbies?

Talk briefly about the plot of *Bend It Like Beckham* and the character of Jess: she loves football, is from a traditional Sikh family in London, supports Manchester United, and her favourite player is David Beckham.

TASK: Photocopy page 9 of this pack for Y3/4 or page 10 for Y5/6. Based on the discussions you have had as a class, the children need to imagine and design Jess' bedroom. What might Jess' bedroom have in it? (David Beckham posters, football medals and trophies, Manchester United bedspreads/curtains, football stickers, lots of red and white items).

For Y5/6, the task also gives the children information that Jess is from an Indian family and a practicing Sikh. Talk about how this may influence the design of her bedroom, based on your whole class discussions about what they know about the religion (Would the Sikh symbol be anywhere? Perhaps a Sikh sari is in her room for when she needs to dress for special occasions? Would there be a picture of the person Sikhs worship in her room?)

DIFFERENTIATION: The task can be completed by all ability children. You could ask your middle ability children to additionally label their drawings; higher ability children may be able to draw the bedroom themselves without the need of the template.

PLENARY: Share some selected children's work with the whole class and ask children to identify what in the picture makes you know that the owner of the bedroom likes football, what in the bedroom hints that the owner of the bedroom is a Sikh. Additionally, ask the children if they think Jess would have a messy or a tidy bedroom and encourage different points of view (if she likes football and doesn't mind getting muddy, maybe she has a messy room / if she lives in a strict Sikh household, perhaps her room is tidy as a show of respect to her parents).

