

# What's happening in the news this week?



Let's have a look at this week's poster!

2nd - 8th December 2024



**What does it mean to  
feel included?**

The FA





## Let's look at this week's story

The Football Association (FA) has laid out new plans aimed at raising awareness and increasing participation in disability football. The strategy, called Football Without Limits, includes growing the Comets programme for young people aged 5–11. The FA says Comets will be the most inclusive format of the sport and will provide a safe and supportive space for children to start playing football.



Learn more about this week's story [here](#).  
Watch this week's useful video [here](#).  
This week's Virtual Picture News [here](#).



# How does it make me feel?



## sad

despondent  
disconsolate  
dismal  
doleful  
downhearted  
forlorn  
gloomy  
melancholic  
miserable  
woeful  
wretched

## angry

aggrieved  
annoyed  
discontented  
disgruntled  
distressed  
exasperated  
frustrated  
indignant  
offended  
outraged  
resentful  
vexed

## happy

beaming  
buoyant  
cheery  
contented  
delighted  
enraptured  
gleeful  
glowing  
joyful

## confused

addled  
baffled  
bemused  
bewildered  
disorientated  
indistinct  
muddled  
mystified  
perplexed  
puzzled

## excited

animated  
elevated  
enlivened  
enthusiastic  
exhilarated  
exuberant  
thrilled

## worried

agitated  
anxious  
apprehensive  
concerned  
disquieted  
distraught  
distressed  
disturbed  
fretful  
perturbed  
troubled  
uneasy

## overwhelmed

engulfed  
inundated  
overburdened  
overloaded  
saturated  
submerged  
swamped

## afraid

alarmed  
apprehensive  
daunted  
fearful  
frantic  
horrified  
petrified  
terrified

## guilty

ashamed  
compunctious  
contrite  
culpable  
penitent  
responsible  
rueful

## jealous

bitter  
covetous  
desirous  
envious  
envying  
resentful  
wary

## thankful

appreciative  
grateful  
gratified  
indebted  
obliged  
relieved

## shocked

astonished  
astounded  
disconcerted  
distressed  
dumbfounded  
horrified  
staggered  
startled  
stunned  
surprised

## disgusted

affronted  
appalled  
horrified  
repelled  
repulsed  
revolted  
sickened

## inspired

activated  
encouraged  
exhilarated  
galvanised  
influenced  
motivated

## embarrassed

ashamed  
awkward  
chagrined  
demeaned  
discomposd  
humiliated  
self-conscious  
uncomfortable  
uneasy  
unsettled

## interested

absorbed  
captivated  
curious  
engaged  
enthralled  
fascinated  
gripped  
intrigued  
riveted



# This week's story looks at events related to ...





Read through the information below, which explains more about the Comets programme and the FA's Football Without Limits campaign. Is there anything similar in your community or local area?

## What is the Comets Disability Football Programme?

Comets is a fun, inclusive football scheme for disabled children aged 5-11. It runs in towns and cities across the UK as part of the FA's (Football Association) Football Without Limits campaign.

Sessions occur weekly and are focused on helping children with a disability to enjoy themselves, whilst building confidence, independence and making friends. All the sessions are delivered by qualified coaches, who have had training and guidance.



It gives [the players] an opportunity they didn't think was there. They love football but they don't know how to access it, and now these teams across the county are giving them the opportunity to be able to play.

Nick Hawkins, disability football development officer for Somerset Football Association.



**Pictured:** The FA Comets logo. **Source:** FA Comets.

## What else does the Football Without Limits campaign hope to achieve?

Expand access and opportunities for disabled people to participate in football.

Increase the number of players by more than a third across all disability football, reaching 28,300 registered disabled players.

Develop competitive disability teams for international success.







Look at the resource below, which shares some scenarios of people being left out.

## Choose one of the scenarios and work as a group to act it out.

- How does it feel to be left out?
- How might the others feel, knowing that they excluded someone?
- Can you change the scenario to make it more inclusive?
- Discuss how each member feels in this new scenario.



1

A group of friends sit together at lunch, leaving one child sitting alone.

2

A group of children are playing a ball game. One child (new to the group) stands nearby watching, but no one invites them to join.

3

A new child joins the class, but no one talks to them or invites them to play at breaktime.

4

A group is picking teams for a game, and one child is picked last or not at all.

### Discussion Prompts

What can we do or say to help others feel included?

How do small actions (like a smile or a kind word) make a big difference?





**Look at the resource below, which shares some information about inclusion in sport.**

**'Inclusion in and through sport means providing every person full respect, dignity, value and belonging in any roles they may play - athlete, coach, official, administrator, or spectator. Inclusion encompasses all populations across race, culture, gender, sexual orientation, religion, and disability.'**

sportanddev.org – The international platform on sport and development.

**'Inclusive sport is an effective way in which to transform social and community attitudes about people with disabilities through the exposure of their skills and strength, reducing common tendencies to see the disability instead of the person.'**

Oliver King, embraceequality.org.uk.



