

The World Cup: A Fair Game?

TEACHERS' OVERVIEW

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Introduction

The World Cup

In November and December 2022, the FIFA World Cup takes place in Qatar with the whole world watching. But are all the 32 countries playing against each other in the World Cup equal? In reality there are big differences between countries in terms of incomes and life chances, as well as among people living within the same country. Is this fair? This is not just a question for the World Cup, but also for life more generally.

This cross-curricular resource for 9-14 year olds uses the World Cup to engage learners critically with the question: *Is the world a fair place?* Through this engagement, they will think carefully about one key current global issue – inequality. Learners will compare statistics about the countries playing in the World Cup, including their FIFA rankings, average incomes, and levels of inequality. They will also explore gender inequality through the lens of football and think critically about why fewer women play football than men. Finally, learners will consider how fairness relates to rules, not just in making the game of football fair, but in our society in general.

Aims of *The World Cup: A fair game?*

- To use real-life data and the World Cup to engage learners and enable them to see the practical relevance of maths, English, geography, social studies (Scotland) and physical education in the world around them.
- To encourage participatory, investigative and collaborative teaching and learning styles.
- To promote critical thinking about issues and values related to the themes of inequality and fairness.
- To support teachers to fulfil demands of the English, maths, geography (social studies) and PE curricula in England, Scotland and Wales, helping learners to develop in a range of areas including:
 - In maths: Applying knowledge of fractions, percentages and ratio; using the language of probability; calculating the mean as an average and interpreting data.
 - In geography: Locational knowledge; map and data analysis skills; and understanding of the geographical similarities and differences between places.
 - In English: Speaking confidently and effectively; considering and evaluating different viewpoints; making inferences and referring to evidence in a text.
 - In physical education: Communication and collaboration; taking responsibility for organising a sporting event; and ensuring the conventions of fair play, honest competition, good sporting behaviour and informed spectatorship.

Curricular links

This cross-curricular resource focuses on four subject areas: geography (social studies in Scotland), English, maths and physical education. Some activities link to other areas of the curriculum, such as PSHE and citizenship. There are many ways in which learning and understanding could be further developed and each session provides ideas for this. Suggested activities for using a global citizenship approach across the curriculum to explore the themes of the World Cup and inequality are provided in the *Cross-curricular ideas* (available as a separate download).

Structure of *The World Cup: A fair game?*

The resource provides four sessions, one for each of the subject areas mentioned above. Ideally learners will complete all the sessions for all four subjects; however, we recognise that working in a cross-curricular way may not be possible in all schools, so we have ensured that teachers can also use the session for their subject area as a stand-alone resource. There is a slight overlap in some of the content between the different sessions; however, this will hopefully help to reinforce and link learning between the subject areas.

We have tried to keep the resources as flexible as possible within each subject area, so teachers can create personalised learning journeys for their learners, while at the same time keeping the inequality message throughout. Teachers may decide to omit some activities, depending on the time available and their learners' existing knowledge, understanding and needs. It may also be appropriate to spread the activities in some sessions over more than one lesson.

Each session starts with an overview and includes learning objectives, learning outcomes, key questions and curricular links. Suggested activities are provided, with approximate timings, but do not include time that may be needed for additional teaching about some of the concepts. As the

sessions are designed for flexible use, the total time taken to complete all the activities may vary. No starters and plenaries are included as it is assumed that teachers will want to plan these themselves. All Resource and Activity sheets are listed in the session overview. There is also an accompanying slide show for each session. Additional information is provided in the notes for some of the slides.

In addition to the four session plans and slideshows, the resource also includes an online *World Cup quiz*, some *Cross-curricular ideas* and a *World Cup Trumps* game.

Session overviews

Maths

Learners will use fractions and the language of probability to describe the chances of different teams winning the 2022 World Cup. They will then discuss possible reasons why some teams are more likely to win than others, linking this not only to football but also to wider issues related to the resources available to a country. Next, learners will investigate whether the World Cup teams come from generally higher, middle or lower-income countries. They will use fractions and percentages to compare the wealth (or income) of the World Cup countries, before using ratios to express these between-country income inequalities. In the final activity, learners will use “fairness scores” (GINI indices) to investigate how fair or equal individual countries playing in the World Cup are. Learners will compare and order the scores for different countries, before calculating the mean or average score. They will use their findings to consider whether the World Cup countries are generally equal or not.