Y3/4

Discussing words and phrases that capture the reader's interest and imagination

Y3/4

Y5/6

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

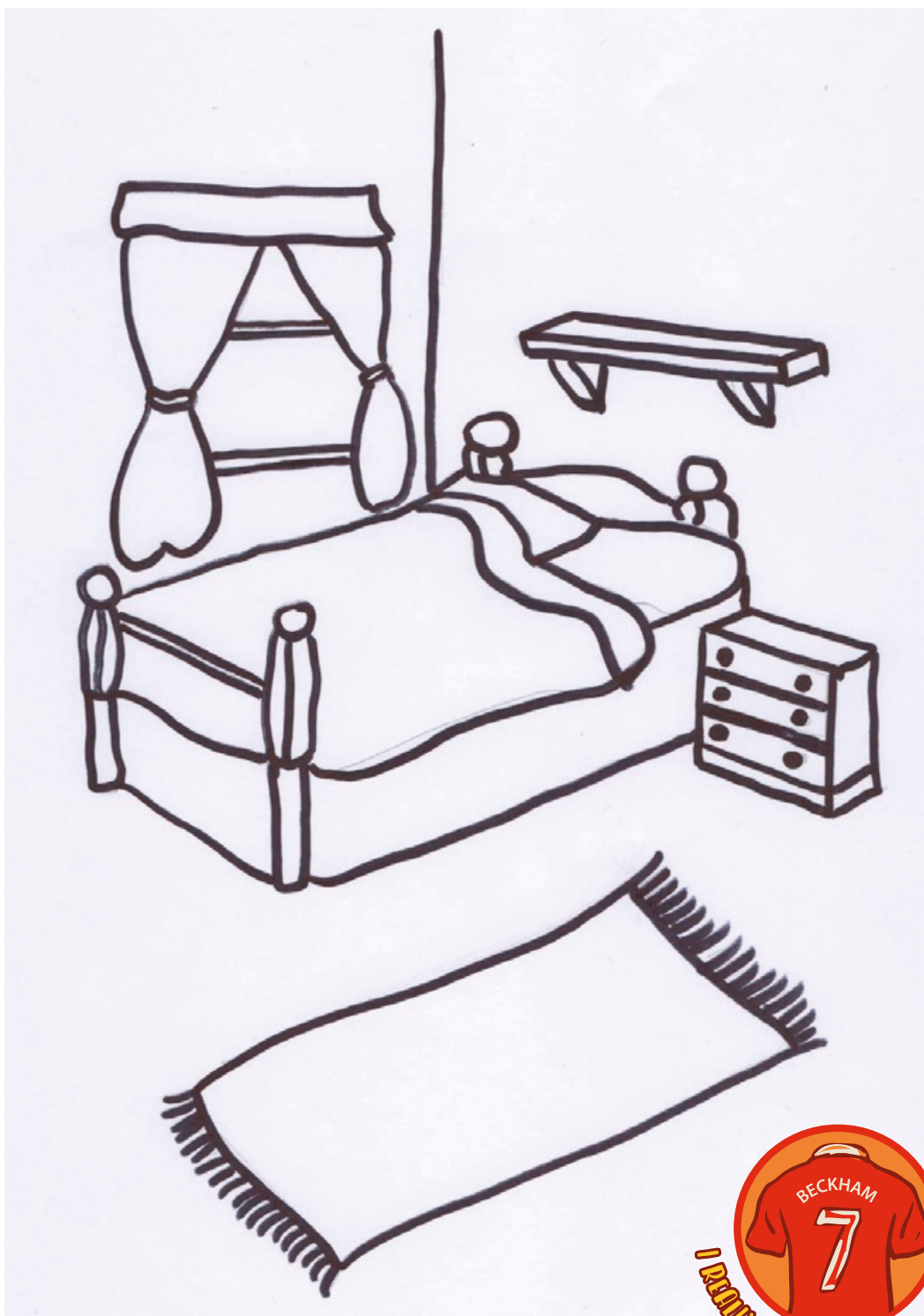
Y5/6

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

PHOTOCOPIABLE RESOURCE

Y3/4

Jess is 18 years old and loves football. Her favourite footballer is David Beckham. The year is 2001 and David Beckham currently plays for Manchester United. What might her bedroom look like? Add to the picture below based on what you know about Jess.



PHOTOCOPIABLE RESOURCE

Y5/6

Jess is 18 years old and loves football. Her favourite footballer is David Beckham. The year is 2001 and David Beckham currently plays for Manchester United. Jess is also part of a large Indian family based in London and is a practicing Sikh. What might her bedroom look like? Add to the picture below based on what you know about Jess.



PRE-MATCH LESSON 2: MUSIC

Y3/4

Y5/6

LEARNING OBJECTIVE: Can I identify the instruments used in Bhangra music and play a Bhangra drum beat?

RESOURCES NEEDED: Selection of drums, any other instruments similar to the Indian ones which will be learnt about

LESSON OUTLINE: Introduce the children to some traditional Indian instruments that are used in Bhangra music. They are listed below for ease of reference, but you may find it easier to bring up pictures on your screen, or bring in physical instruments that are similar, in order to explain how they are different.

**Bansuri**

A type of flute made from bamboo with 6 or 7 finger holes.

**Dhol / Dholki**

Two headed barrel drum. Sizes of the drum vary, but for Bhangra music usually a large Dhol is used to create a lower, bass sound.

**Rebab**

Two-string bowed instrument with a triangular body and a thick neck

Play the children some traditional Bhangra music which you can easily find on youtube. Can they identify the Indian instruments used throughout the music? See if any of the children can recognize the 'Bhangra beat' that can be heard being played by the dholki in most Bhangra music. Can any of the children replicate this rhythm by slapping their knees?

TASK: Split the children in to groups of 4 or 5, to practice playing the basic Bhangra beat in time with each other.

PLENARY: Discuss as a class what needs to be added to the drum beats to make a traditional Bhangra sound (strings, bansuri, singing). Ask the children to listen out for Bhangra music during the performance of *Bend It Like Beckham*.



Y3/4

Y5/6

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Y3/4

Y5/6

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

POST-MATCH LESSON: ENGLISH

Y3/4

LEARNING OBJECTIVE: Can I write character profiles for Jess, Jules, Pinky, Joe and Tony from Bend It Like Beckham, using hot-seating to explore their motivations and feelings?

