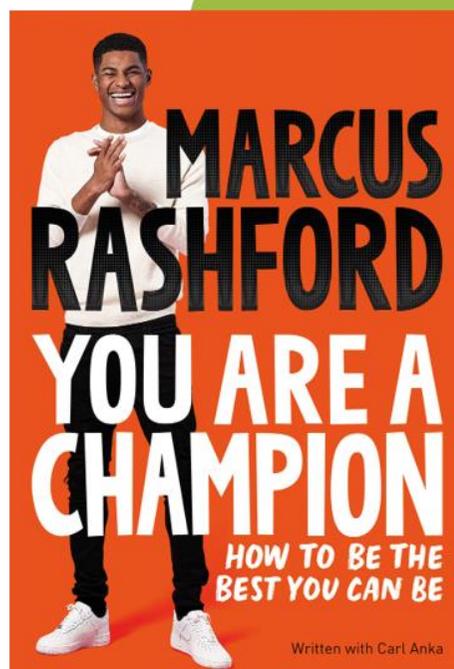


OneEducation
Putting children first

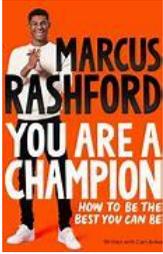


MANCHESTER
CITY COUNCIL



Curriculum Planning Pack

Read Manchester have kindly donated 12,000 copies of *You are a Champion* to children across Manchester. One Education's planning and resources aim to give educators a starting point in suggesting ways in which Marcus Rashford's *You are a Champion* can be used to develop children's confidence, build resilience and support in striving to be the best version of themselves.



**Text: *You are a Champion: How to be the best you can be*
by Marcus Rashford (written with Carl Anka, published by
Macmillan Children's Books) For UKS2 children
Subject: Curriculum**

Overview

Read Manchester have kindly donated 12.000 copies of *You are a Champion* to children across Manchester. The donation couldn't be timelier. Though children in UKS2 understand that the world has changed since the COVID-19 pandemic, more children than ever before have needed support with emotional wellbeing.

One Education's planning and resources aim to give educators a starting point in suggesting ways Marcus Rashford's *You are a Champion* can be used to develop children's confidence, build resilience and support in striving to be the best version of themselves.

The activities below are based around PSHE, as this is what the topics within the text lend themselves to, however, you will also see some links to other curriculum areas. The lessons can be used to support learning both in the classroom and at home, there are also resources for the children to use alongside the book at home found and a recording for parents which can be found below.

Prior to using this planning resource, it would be useful to complete the Hook lesson within the writing planning, the first reading session and to also consider any additional vocabulary or background knowledge that your children may need.

[Links to all resources can be found here.](#)

Learning Targets

To develop your own understanding of what makes you unique

Lessons

Chapter 1: You are a Champion When You are Being You

Discuss: Who is Marcus Rashford?

After introducing the text using the writing hook, reading knowledge and vocabulary lessons, ask children to read Chapter One. Encourage children to think about, then discuss with each other, what makes Rashford who he is. After discussing what Rashford tells us about his life in Chapter One, consider what Rashford says to the reader, *"I want you to know that you can be the best version of you that you can be."* Ask the children what this means and if they can tell you how he tries to be the best version of himself.

Consider: What makes you unique?

Looking at the quotes and inspirational language within Chapter One of *You are a Champion*, encourage the children to reflect then share how the quotes make them feel (motivated, energised, inspired, engaged, positive, excited etc) and what the chapter has made them consider (how they can be the best version of themselves, that you can only ever be you).

Ask the children to think about "What makes you, you?" and then discuss it with a peer.

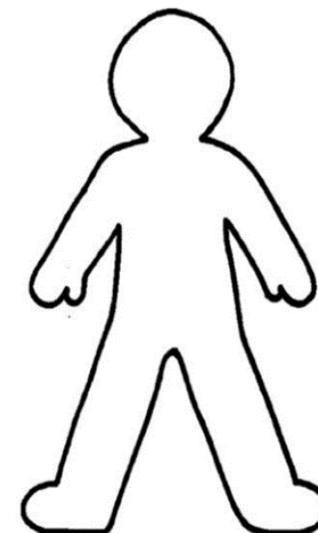
If children find this tricky without prompts, then you may want to suggest that, focusing on the positives, they discuss:

- What makes them special?
- What makes them different to family members?
- What makes them different to their friends?