Geography

Learners will consider possible similarities and differences between countries participating in the 2022 World Cup. They will then use a World Cup Trumps game to investigate how average annual income per person, fairness score and FIFA ranking vary between these countries, before discussing the potential causes for any between-country inequalities. Finally, learners will shade in world maps to illustrate some of these differences between countries and discuss possible “football” and “non-football” reasons for why some countries have a greater chance of winning the World Cup than others.

English

Learners will use an “agreement line” to consider their perceptions and attitudes about gender and sport. They will then work collaboratively in groups to read and sort information to solve a “mystery” about why fewer women play organised football than men. This activity will support learners to have a structured discussion around this issue, covering both the barriers facing women in football and the potential ways of overcoming them. Finally, learners will discuss other examples of gender inequality in our wider society, before reflecting on what changes they would like to see with regards to this issue in the future.

PE

Learners will use the context of football to think about how fairness relates to rules. They will consider not only how rules are used to make the game of football fair, but also think about why some people have easier access to playing football than others. Learners will explore how they could use rules to make the game more equitable, before coming up with their own rules for a “Fair” football tournament where everyone is able to take part. This will prompt learners to think about how rules in society can make society fairer and can be used to link PE to other subject areas.



Differentiation

Where possible, the activities and resources are differentiated to help meet the needs of different learners in the class. This might also be useful in adapting some of the activities to meet the needs of younger and older learners.

Age group

These resources are suitable for use with learners aged 9 to 14 years old. Curricular links are provided for the KS2 and KS3 curricula in England, and the relevant curricula in Wales and Scotland. However, many of the activities could also be adapted for use with younger or older learners.

Important teaching notes

- These activities and resources are intended to support your teaching rather than guide it. Additional teaching may be required to develop learners' knowledge, skills and understanding of some concepts.
- Some content, such as the background information about inequality, is repeated in the subject-specific sessions. Teachers using one of these sessions may wish to check that learners haven't covered any of the content in other curriculum areas.
- Some of the data in this resource, such as the data from the World Bank and the FIFA rankings, is subject to change. Therefore, you may find that if your learners are finding data from the internet themselves, their figures differ slightly from those published in this resource, which were correct at time of publication.
- All of the web links provided were correct at the time of publication.

Background information

Inequality

The underlying theme of this resource is inequality, which refers to wide differences in a population in terms of their wealth, income and access to essential services such as health and education. These differences can occur between communities in the same country, or between countries. Inequality can also apply to unequal opportunities (life chances) and outcomes.

A rapidly growing gap between rich and poor is now being seen in many countries around the world. In 2022 there were 2,668 billionaires in the world, 573 more than in 2020 when the Covid-19 pandemic began. These billionaires, of whom the vast majority are men, saw their wealth increase by \$3.78 trillion in the 24 months since 2020. The richest 10 men in the world now have greater wealth than the poorest 40% of humanity. During the Covid-19 pandemic the incomes of 99% of people on the planet fell while the fortunes of billionaires increased as much in 24 months as they had done in 23 years.¹

Seven out of 10 people in the world live in countries where economic inequality has increased in the last 30 years. If the entire wealth of the planet were divided into two, almost half would go to the richest 1 per cent and the other half to the remaining 99 per cent of the population.² Inequality is an

¹ Oxfam (2022) *Profiting from pain: The urgency of taxing the rich amid a surge in billionaire wealth and a global cost-of-living crisis*. Oxfam International.

<https://www.oxfam.org/en/research/profitting-pain>

² R. Fuentes-Nieva and N. Galasso (2014) *Working for the few: Political capture and economic inequality*. Oxfam International. policy-practice.oxfam.org.uk/publications/working-for-the-few-political-capture-and-economic-inequality-311312

increasing problem in the UK. In 2014, the richest five families in the UK owned more wealth than the bottom 20 per cent of the population (12.6 million people).³ In fact, the share of total wealth owned by the richest 1% has persistently increased in the last ten years, reaching 24% in 2016.⁴

Whilst we acknowledge that there will always be some levels of inequality, there is enough wealth in the world for all to prosper. However, the deliberate economic and political decisions that are made by those in power continue to channel wealth to an elite few and this unfair distribution of wealth undermines the fight against poverty.