RESOURCES NEEDED: Props/clothing items for the characters (see suggestions below in lesson outline), character profile templates (see photocopyable resource on page 13)

LESSON OUTLINE: As a class, use hot-seating to find out the feelings and motivations of the main young characters in the show, and note down ideas on a IWB or flip-chart for each character as you go. Children should lead the questioning as well as taking it in turns to be in 'the hot seat', as this is a great exercise to assess the speaking and listening skills of the class. You can step in throughout to differentiate the questioning for each child by prompting further or scaffolding the question, depending on the ability of the child. If possible, have a prop or piece of clothing to represent each character for when a child is in the hot seat, as this will help them get in to character (i.e. a Manchester United top or scarf for Jess, a captain's arm-band for Jules, a beautiful Indian scarf for Pinky, a tracksuit jacket for Joe, a football for Tony).

Try to whittle down the children's responses they give when in character to key character traits – i.e. 'head-strong', 'loyal', 'funny', 'dutiful', 'easily frustrated', 'ditherer', 'kind' etc, as this will help them to focus their ideas.

TASK: Ask the children to create character profiles for Jess and Pinky, and compare the similarities and differences between the sisters. Are they more alike than it first appears? Next, ask the children to create character profiles for Jules and Tony, and to compare their character traits with Jess'. Why does Jess have strong friendships with both of these characters? Lastly, ask the children to create a character profile for Joe.

DIFFERENTIATION: Lower ability children could draw a picture of the character and label them with their character traits and physical traits around the outside of their drawings. Middle ability children could write profiles using the photocopyable resource template on page 13, and higher ability children could be asked to write a paragraph on each character.

PLENARY: Carry out a series of mini-plenaries throughout the lesson, asking the children to compare character traits and reasons for these characters' relationships with each other as you go. Follow the order set out in the task to give clarity between the different relationships within the show.

Y3/4

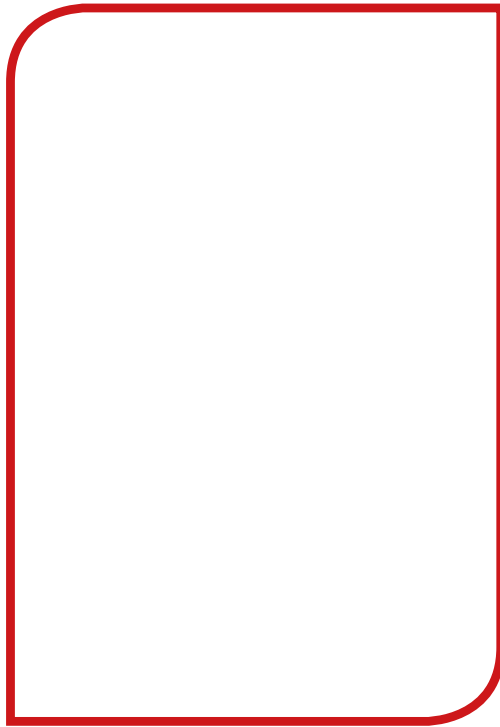
Organising paragraphs around a theme, creating settings, characters and plot

In non-narrative material, using simple organisational devices (for example, headings and sub-headings)

CURRICULUM LINKS

PHOTOCOPIABLE RESOURCE

Y3/4



NAME:

.....
.....

AGE:

.....

HOBBIES:

.....

FAMILY:

.....

BEST FRIEND:

.....

BEST CHARACTER TRAITS:

.....

WORST CHARACTER TRAITS:

.....

If I won a million pounds I would:

.....

My ambition in life is to:

.....

POST-MATCH LESSON: ENGLISH

Y5/6

LEARNING OBJECTIVE: Can I write a local newspaper article about the Hounslow Harriers winning the league championship?

RESOURCES NEEDED: Newspapers (for ref), flip-chart/large piece of paper for story-map, computers (if available)

LESSON OUTLINE: As a class, talk about the events of the Hounslow Harrier's last game, and story-map on a flip-chart. Include Jess' late arrival, Jules being the captain, the talent scout from the US in attendance, who won, how they won, where they played, what the final score was.

Talk about how a local newspaper might report the coverage. How are newspaper articles laid out? (Discuss headlines, orientations, column layout, picture captions). Explain that the first paragraph (the orientation) of the article will tell you the *who, what, why, where* and *when*; and that the rest of the article is the *'how'*. Write the orientation as a class all together, and come up with a selection of headlines (if children have studied newspaper articles before, you may be able to draw upon previously learned characteristics such as tabloid-style pun/alliteration headlines, and article bias).