Create: Be the best version of you

Using pages 20-21 of *You are a Champion*, ask children to consider the questions and then to discuss their answers with a friend. Once they have discussed these questions, children could write down key words inside the shape of a child ((Resource 1) using brightly coloured pens. Ask the children to leave the head empty, when this has been completed children could take a headshot photograph of themselves and print a passport sized photo. This can then be cut out and stuck onto the outline of the body so that it is clear who it belongs to. These could be shared with each other - is there anyone in the class that has the same answers? Is there anyone in the class who is exactly the same? (If a few children have got similar answers, encourage them to go further and help them to understand what makes them unique/different to their friends). Create a display to celebrate how everyone is unique and to remind themselves to be the best version of themselves.

Opportunities to extend learning in Art and English.



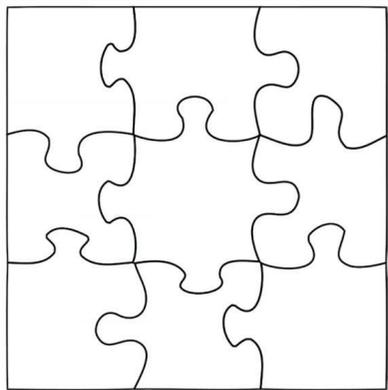
To identify your interests and work towards a goal

Chapter Two: Dare to Dream

Discuss: Was Marcus Rashford always so talented at football?

Ask children to read Chapter Two and encourage them to think about the steps that Marcus took to achieve his goal (you may need to discuss the meaning of the word goal or dream in this context). Encourage the children to discuss how long it took Rashford to achieve his goals within football and what he had to do to achieve his goal.

With the children, talk about what sorts of dreams other famous people may have had/have. Try to choose people who have different professions such as – Ed Sheeran, Barack Obama, Greta Thunberg, Malala Yousafzai, Tim Peake, Nelson Mandela, Benjamin Zephaniah etc and compare the steps that they may have had to take. How are they different? How are they similar?



Consider: What is your dream?

Encourage children to close their eyes and imagine themselves achieving one of their dreams.

- What does their dream look like?
- How does it feel to achieve their dream?

Share with the children how it can be hard to articulate your dream to somebody else but by visualising it and being clear as to what your dream is, it should help in communicating your dream to a peer. Encourage children to share their dream (some children may not want to share their dream and that is ok!) and answer the above questions.

Create: Steps towards your dream

Using Page 49 in *You are a Champion*, ask children to consider the questions about breaking down a dream into smaller pieces. They should be encouraged to then discuss their answers with a friend.

Once the children have a clear idea of the steps that they need to take, children could create a jigsaw puzzle with everything that they need to do to achieve their goal (Resource 2) which, when put together, creates the bigger picture.

Finally, support children to identify the first step that they need to take to achieve the goal and support them in planning that first step towards it.

Opportunities to extend learning in Art and DT.

To realise the benefit of practising and working hard

Chapter Three: Practice Like a Champion

Discuss: How did Marcus become a champion?

After reading Chapter Three, reflect upon Marcus Rashford's journey and how much effort he put in to becoming a champion. Discuss the tactics and approaches that Marcus took and how this helped him to become the best he could be (this part of the lesson links to the Reading planning pack). Look at the ways in which Marcus overcame any difficulties – what did he do each time he found something difficult?

Marcus writes about how Muhammad Ali inspired him and gave great reasons for this. Can children think of others who have worked (or are working) hard to achieve their goal? What have they had to do to reach their dream?

Consider: Are there any barriers to your dream?

Ask children to think back to the previous lesson when they identified their dream. Encourage children to look at page 74-75 in *You are a Champion* and consider the questions on page 75. If children find this tricky, then a visualisation exercise, like the previous lesson of visualising their dream, may help them in answering questions. It would also be beneficial for children to talk to each other about the challenges that they have already overcome in their lives, so that children can understand how important it is to reflect upon, and learn from, their own experience.

Create: A vision board

Using Resource 3, or an app, have children design a vision board or scrapbook page to ensure that they stay motivated and want to work towards their dream. This vision board may include, images of inspirational people and places, a drawing of the child achieving their dream, motivational quotes, tickets from experiences linking to their dream, or even images from the work the child produced in lesson 1 and 2. Children can use this to refer back to for inspiration in achieving their goals whenever they require motivation!

Opportunities to extend learning in Art and Computing.