Oxfam is calling for a progressive net wealth tax of just 2% on personal wealth above \$5m, rising to 3% for wealth above \$50m and 5% for wealth above \$1bn. This could generate \$2.52 trillion worldwide, enough to lift 2.3 billion people out of poverty, make enough COVID-19 vaccines for the world, and deliver universal healthcare and social protection for everyone living in low and lower-middle-income countries (3.6 billion people).⁵

For the latest campaign actions, visit: www.oxfam.org.uk/get-involved/campaign-with-us/inequality-and-poverty

Gender inequality

The progress made in recent years to narrow the gender gap and make life fairer for women and girls globally is mixed. It's only 100 years since some women in the UK got the vote, but today women in nearly every country in the world have the right to vote. More girls are going to school than ever before. More women are in paid work and laws are in place around the world to support gender equality.

However, it is not all good; there is still a long way to go before life opportunities are equal for women and men. Women and girls make up the majority of those living in poverty.⁶ Compared to men, they have fewer resources, less power and less influence in decision making. Even when the right laws are in place, women still don't necessarily have access to the resources they need or the support of their communities behind them. They are exposed to various forms of violence and exploitation, and experience further inequality because of other parts of their identity such as ethnicity, age, race, class, marital status, sexual orientation and (dis)ability.

Women are more likely than men to be in low-paid work; they earn less for doing the same roles and are often in the lower paid roles as well. On average, women do twice as much unpaid care work as men, such as childcare and housework – sometimes 10 times as much, often on top of their paid work.⁵ Only 24.5% of parliamentarians around the world are women.⁷ At the current rate of progress, it is estimated that it will be 217 years before women achieve gender parity.⁸

At Oxfam we believe that transforming gender and power relations, and the structures, norms and values that underpin them, is critical to ending poverty and challenging inequality. We believe that women taking control and taking collective action are the most important driver of sustained improvements in women's rights and are a powerful force to end poverty not only for women and girls, but for others too.

³ S. Dransfield (2014) *A Tale of Two Britains: Inequality in the UK*. Oxfam.

policy-practice.oxfam.org.uk/publications/a-tale-of-two-britains-inequality-in-the-uk-314152

⁴ A McKnight, M. Duque and M. Rucci (2017) *Double Trouble: A review of the relationship between UK poverty and economic inequality*. Oxfam GB and LSE, Centre for Analysis of Social Exclusion.

policy-practice.oxfam.org.uk/publications/double-trouble-a-review-of-the-relationship-between-uk-poverty-and-economic-ine-620373

⁵ Oxfam (2022) *Profiting from pain: The urgency of taxing the rich amid a surge in billionaire wealth and a global cost-of-living crisis*. Oxfam International.

<https://www.oxfam.org/en/research/profitting-pain>

⁶ F. Rhodes, A Parvez and R. Harvey (2017). *An economy that works for women*. Oxfam.

www.oxfam.org/en/research/economy-works-women

⁷ archive.ipu.org/wmn-e/world.htm

⁸ World Economic Forum (2017) *The Global Gender Gap Report*.

www.weforum.org/reports/the-global-gender-gap-report-2017



Find out more: www.oxfam.org.uk/women-unlimited

Inequality in football

European club football is becoming even more unequal with new television deals channelling increasing sums of money to a small number of elite clubs. In 2018 the entire television income shared by the 72 teams of the English Football League (the clubs in the Championship, League 1 and League 2) amounted to a mere 3% of the TV income enjoyed by the Premier League.⁹ The results of this growing inequality can be seen in the wide margins separating many champions from the runners up in football leagues across Europe. During the 2021-22 season, national leagues were remarkably uncompetitive across Europe. Chelsea finished in third place in the Premier League, 18 points behind runners up Liverpool and 19 points behind winners Manchester City. In Spain, Real Madrid won La Liga by 13 points and PSG won the French Ligue 1 by 15 points.

International football operates under many of the same financial circumstances as club football and a country's income is one reliable indicator of its ranking in world football. However, "football experience" is a further more elusive factor which can be used to predict success on the field. It can help poorer and smaller countries catch up with their richer and larger competitors. For example, the free movement of football talent in a globalised world helps the national teams of poorer countries. As footballers may only play for their country of origin, the presence of superstars such as Senegal and former Liverpool striker Sadio Mané at the World Cup represents a return flow of "football aid" from rich to poorer countries. Skills and experience nurtured and developed in France, Austria, England and Germany are put to the service of the Senegalese national team. Likewise, the global network of elite coaches who work across national borders and the rapid spread of new coaching methods around the world also help to *even it up*. Even the football public's awareness of tactics and playing styles, spread by global television and a bottomless enthusiasm for football, helps to assist poorer countries to fast track 'experience'.