TASK: Children should create their own newspaper report based on the events of the Harriers' final game in the show. They can use their imagination to fill in any gaps in the game's narrative. Tell children to use block writing for their headline at the top, draw a box for a picture, and draw in to their books equal-width columns around the picture, using a ruler. The class can use the orientation written together on the board to help them get started if they wish.

DIFFERENTIATION: Higher ability children could write up their reports straight on to a computer, using bold font for the headline, columns and justified text to create the look of a newspaper. Lower ability children may find it easier to complete the task by writing as a group and using the story-map from the input to refer to.

PLENARY: Children to pair up and read aloud the other's newspaper article, as if they are a Sports correspondent giving coverage of the match on TV. Talk as a class about whether a report for TV is written any differently from a written newspaper article, and how.



Y5/6

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

CURRICULUM LINKS

POST-MATCH LESSON: ENGLISH

Y3/4

Y5/6

LEARNING OBJECTIVE: Can I write a diary entry as Jess, 2 weeks in to training in the US?

RESOURCES NEEDED: (Y3/4): The character profiles created in the previous lesson

LESSON OUTLINE: Recap on what happens at the end of *Bend It Like Beckham*. Talk about how Jules and Jess both go to California together, and that both sets of parents are now supportive of their children. What do we think happens next once the girls get to University in America? Discuss ideas as a class and jot down on the IWB/flip-chart.

TASK: Children to write a diary entry, as Jess, dated 2 weeks after their initial arrival in the States. She might recount her arrival and her feelings during those first few weeks, and talk about her daily routine now that she has settled in. Where does she live? Does she live with/ live close to Jules? Has she met any new friends? What does she think of her new teammates and coach? Has she heard from her family or Joe since she left?

Y3/4

Children should reflect on the character profile they made for Jess in the previous lesson. Using the character traits they identified, what might Jess' tone of voice be? (i.e. Excited? Overwhelmed? Stressed? Guilty?)

Y5/6

Emphasize that unlike the newspaper article, which reported on the facts using the 5 Ws and 'How?', a diary entry is a much more intimate piece of writing, which someone uses to record their feelings. Children should be encouraged to ensure the tone is very different to the newspaper article, and focuses on Jess' feelings and thoughts.

DIFFERENTIATION: Ask your higher ability children to write the entry as Jules instead, thinking about how her tone of voice would be different to Jess'. Remember she has thought about and dreamt of playing football in America for a lot longer than Jess, who is probably more overwhelmed by how much her life has changed in such a short space of time.

PLENARY: As a class, discuss what Joe's diary entry for the same date might be, and how it would be different to Jess/Jules' diary entries. As a class write a few sentences that convey a sense of what Joe might be feeling at this point in time.

Y3/4

In narratives, creating settings, characters and plot

Y5/6

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Y3/4

Y5/6

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

CURRICULUM LINKS

POST-MATCH LESSON: R.E.

Y3/4

Y5/6

LEARNING OBJECTIVE: Can I understand the fundamental elements of a traditional Sikh wedding?

RESOURCES NEEDED: Assorted scarves for all of the class, a long piece of red material, photocopied resource from pg 17

LESSON OUTLINE: Talk to the children about what they know about a traditional Sikh wedding. What did they notice during the wedding scene in *Bend It Like Beckham*? What colour outfit was Pinky wearing? What happened before the service? During the service? Mind-map what the children remember.

Teach the children the correct names of the parts of the ceremony and add to the class mind-map, giving more detail as you go. Below is a brief overview of a Sikh wedding to get your started.