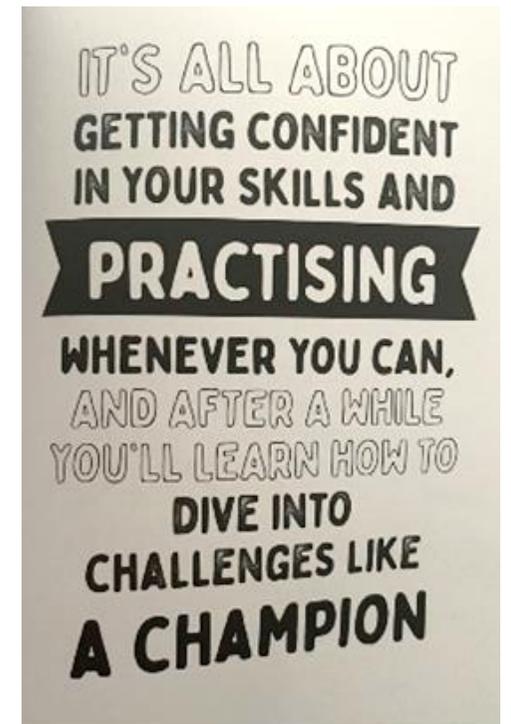


Image credit: *You are a Champion: How to be the best you can be* By Marcus Rashford and Carl Anka (published by Macmillan Children's books) P.99

To identify when we are feeling nervous and learn how to handle negative emotions

Chapter Four: Build your Confidence

Discuss: What did Marcus Rashford do to build his confidence?

Read Chapter 4 and identify the times that Marcus Rashford got nervous. Identify what Marcus did to overcome moments where he felt nervous as a child and how he overcame feelings of being out of his comfort zone as an adult.

Encourage children to identify if there are any adults in their life that show true confidence? What does this look like? Do you think these people always feel as confident as they appear?



Consider: How can you build your confidence?

Thinking back to what they have read, encourage children to think about a time that they haven't felt confident but have surprised themselves with being (or acting) brave and being successful. How did this make the child feel? For example: Pleased. Proud. Happy. Delighted. Energised. Confident. Explain to children that they can use past experiences to help them feel more confident when they are out of their comfort zone.

Children may want to do the activity on page 103 in *You are a Champion* to explore this further.

Create: An opportunity to feel proud!

At this point in the lesson, you may want to remind children that every child is focusing on being the best version of themselves and that EVERYONE feels differently about situations and events – but that is ok as it is what makes you, you! Explain how we are here to support each other and help each other to feel proud of ourselves.

With a peer, children could then talk about activities that they love to do and are confident in doing, and situations or challenges that make them feel a little nervous. This may be a specific skill in a sport, a sport itself, a subject area in school or something completely different such as going in a lift or staying away from home.

Using Resource 4, children can record what they feel is in their comfort zone and what is outside of their comfort zone. Following on from this, ask children to look at Page 104 of *You are a Champion* and encourage children to read the pages and complete the activity with a peer (verbally or written down). Tell the class that you will give children time to review the activity in a week or two, to see if they how they are getting on with overcoming something outside of their comfort zone. You might want to reward children with a certificate for being brave and getting out of their comfort zone. See resource 5 – one is editable so that you can give this to a child at any other point within this unit of work.

Opportunities to extend learning in PE (depending on the skill children choose to focus on).

To begin to understand how to deal with adversity

Chapter Five: Navigate Adversity

NB: This lesson links to the Writing Planning Pack.

Discuss: How did Marcus Rashford learn to overcome adversity?

Read Chapter Five and talk with the children about what this part of *You are a Champion* tells us. Firstly, you may want to discuss Nanna Cillian and the impact she had on Marcus in terms of how this helped to shape the way he approaches achieving his goal after realising what his Nanna was teaching him. Following this, you may want to explore how Rashford deals with mistakes or a setback as an adult. What can you learn from this?

Consider: What can you learn from yourself?

Ask the children:

- Can you remember a time when you have not been able to do something and you reacted negatively?
- How did you react? (Did you cry or get angry; did you shout or sulk? Were you upset or embarrassed? Did you take it out on anyone you love or care for?)
- What happened afterwards? (We presume they calmed down and aren't still angry or upset!)

Then encourage children to think about that same situation and what Marcus has said within this chapter and ask: if you could go back what advice would you give yourself? Look at the Writing Planning and consider encouraging the children to write a letter to their future self.

Create: A resilience band!

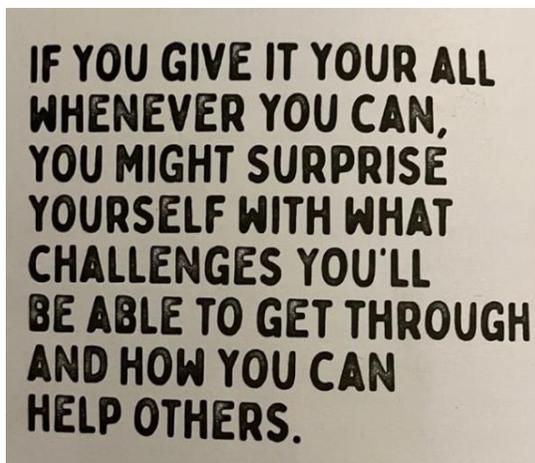
Give each pupil a strip of coloured card long enough to fit around the wrist. Using felt tip pens and other art supplies (glitter, buttons, paints, etc.), create resilience bands by adding words or phrases that may help them if they are feeling negative. The aim is to create a personally decorated band that children can wear when they need to be motivated, encouraged or inspired. When decorated, use glue to seal the ends and form a bracelet shape.