Therefore, international competitions, such as the World Cup, occur on a much more level playing field than club competitions. Pele's prediction that an African nation would win the World Cup before 2000 didn't occur, but in the medium term it may not be that fanciful a suggestion.

⁹ D. Conn (2018) *Gold keepers: why the Premier League clubs will only get richer*. Guardian Sport. www.theguardian.com/football/2018/may/11/gold-keepers-why-premier-league-will-only-get-richer

The World Cup – A fair game?

Session overview	Learning objectives	Learning outcomes	Key questions	Activities	Resources
<p>Maths:</p> <p><i>Equal or unequal</i></p>	<ul style="list-style-type: none"> To apply knowledge of fractions and probability to describe the chances of different teams winning the 2022 World Cup. To use fractions, percentages and ratios to compare the income of different countries. To interpret real-life data and use this to draw conclusions. To calculate the mean of a set of numbers. To develop discussion and critical thinking skills. 	<ul style="list-style-type: none"> Learners will use fractions, the language of probability and FIFA rankings to assess the chances of different teams winning the 2022 World Cup. Learners will think critically about possible football and non-football reasons that might affect a team's chances of success. Learners will use tallies, fractions, percentages and ratios to compare inequality data from the countries taking part in the 2022 World Cup. Learners will discuss what global inequality means and the possible implications of this for people living in "poorer" or "richer" countries. 	<ul style="list-style-type: none"> Do all teams have an equal chance of winning the World Cup? Why? / Why not? Is this fair? How wealthy are the countries taking part in the 2022 World Cup? How equal or unequal are people living within these countries? Which countries are more equal? Which countries are more unequal? 	<ul style="list-style-type: none"> Activity 1: <i>What are the chances of winning?</i> Activity 2: <i>Comparing income</i> Activity 3: <i>Fairness scores</i> 	<ul style="list-style-type: none"> <i>The World Cup: A Fair Game?</i> Maths slideshow Resource sheets: <ol style="list-style-type: none"> <i>FIFA rankings</i> <i>World Cup statistics table (also provided as a separate MS Excel spreadsheet)</i> <i>World Cup inequality ratios – completed table</i> Activity sheets: <ol style="list-style-type: none"> <i>World Cup country incomes</i> <i>World Cup inequality ratios</i> <i>Fairness scores – comparing teams</i> <i>Fairness scores – comparing groups</i>

Session overview	Learning objectives	Learning outcomes	Key questions	Activities	Resources
<p>Geography: <i>Mapping the differences</i></p>	<ul style="list-style-type: none"> To identify some similarities and differences that exist between and within different countries. To develop geographical skills in using maps, and analysing and interpreting different data sources. To think critically about possible reasons for some of the inequalities between countries. 	<ul style="list-style-type: none"> Learners will list and discuss potential similarities and differences which might exist between and within the countries participating in the 2022 World Cup. Learners will play a <i>World Cup Trumps</i> game to identify and discuss how average income per person, a fairness score and FIFA ranking vary between countries. Learners will use shading on a world map to illustrate how average income and FIFA ranking vary between countries. 	<ul style="list-style-type: none"> What similarities and differences are there between the countries participating in the 2022 World Cup? What is inequality? What do you think might be the reasons for these inequalities? Why are some countries more likely to win the World Cup than others? <p>Do you think these inequalities are fair? Why do you think this?</p>	<ul style="list-style-type: none"> Activity 1: <i>Similarities and differences</i> Activity 2: <i>World Cup Trumps</i> Activity 3: <i>Mapping inequalities between countries</i> 	<ul style="list-style-type: none"> <i>The World Cup: A Fair Game?</i> Geography slideshow Large pieces of paper (one for each group of three learners) or flip chart paper (two pieces) and sticky notes (two or three for each learner or group/pair of learners) Sets of colouring pencils (with two to four different shades of some colours) Resource sheet: <ol style="list-style-type: none"> <i>World Cup statistics table (also provided as a separate MS Excel spreadsheet)</i> Activity sheets (one A3 copy of one of these for each pair of learners) <ol style="list-style-type: none"> <i>Mapping average annual income per person</i> <i>Mapping FIFA rankings</i> <i>Mapping fairness scores</i>