☀ **Anand Karaj** is the name of the ceremony, which normally takes place in the morning and must be held in front of a copy of the holy book (**Guru Granth Sahib**). Any Sikh can conduct the wedding ceremony, at a **Gurdwara**

☀ Traditional colour for the bride is red – she wears a **Chunni** (head scarf) and her hands and feet will be decorated with **henna**. The groom wears a coloured **turban**, **scarf** and carries a **Kirpan** (a ceremonial dagger)

☀ Before the service the two families meet to exchange gifts and eat a meal. This ceremony is called the **Milna**

☀ The wedding begins with the morning **Shabad** (Sikh hymn). The couple both bow to the Holy Book which shows that they accept the teachings and want to spend the rest of their lives together, supporting each other

☀ The bride's father places flower garlands on the couple, then hands the end of the groom's scarf to the bride to show that she is leaving the family home to be joined to her husband

☀ **The Lavan** – a wedding hymn is sung while the couple walk around the Holy Book in a clockwise direction, bowing in front of it each time. The Lavan reminds them of their relationship with each other and also with God

☀ Everyone eats a simple meal in **the Langar** (kitchen in the Gurdwara) after the ceremony and the couple go on to their new home

TASK:

Y3/4

Give each child a photocopy of the resource found on page 17, with a pair of scissors. Children to draw two columns in their books, one headed 'Traditional Christian wedding' and one headed 'Traditional Sikh wedding'. Children to arrange the cut out pieces under the appropriate heading and stick in.

Y5/6

Give each child a piece of plain paper, and ask them to design a wedding order of service card for a traditional Sikh wedding. It should include the timings for each part of the ceremony, who is involved, and what it means.

PLENARY: As a class, act out a Sikh wedding. You will need volunteers to be the Bride, the Groom, the Bride's father, and the person conducting the wedding. All of the guests at the wedding should wear scarves over their hair, and all pupils should take off their shoes and sit on the floor. The Bride's head scarf should be red, and you will need the sash for the Groom that the father of the Bride places in to the Bride's hands. Play some traditional Kirtan music while you enact the ceremony.



PHOTOCOPIABLE RESOURCE

Y3/4

Traditionally
the Bride
wears white.

The ceremony
can take place at
any time of day.

During hymns in
the service, the
Bride and Groom
face the altar.

The wedding can
go on for two or
three days.

A wedding hymn
is sang as the
couple circle
the holy book.

Guests should
wear formal dress
to the wedding.

You must
complete
a marriage
certificate.

Traditionally
the Bride
wears red.

Any person of
from the religion
can perform the
wedding service.

Before the
ceremony, the
families meet
to eat and
exchange gifts.

The wedding is
usually completed
within one day.

The ceremony
usually takes
place in the
morning.

Guests to the
wedding should
cover their hair
with a scarf.

Before the
ceremony, the
Bride and Groom
parties are
kept apart.

Only specially
ordained people
can perform the
wedding service.

The Groom wears
a smart suit,
shirt and tie.

The marriage
is a sacrament
and no document
is necessary.

The Groom wears
a coloured
turban and a
coloured sash.

POST-MATCH LESSON: PSHE

Y3/4

LEARNING OBJECTIVE: Can I explain what I am good at, and think about the difficulties I might face?

RESOURCES NEEDED: Paper for acrostic poems

LESSON OUTLINE: Recap on the themes that were explored in *Bend It Like Beckham*. Why were Jess' parents and Jules' Mum against their daughters playing football? Elicit from the children how they might feel if they were told they couldn't do something they wanted to do.

Conduct an experiment where you explain to the children that all of the girls are going to go out for an extra play time, while the boys will stay inside on the carpet with you practicing their times tables. After 5 minutes, switch so that the boys play outside while the girls practice times tables. Once the whole class are back together, get the children to feedback on how they felt when they were the ones practising their times tables (unfair, annoyed, angry) and how they felt when they were the ones playing. Did anyone feel bad for those left in the classroom? Mind-map these feelings on a whiteboard or flipchart for support in the task part of the lesson.

TASK: In pairs, get the children to decide on their favourite hobby or interest that they would like to write about. Individually, they should then write an acrostic poem using the key word from their chosen hobby/interest. The poem should include why they like doing this, how it makes them feel, and how they would feel if they couldn't do this anymore.

DIFFERENTIATION: Challenge your higher ability children to also include a poetic device (such as alliteration, rhyme, simile, metaphor, personification).