Some examples of helper phrases:

- I keep my mind open and flexible to solve problems.
- I slow down and take a deep breath when I feel overwhelmed.
- I can do this. I'll keep trying and figure it out.

As an extension activity, some children may want to design bracelets for others who may not be feeling positive. Another activity would be to create a poem using phrases to motivate and inspire others. Following on from this, ask children to complete the activities on pages 128-129 in *You are a Champion* and reflect upon it with their peers.

Opportunities to extend learning in DT and English.



**IF YOU GIVE IT YOUR ALL
WHENEVER YOU CAN,
YOU MIGHT SURPRISE
YOURSELF WITH WHAT
CHALLENGES YOU'LL
BE ABLE TO GET THROUGH
AND HOW YOU CAN
HELP OTHERS.**

Image credit: *You are a Champion: How to be the best you can be* By Marcus Rashford and Carl Anka (published by Macmillan Children's books) P.126

To identify and appreciate those who are important to us

Chapter Six: Find Your Team

Discuss: Who supported Marcus to achieve his dream?

Read Chapter 6 and discuss who Marcus surrounded himself with as he grew up, and who supports him now. Ask the children why this is important. Encourage children to explore the significance of family and friends on success and the impact that people in Marcus Rashford's life had on him becoming a champion.

Consider: Where might you find your team?

Ask the children, who supports them in school or at home? Encourage children to discuss what Marcus means when he says "There is always someone who wants you to be yourself, who wants you to try your hardest and who wants to see you happy." And why this is very important in all aspects of life. Discuss how just knowing that there is always someone out there who wants to try and help you can just make you feel a bit better.

Read pages 152-153 in *You are a Champion* and ask the children to answer the questions on the two pages. Share the answers with their friends and talk about how some teams may look similar and some teams may look very different – but everyone's team is unique to them!

The worksheet is titled "Team Building Game Instructions" and is from OneEducation. It has a header with the OneEducation logo and the text "Putting children first". Below the header, there are logos for "MANCHESTER OPPORTUNITY" and "MANCHESTER". The form includes a "Name" field, a "Title" field, a "You will need:" section with three bullet points, an "Aim of the game:" section with four lines, and a "How to Play" section with five numbered lines. At the bottom right, it says "Resource 6: Find your Team".

Create: A team game

Encourage children to play team games to illustrate the importance of working together. Some examples are:

1. Silent passing - Children stand in a circle and try to pass the ball around to every child once without using any words or sounds. The objective of the game is to get the ball to everyone without dropping the ball. If the ball drops, you have to start over! Each student should hold up a finger to represent how many times they've had the ball. You may also want to do this as a competition between two teams: the team that passes the ball the most wins.
2. Blindfolded Obstacle course - Test your listening, teamwork, and problem-solving skills. Set up a simple obstacle course (without anything raised off the ground) and split children into several teams. One team member will complete the obstacle course whilst blindfolded while their teammates give them verbal instructions. Which team can get their team mate across quickest? What is the easiest way of doing this?
3. Line up - Ask children to line up in a particular order without speaking (for example: by birthday, the first letter of their first name, etc). After the first round, have a discussion with them about what was challenging, different ways they communicated with each other, and other creative ways they might do the next line up. Give them a second category for lining up and start again!

There are many more team games – of which you probably know many. After children have played a few ask them to reflect on what makes the games easier or harder. Extension: encourage children to create their own team game and to write down the instructions using Resource 6.

Opportunities to extend learning in PE and English (instructional writing).

To explore how we can use our voice to make a positive difference

Chapter Seven: Use your Voice

Discuss: What has Marcus Rashford used his voice for?

Read Chapter 7 and consider, other than football, what is Marcus Rashford known for? Ask the children to discuss what Marcus Rashford has spoken out about (free school meals, poverty, reading, his local area, racism) and what impact has it had? Discuss how this work has impacted Wythenshawe (his home town), Manchester (his home city) and across the UK. Imagine how proud his Mum must feel about everything he has achieved.