**We can develop values through sport. Look at the following and discuss how sport may develop them. Do you believe these values contribute to being inclusive?**

- Respect
- Teamwork
- Discipline
- Confidence
- Perseverance
- Compassion
- Competitiveness
- Friendships

**Discuss the part sport can play in ensuring everyone is included. Is there still more we need to do?**





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# Reflection



Including others can help create a sense of belonging for everyone, helping to ensure a kind and supportive environment for all.







## Individual Liberty

Everyone has the right to be included in sports.

Through our choices and our actions, we can help to ensure everyone is included.

# Protected Characteristics



Everyone should be able to participate in football. The football scheme, Comets, provides sessions for disabled children. Sport can help us celebrate the strength and skill of others, no matter who they are.



Sex



Sexual  
Orientation



Age



Disability



Gender  
Reassignment



Marriage and  
Civil Partnership



Pregnancy  
and Maternity



Race



Religion  
or Belief





# UN Rights of the Child



Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.



# Useful vocabulary



## Access

To join in or use something.

They love football but they don't know how to **access** it.

## Campaign

Special plans or projects to make something happen or spread a message.

Comets ... runs in towns and cities across the UK as part of the FA's (Football Association) Football Without Limits **campaign**.

## Competitive

Trying to be the best or win against others.

Developing **competitive** disability teams for international success.

## Inclusive

Welcoming and open to everyone.

Comets is a fun, **inclusive** football scheme for disabled children aged between 5-11.

## Occur

To take place or happen.

Sessions **occur** weekly.

## Participate

To join in or take part in something.

Expanding access and opportunities for disabled people to **participate** in football.

## Qualified

Having the right training or skills to do something.

All the sessions are delivered by **qualified** coaches, who have had training and guidance.

**Can you use them in your writing this week?**



# Collective Worship



**Bible Link:** Philippians 2:3-4  
**Christian Value:** Compassion  
**Theme:** Everyone included



## Pupil involvement

Before the session, ask some children to prepare something fun or exciting to share, e.g., a musical performance, a painting, a story, a game (like Simon Says).

Welcome everyone and explain we have some volunteers, who are going to share something fun today! Just before you do, select a small group of children, who will not be included in the fun. You could ask them to turn around and face the other way or stand just outside the room. Select a different group for each volunteer so no one misses out on the fun!

After, discuss how the children felt, those included and those who were not. Explain we deliberately chose not to include people but sometimes people can be excluded because of who they are. It isn't deliberate but often it's because they haven't been considered. Share examples of this, e.g., a wheelchair user unable to access a venue, a meal someone cannot eat because of their dietary needs.

## Pupil talk

- Can you think of a time you were included? How did you feel?
- How do you include others?
- What do you do if someone is not included? Does who it is affect your actions?

## Think

The Football Association (FA) has laid out new plans aimed at raising awareness and increasing participation in disability football. The strategy, called Football Without Limits, includes growing the Comets programme for young people aged 5–11. The FA says Comets will be the most inclusive format of the sport and will provide a safe and supportive space for children to start playing football.

Jesus' life teaches us to love God and love our neighbour, putting others first. Jesus always welcomes and includes everyone and encourages us to consider those, who may have been overlooked.

## Invitation prayer

Dear God,  
Thank you that we are all different and special,  
Help us to consider others and find ways to make sure everyone is included,  
Thank you for loving us all,  
Amen

## Key stage 1 class discussion

- Think about your playtimes. What do you do? What games do you play? Who do you play with? Can anyone play? Do you think everyone feels included?
- How can you show compassion and friendship to others? How can you make a positive difference to their life?

## Key stage 2 class discussion

- Everyone should have access to the same opportunities and should be treated with dignity. What does this mean? Do you agree? Share your thoughts.
- How is school inclusive?
- How can showing compassion to everyone impact our school, our community, the world?

## Worship song

Light up the fire



God



Creation



Fall



People of God



Incarnation



Gospel



Salvation



Kingdom of God



## Picture News



### What does it mean to feel included?

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- Look at this week's poster and predict what you think the story could be about.
- Watch this week's useful video, which explores the FA's Football Without Limits campaign. Do you think it is a good idea? Who do you think will benefit? Would you like to take part?
- Read through the information found on the assembly resource, which explains more about the Comets programme and the FA's Football Without Limits campaign. Is there anything similar in your community or local area?
- Can you think of a time when you were excluded from something? How did you feel? Can you also think of a situation where you were included? Share how it made you feel. What did others around you do to make you feel that way? Discuss the differences between these experiences.

### Reflection

Including others can help create a sense of belonging for everyone, helping to ensure a kind and supportive environment for all.