PLENARY: Read some completed poems out to the class. After each poem is read out, discuss what difficulties that person may face in pursuing this hobby further (i.e. if a child loves swimming, problems that could be faced in the future could be their local leisure centre closing down, a sports injury meaning they can't swim as well any more, if their parents can't afford to take them anymore).



Dancing dramatically, fast and slow

Appearing to leap so high

Not just for girls, but for boys too

Can you jump and turn as I do?

I feel I can touch the clouds

Nothing makes me as happy as when I dance

Greatly saddened I would be, if I didn't have that chance

POST-MATCH LESSON: PSHE

Y3/4

Y5/6

LEARNING OBJECTIVE: Can I celebrate similarities and differences, and challenge stereotypes?

RESOURCES NEEDED: Whiteboards and pens/Paper and pencils, Ipads/netbooks/photocopied biographies

LESSON OUTLINE: Using whiteboards and pens while on the carpet, or paper and pencil at desks, ask the children to split their page in two. On the left hand side, ask them to draw a Scientist; on the right hand side, ask them to draw a ballet dancer. It is likely that most children will draw an older, eccentric looking man with glasses for the Scientist, and a young woman for a ballet dancer. Discuss their drawings in relation to the word 'stereotype'. You could bring up pictures of famous female scientists or male ballet dancers to support your discussion here. Now talk about the word 'stereotype' in relation to Bend It Like Beckham. What is a 'stereotypical footballer'? What should a 'stereotypical Sikh girl' enjoy doing?

Discuss Jess' father's line in the play: 'Now you are a woman, you need to start behaving like one.' Do you agree with this? Why/why not? What words do you think describe Jess' decision to go against her families' wishes?

Y5/6

KS2 extension: Are there other people in the play other than Jess' parents that are guilty of stereotyping? (i.e. Jules' Mum makes an assumption that children from Indian families 'respect their elders' more than children from British families, and Jess herself responds to Tony's revelation that he is gay with 'But you're Indian').

TASK: Give the children a list of the following names to research: Mia Hamm, Marie Curie, Nelson Mandela, Margaret Thatcher, Joan Clarke, Queen Elizabeth I, George Eliot, Gareth Thomas.

They need to research as much as they can about these people, and then write up a few sentences in their books about how this person has challenged a stereotype.

If you have access to netbooks/ipads, let the children research these people themselves. If you don't you can find and print off some top-line biographies for these people prior to the lesson.

PLENARY: Regroup and share everyone's findings. What did they learn about those people (what did they do, when did they live) – what stereotypes did they break, and how did they break them? Encourage children to see that a person of any gender/race/sexual orientation/background has the right to do anything that makes them happy.

Discuss Jess' line in *Bend It Like Beckham*: 'If I took the other road, would I regret the final score'. Would you regret not pursuing your dreams?



POST-MATCH LESSON: PSHE

Y5/6

LEARNING OBJECTIVE: Can I understand individuals' rights, and also respect different points of view?

RESOURCES NEEDED: Yellow and red cards (optional)

LESSON OUTLINE: Recap on the previous lesson about stereotypes and how everyone has the right to follow their dream. Discuss with the children what rights they have that they take for granted. Do people in their family have a different point of view on something, but choose to respect the other's opinion? Give examples such as your Dad supporting Chelsea but you support Arsenal, maybe your Mum was hoping to share her love of baking with you but you think it's boring and would rather play on computer games. How do you think that makes those people feel? What can you do to be considerate about these differences?

TASK: Split your class into two teams, with half of the children on one side of the room and the other half on the other. They are going to debate opposite sides of an opinion, whether they agree with what they are arguing or not, as this will make them think about the other person's feelings and point of view. Use football language to reward and sanction the children throughout the activity – i.e. give yellow and red cards to anyone who speaks out of turn, and at the end of each debate award a 'goal' to the winning team. At the end of the task award an overall 'Man of the Match' for the best debater.