You may also want to ask the class to discuss the work of others who are using their voice to try and create change within this world. This may link back to the work you did in chapter 3 and the people that the children chose to discuss within that lesson.

Consider: What could you use your voice for?

Ask the children to reflect upon what they feel strongly about and what they would like to change in the school, the local area, the country, or even the world! In pairs, children could discuss the impact of their change and what it would mean if this could be achieved.

Ask - How could you use your voice to create change?

Encourage the children to read Page 174-176 in *You are a Champion* to start thinking about how they can use their voice to make a difference. Suggest to the children that they firstly think about the answers to the questions and then discuss what they hope to achieve by using their voice.

Create: A speech to inspire others

Look at the PEP talk video in the [writing planning pack](#) and discuss how a speech can be powerful enough to encourage you to act.

Ask children to have a go at persuading their peers to become involved in their project to make a change. Remind children of the persuasive techniques and devices used in English lessons first! You may want to take this further by teaching a whole Writing unit on it by using our [PICC a Text planning on writing a PEP talk](#).

Opportunities to extend learning in Computing (recording and editing speech) and English.

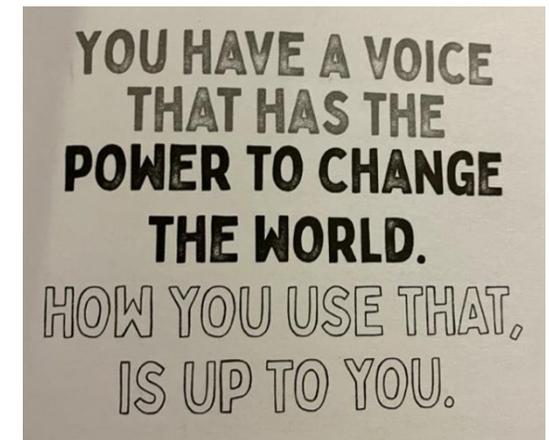


Image credit: *You are a Champion: How to be the best you can be* By Marcus Rashford and Carl Anka (published by Macmillan Children's books) P.173

To develop an understanding about the power of learning

Chapter Eight: Never Stop Learning

Discuss: Why is learning important for Marcus Rashford?

Ask the children to read Chapter 8 and have the children identify the significant moments in Rashford's life where he has learnt a lot. You may also want to draw upon other chapters and think about where else he learnt and who else he learnt from.

Ask the children if anything surprises them about what Marcus says. Encourage the children to think about how important learning has been for Marcus Rashford.

Ask the children to think of other people they might know of who wouldn't be able to do what they have done without learning. What sort of things might they have had to learn and would this have all been learnt in school or in other situations too. If children are unable to think of anyone then encourage them to think of famous people that are making/ have made a difference to the lives of others.

_____ Charter
to continue being a champion!

I am going to champion myself. I will do this by _____

The people I am going to champion in my life are _____

I care about them because _____

The cause I want to champion is _____
My dream is to make a difference by _____

On this journey, I will:

Be patient because _____
To help me be patient I will _____

Persevere because _____
You will know I am persevering because you will see _____

Believe in possibilities because _____
When I believe in possibilities, it makes me feel _____

Resource 7: Never Stop Learning

Consider: How is learning important to you?

Continuing to reflect on learning, ask the children to consider how important learning is for them. What have they learnt that has stayed with them in their lives so far and who has inspired them?

Ask the children to think of the many different places and situations that they have learnt in and what it has helped them to do.

Encourage the children to discuss what they would like to learn more about in the future, how it will help them to achieve their goal and how they might be able to learn it. Suggest to the children that they offer advice to their peers and give suggestions about what else might be important to learn about to help them on their journey.

Create: A charter to remind yourself that you've got this!

Reflect on all you have learnt in this book. Ask the children to think about the following questions:

- How have you been inspired?
- What will you remember from this book?
- What do you hope to do next on your journey?

Look at pages 198-199 in *You are a Champion* and discuss the questions that Marcus asks. Use Resource 7 and encourage the children to record the answer to the questions so that they can take them home to remind them of what they are working towards on their journey.

Opportunities to extend learning in English.

To know that there is a book for everyone out there!

Ask the children to identify what this book has inspired them to do or how it has made them feel.

Explain to the children that they can take this book home and keep it – they can use it whenever they are feeling like they need inspiration, motivation or encouragement and to remind them that they are never alone.