Session overview	Learning objectives	Learning outcomes	Key questions	Activities	Resources
<p>English:</p> <p><i>Why do fewer women than men play football?</i></p>	<ul style="list-style-type: none"> To use evidence in a text to justify a response. To develop critical thinking, collaborative and discussion skills. To explore and challenge assumptions and perceptions, both their own and those of others. To understand what gender inequality means, in the context both of football and of life opportunities in general 	<ul style="list-style-type: none"> Learners will use an “agreement line” to consider their own and others’ perceptions and attitudes about gender and sport. Learners will work collaboratively in groups to read, sort and discuss statements linked to gender inequality in football. Learners will be introduced to other examples of gender inequality in our wider society, before considering what changes they would like to see with regards to this issue in the future. 	<ul style="list-style-type: none"> Why might someone think that a sport is more “male” or “female”? Do Should men and women have equal access to all sports? Should men and women be paid the same if they are taking part in the same sport? Why? / Why not? What do you think the barriers to women playing football are? Do you think these are the same everywhere in the world? Why? / Why not? What do you think the solutions to these challenges might be? Can you think of any other examples where life opportunities might be unequal for women and men or girls and boys? What would you like to see happen with regards to gender equality in the future? 	<ul style="list-style-type: none"> Activity 1: <i>Where do you stand?</i> Activity 2: <i>Why do fewer women than men play football?</i> Activity 3: <i>Equal or unequal in the future?</i> 	<ul style="list-style-type: none"> <i>The World Cup: A Fair Game?</i> English slideshow Resource sheets: <ol style="list-style-type: none"> <i>Football mystery cards 1</i> <i>Football mystery cards 2</i> Activity sheet: <ol style="list-style-type: none"> <i>Ideal futures</i>
<p>Physical Education:</p> <p><i>Making the game fairer for all</i></p>	<ul style="list-style-type: none"> To consider how rules can make the game of football “fairer” or less “fair” for everyone taking part. To decide how to make and change rules in a football tournament to ensure that everyone can participate on an equal basis. To compare rules in sport to rules that help make society fairer. 	<ul style="list-style-type: none"> Learners will organise and run a “fair” football tournament that enables everyone to participate fully. Learners will discuss whether our society is fair and what rules could be made to help make it fairer. 	<ul style="list-style-type: none"> Why do we have rules? Do rules make things fair? Should everyone be treated equally? How do rules make the game of football/school/the world fairer? How would you make the world a fairer place? 	<ul style="list-style-type: none"> Activity 1: <i>Do rules make things fair?</i> Activity 2: <i>Planning a “fair” football tournament</i> Activity 3: <i>A “fair” football tournament</i> Activity 4: <i>Evaluating our “fair” football tournament</i> 	<ul style="list-style-type: none"> <i>The World Cup: A Fair Game?</i> PE Slideshow Activity sheets: <ol style="list-style-type: none"> <i>Helping everyone to take part in a fair way</i> <i>Team motto</i>

Global citizenship

This is a global citizenship resource written for teachers of geography (social studies in Scotland), English, maths and physical education working with 9 to 14 year-olds. Education for global citizenship is a methodology to help young people to develop as active global citizens. Oxfam suggests a Learn-Think-Act approach to help structure global citizenship activities and give young people the opportunity to learn about issues, think critically about how to solve them, and act as responsible global citizens. Actions may simply be to find out more or think more deeply about an issue. They may also involve making others more aware of an issue or engaging in specific fundraising or campaigning activities. For more information, see:

www.oxfam.org.uk/education/global-citizenship

The key elements of responsible global citizenship are:

Knowledge and understanding	Skills	Values and attitudes
<ul style="list-style-type: none"> • Social justice and equity • Identity and diversity • Globalisation and interdependence • Sustainable development • Peace and conflict • Human rights • Power and governance 	<ul style="list-style-type: none"> • Creative and critical thinking • Empathy • Self-awareness and reflection • Communication • Co-operation and conflict resolution • Ability to manage complexity and uncertainty • Informed and reflective action 	<ul style="list-style-type: none"> • Sense of identity and self-esteem • Commitment to social justice and equity • Respect for people and human rights • Value diversity • Concern for the environment and commitment to sustainable development • Commitment to participation and inclusion • Belief that people can bring about change

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- For further information about Oxfam Education, including a wide range of other curriculum-linked resources: www.oxfam.org.uk/education

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