- ☀ Debate 1: In *Bend It Like Beckham*, Jess says about her parents 'My life is mine not theirs to live', but Pinky says 'What about your duty? Remember what Mum and Dad have done for us. What about *their* dreams?' Do we 'owe' our parents because they have raised and looked after us? One team pretend to be Jess, one team pretend to be Pinky.
- ☀ Debate 2: Joe's Dad pushed his son to keep playing when he had an injury, as he didn't want Joe to miss out on being picked for the first team. It backfired when Joe injured himself so badly he couldn't play professionally any more, but it could have paid off in a big way and meant the risk was worth it. Imagine conversations that happened before Joe did irreparable damage to his knee in the opening match of the season. Knowing there was a risk being taken, did Joe's Dad make a justifiable decision? One team pretend to be Joe's doctor, one team pretend to be Joe's Dad.
- ☀ Debate 3: Teetu's parents end Pinky and Teetu's engagement when they think they see Jess embracing a boy in the market. Although they were wrong about what they saw, were they right to judge the suitability of the whole family, including Pinky, based on one person's behaviour within that family? One team pretend to be Teetu's parents, one team pretend to be Teetu.

PLENARY: Children to reflect individually on the debates they have just been part of, and write down in their books/on a post-it note one thing that was said that they think was the strongest point made and why.



POST-MATCH LESSON: ART

Y3/4

Y5/6

LEARNING OBJECTIVE: Can I create a model of a football trophy, using a range of materials?

RESOURCES NEEDED:

Per child: 2 paper cups, one pipe-cleaner, one box lid/piece of card

For the class: gold paper or paint, tape, strips of paper for papier-mâché and PVA glue

LESSON OUTLINE: Discuss what different football trophies look like. What colour are they usually? Draw out features such as handles, base of a trophy, and show some examples of real-life trophies to inspire the children. Explain that we are going to make our own trophy, inspired by the shape of the UEFA cup trophy. I suggest you explain and model a few steps at a time, and then bring the class back together to show the next few steps.

TASK:

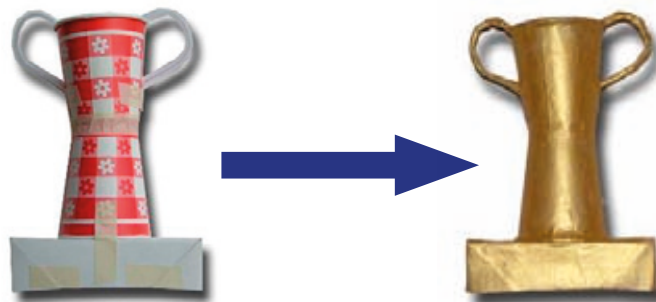
Step 1: Start by taping two paper cups together, bottom end to bottom end.

Step 2: To create a base, either use a box lid, or make your own base from a piece of scrap card, folding the sides and taping to hold in to place. Tape the cups to the base.

Step 3: Cut a pipe cleaner in half and bend the two pieces into handle shapes. Attach the handles to the cups with more tape.

Step 4: Cover the structure with strips of paper dipped in PVA glue to papier-mâché over the structure. If you have gold tissue paper you could glue this directly to the structure instead and miss out step five.

Step 5: After the papier-mâché is dry, paint the trophy with gold paint.



PLENARY: Decide what and who the trophy is going to be for. If you have Mother's Day/Father's Day coming up, maybe the trophies could be parent presents, and each child could write on the bottom of their trophy stand in black marker something generic (i.e. 'Best Dad in the World') or you could ask them to think of something specific (i.e. 'Best Ever Cake Baker'). Alternatively, you could give each child a slip of paper with the name of another child in the class (in secret), and they have to decide what that person should get a trophy for and write the reason on the trophy base. Then hold a class ceremony with each trophy maker presenting their trophy to their recipient!

Y3/4

Y5/6

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)

CURRICULUM LINKS

POST-MATCH LESSON: PE

Y3/4

Y5/6

LEARNING OBJECTIVE: Can I apply dribbling and passing skills to a game of Football?**RESOURCES NEEDED:** Footballs, Cones**WARM UP:** Pair children up and get them to see how many 'keepie-uppies' they can do. Their partner should keep count, and then once the ball is dropped, switch places.**BALL SKILLS: Passing and Dribbling:** While still in their pairs, see if they can pass the ball between them from a short distance. Model how to stop the ball using the ball of your foot on the top of the ball, and then kick it back using the inside part of your foot to control the direction. Let the children practice this. Once a pair has mastered this activity, ask each child in the pair to take a step back to increase the distance between them.**Y5/6** Upper KS2 extension: once passing in pairs has been mastered, join 2 sets of pairs who are next to each other, to make a 4 person square, asking the children to pass around the square. If the group is of mixed ability in this skill, you can differentiate by making a rectangle shape instead, with the weaker player(s) having to pass a shorter distance along the short side of the rectangle, and the more able to pass along the long side of the rectangle.