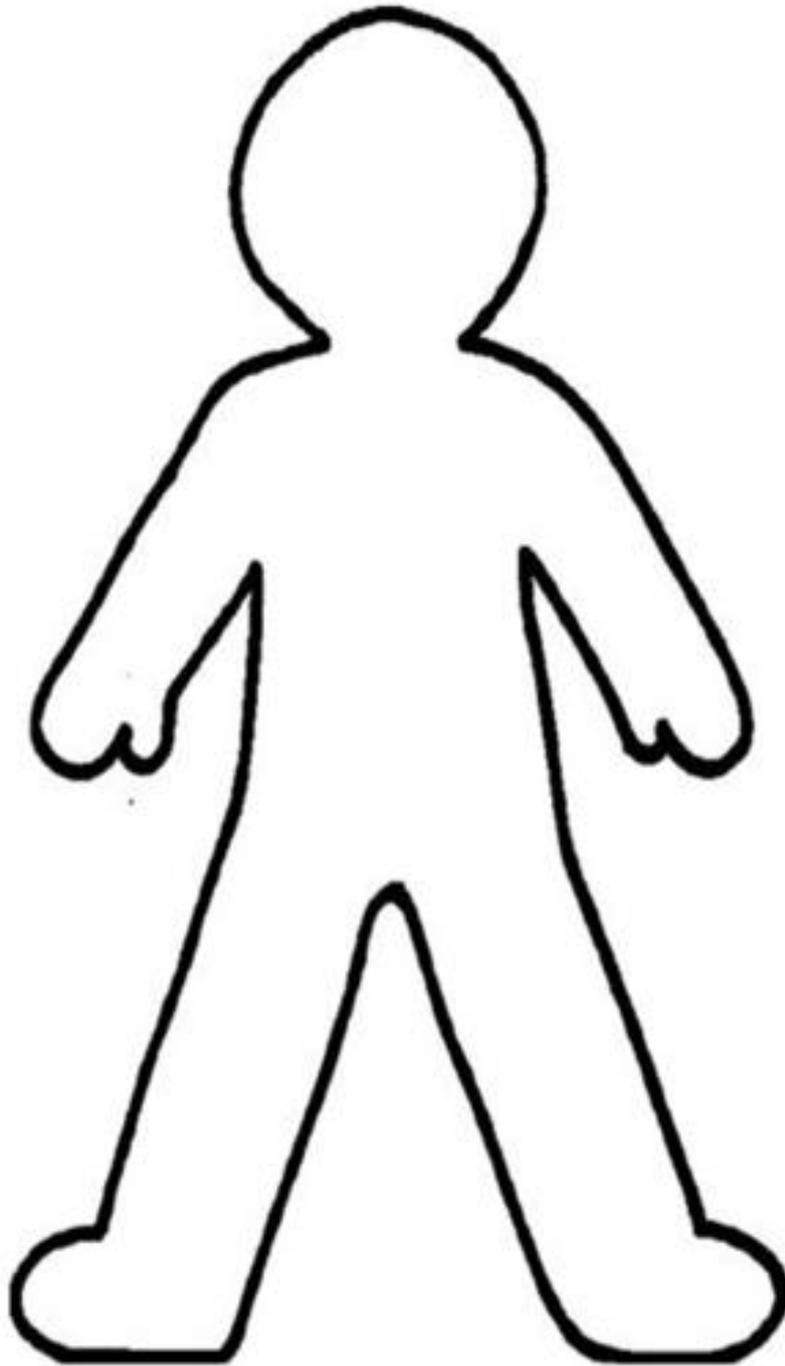
Show your class where you can access the [Children's Pack for Home](#) and explain that children may also want to do some of the activities based on the book – but they don't have to! You may also want to point out to the children that there is a video that their parents can watch which talks about how good reading can be: [watch video here](#).

Remind children that there are so many incredible books available. If they are unsure of what else they could read or what might suit their interests then they could speak to you (as their teacher) as well as other members of staff in school, and local libraries are always willing to help too.

You may also want to encourage the children to complete Reading Bingo (See Resource 8) to help encourage widening their choice of books and love of reading!