Next, put the children in to five teams of 6. Place cones along the length of the Sports Hall, with children to practice dribbling with the ball around the cones. Begin with dribbling down the left hand side of the cones, and then circle the end cone and dribble down the right hand side of the cones on the way back. Children with good ball skills can be given the extra challenge of zigzagging in and out of the cones. Once children have had a good practice on this, have a relay competition among the teams. Differentiate by insisting that at least two children in each team have to zigzag their leg of the race, getting the children to peer assess and recommend who in their team should take this responsibility.

Y5/6 Tip for upper KS2: Make it more difficult by placing the cones at smaller intervals.**APPLY TO A GAME:** Set up 3 games of 5-a-side so that all children have a chance to partake and contribute. Tell the children that you will be looking to see if they can apply their learnt ball skills to the game, and that anyone who passes or dribbles really well will be given a house point (or equivalent class reward system).**PLENARY:** Arrange all of the children in the class across the space, and give each child a number to remember. Number 1 will pass to number 2, who will pass to number 3, etc. You can differentiate this by positioning your best players far apart from each other (but give consecutive numbers), and positioning your weaker players closer to each other (and give them consecutive numbers). See if the class can pass from person 1 to person 30 without losing control of the ball.

Y3/4

Y5/6

Play competitive games, modified where appropriate [e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

CURRICULUM LINKS

POST-MATCH LESSON: PE

Y3/4

Y5/6

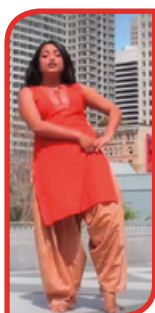
LEARNING OBJECTIVE: Can I learn some simple Bhangra dance moves, and sequence together to create my own Bhangra dance?

RESOURCES NEEDED: (For teacher to watch prior to the lesson: tinyurl.com/omaukrj)

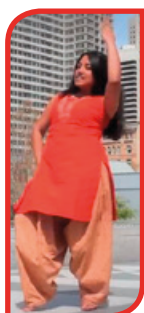
LESSON OUTLINE: Prior to the lesson watch the youtube video above 'How to Learn Bhangra'. It is only 4 minutes long and gives you instructions of 6 key moves used in Bhangra dance. Each move is documented with a picture below as a quick reference sheet/reminder for you while teaching, but make sure you watch the video so you can get a sense of the movement. Additionally, I have made up names for each move, so that you can use them to call out mid dance sequence – it will help the children remember them too.

Teach the children the steps (it might be best to keep to just the first 4 steps for Y3/4, and include all 6 moves for a Y5/6 class), and then put the steps together in the order they learned them in for a whole class dance to Bhangra music.

STEP 1
The Hip
Shake



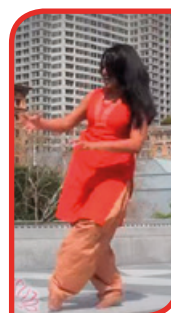
STEP 2
The Flag
Hand



STEP 3
The Crossover
Lotus



STEP 4
Hands Down
& Up



STEP 5
L-shape
Hands



STEP 6
Hands
Switch



TASK: Once the children are confident with the steps, split them in to groups of 4 to create their own Bhangra dance. They can use all of the steps or select certain ones, and they can perform in any order, spending as many beats as they want to on each move.

Differentiation: Put the less able dancers together and the more able dancers together rather than mixing, so that all children can feel confident within their group. Work with the less able group(s) on a simpler routine using less steps.

PLENARY: Children to share their dances to the music in front of the rest of the class.



Y3/4

Y5/6

Perform dances using a range of movement patterns