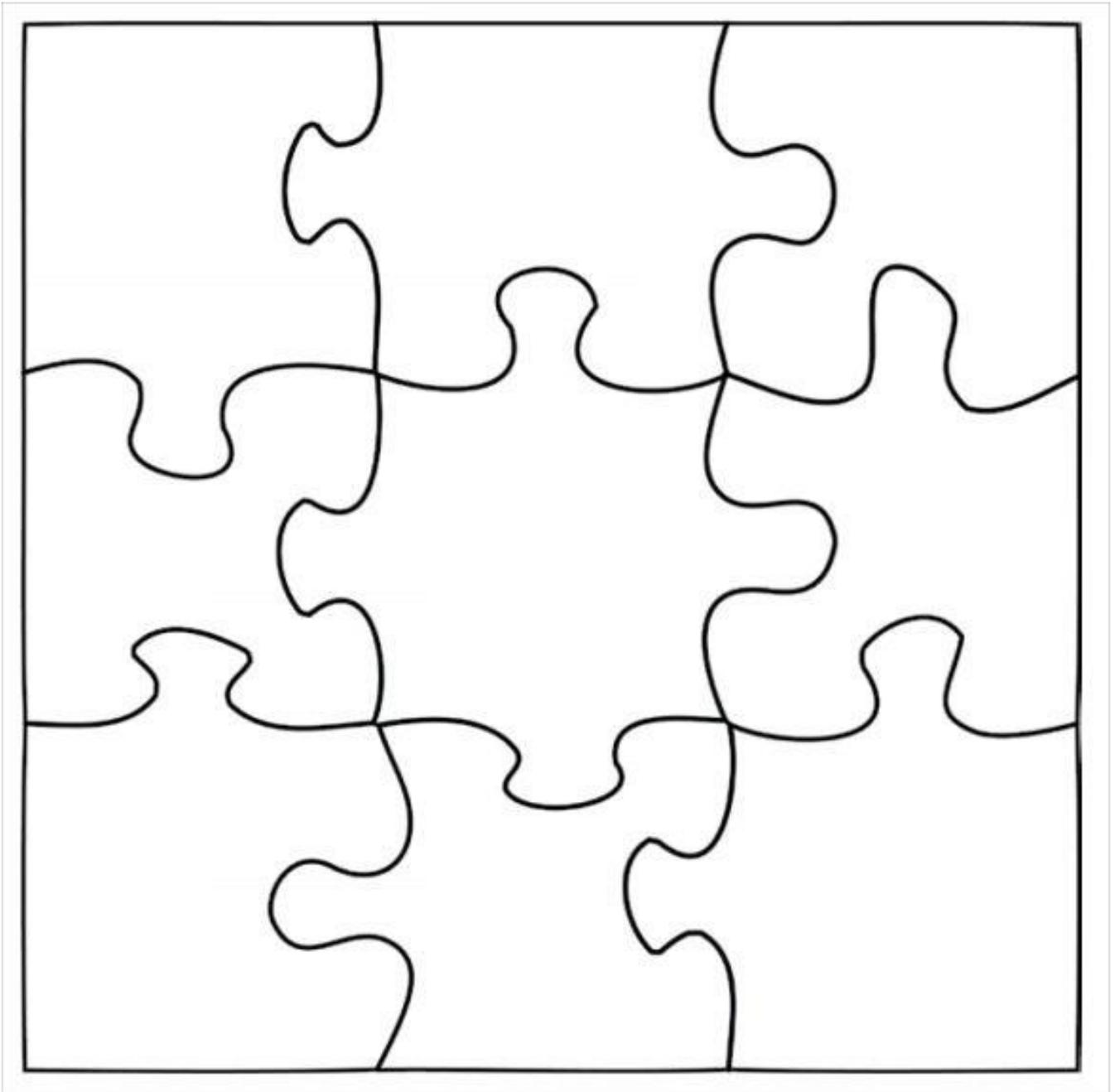


Name _____



Resource 1: You are a champion when you are being you

Name _____



Resource 2: Dare to Dream (Print on card)

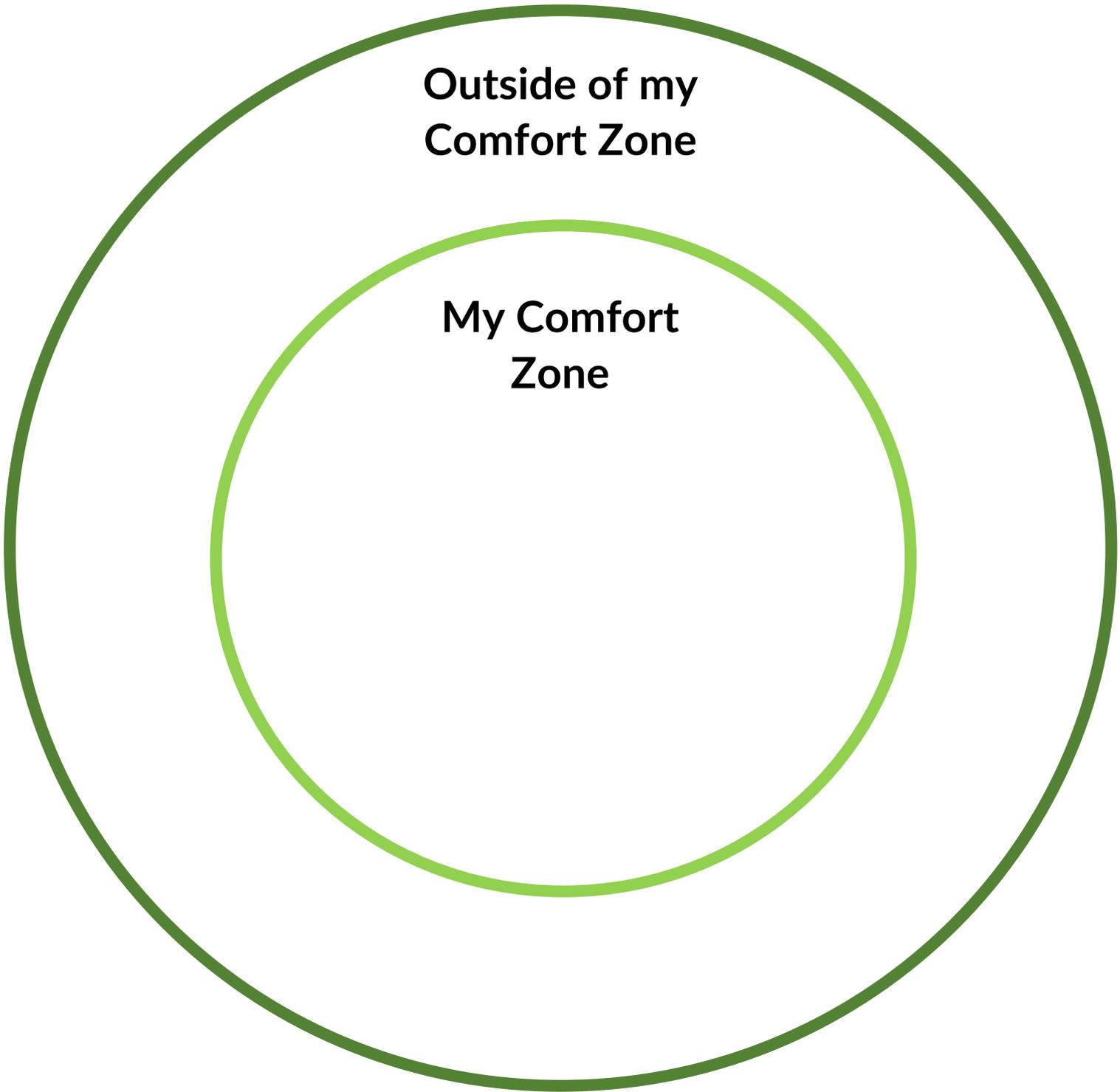
Name _____



Resource 3: Practice like a champion

Educational settings are able to copy, re-use and share resources for educational purposes only. It is not to be reproduced for commercial or non-educational purposes.

Name _____



**Outside of my
Comfort Zone**

**My Comfort
Zone**

Resource 4: Build Your Confidence

Congratulations to _____

Going outside of your comfort zone can be a challenge but look what can happen if you do.

You should be so proud of yourself.

Signed _____ Date __ / __ / ____

**DREAM BIG AND
MAKE IT HAPPEN**

Congratulations to _____

For _____

You should be so proud of yourself.

Signed _____ Date __ / __ / ____

**DREAM BIG AND
MAKE IT HAPPEN**

Resource 5: Build Your Confidence (or at any other time that you think is appropriate!)

Name _____

Team Building Game Instructions

Title _____

You will need:

-
-
-
-

Aim of the game:

How to Play

1. _____

2. _____

3. _____

4. _____

5. _____

Resource 6: Find your Team

_____ Charter
to continue being a champion!

I am going to champion myself. I will do this by _____

The people I am going to champion in my life are _____

I care about them because _____

The cause I want to champion is _____

My dream is to make a difference by _____

On this journey, I will:

Be patient because _____

To help me be patient I will _____

Persevere because _____

You will know I am persevering because you will see _____

Believe in possibilities because _____

When I believe in possibilities, it makes me feel _____

Resource 7: Never Stop Learning

Book Bingo

Colour in each square when you read a text that fits the task. When you have completed all the tasks, shout 'BINGO!'

Read a text by an author whose surname begins with C.	Listen to a text being read aloud.	Read something set in the past.
Read a poem aloud.	Read a text about an animal.	Read anything you like!
Read something outdoors.	Read a book with a sequel.	Read a traditional tale.
Read something set in another country.	Read a text to someone else.	Read an article about something in a newspaper or magazine.
Read a book with a blue cover.	Re-read something you have read before.	Read something recommended by a friend or family member.
Read a comic or graphic novel.	Read something by a female author.	Read a recipe or set of instructions.

Resource 8: Read for Pleasure