## Picture News



### KS1 focus

#### What is inclusion?



- Let's talk about the word 'inclusion'. What do you think it means? Can you describe a time when you felt included?
- Imagine a moment when you were left out of something. How did it feel? What could others have done to include you? Could you have spoken up?
- Look at resource 1 and complete one of the roleplay activities with your group. Who was left out and why? How did everyone feel in that situation? What changes did you make to help everyone feel included?
- Being part of a group or team often makes us feel good. Why do you think belonging is so important?
- Think about the FA's Comets programme. Why might it be important to have something like this? Who do you think will benefit the most?
- What are some little things you can do to make someone feel welcome? How might that change the way they feel?
- When we see someone who looks left out, what could we say or do to help them feel included?
- Reflect on why it's important to be kind to others. What difference does it make when we try to include everyone?

### Reflection

Inclusion means making everyone feel welcome and valued; creating a kind and supportive environment where differences are celebrated and respected.

## Picture News



### KS2 focus

#### How can sport be inclusive?



- Think about the sports you take part in, both at school and in your own time. Do you have a favourite sport? Where do you play it? Who else takes part? Can anyone join in?
- Make a list of different sports. For each, discuss if you think everyone can take part in it, no matter their race, sex, beliefs, disability, age. Are you aware of any sports that have been adapted so everyone can join in, e.g., walking football?
- Share your experiences of inclusion and exclusion in sport. Is it something you have considered, or been affected by? Do you believe it's possible to ensure everyone is always, and always feels, included?
- Look at resource 2, which shares some information about inclusion in sport. Discuss the part sport can play in ensuring everyone is included. Is there still more we need to do?
- Focus on the values we can develop through sport. Can you think of any other values sport develops? Discuss how each value can contribute to ensuring everyone is included.
- Think about the quote from Oliver King. Do you agree that sport exposes someone's skill and strength? Can it help to transform the attitudes people have towards others? How might someone's attitude impact how inclusive sport is?

### Reflection

Through sport, we can learn many things about ourselves and others. This can help us ensure we include everyone, both on and off the pitch (or court, track, pool, course, rink!).



# Picture News



## KS2 follow-up ideas

### Option 1

There are many different types of accessible, adapted and disability sports. Use the internet to find out more about one sport. Think about:

- What is the sport?
- What are the rules?
- How is the winner decided?
- What equipment is needed?
- How has the sport been adapted or made accessible?
- Are there any clubs offering this sport in your local area?

Share your information with others in your class. You could even play some of the sports during your PE sessions!

### Option 2

Produce a piece of art on an A6 piece of paper (quarter of A4) that represents how you feel when you are included.

- What colours, tones, lines, shapes represent feeling included for you?
- Does everyone else agree?
- What medium will you use to create your art, e.g., paint, material, pencil, pastel?

Connect each A6 segment to create a whole class piece of art. Celebrate how different we all are but how we are all connected and all included!

# Picture News



## KS1 follow-up ideas

### Option 1

Create a 'kindness chain'! Take a strip of paper and consider one way that you can show kindness or include someone. Draw or write your idea onto your paper strip. Once others have finished, link your strips together to form a paper chain of kindness! Display the chain in your classroom as a demonstration of your commitment to kindness and inclusion.

### Option 2

Let's make a class video to celebrate how we're all unique and special! Think of something you would like to share, it could be something about yourself (e.g., something you like or are good at) or a kind message (e.g., everyone welcome here!). Take turns to record your special message – remember to speak loudly and clearly! Watch the video together and discuss how differences make your class stronger and more unique. You might like to share the video with your families, or the rest of school!

# Picture News



## This week's useful websites

### This week's news story

<https://bit.ly/3Zbf3M0>

### This week's useful video

Football Without Limits  
[www.youtube.com/watch?v=5FkljxjxYBS0](http://www.youtube.com/watch?v=5FkljxjxYBS0)

### This week's Virtual Picture News

[www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)

### This week's vocabulary

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# Quieten Down, You!

A noisy cockerel has been causing quite the commotion in a quiet street in Hampshire. The bird, owned by Harold Brown, 80, would start crowing as early as 3am, waking up neighbours and making life difficult for everyone nearby. One neighbour, Barbara Cron, said, 'It felt like torture. The noise kept me awake and made my migraines even worse.' The council received many complaints and told Mr Brown to keep the noise down. When Mr Brown's cockerel passed away, the noise stopped. However, he got a new cockerel, and the crowing started all over again! Environmental health officers

recorded the bird crowing 90 times in just an hour and a half! Mr Brown was taken to court and fined £200 for not stopping the noise. Luckily, things are quieter now, and the neighbours can finally get some rest!



**Pictured:** A noisy crowing cockerel.  
**Source:** Canva.

# Snowy Surprise

Recently, parts of the UK were covered in snow, and lots of schools had to close as a result. Snow days happen when the weather makes it tricky or unsafe to get to school. Sometimes it's because the roads are icy or snowy, or even because it's hard for teachers to get to work. Snow days can be fun, but they also cause disruption, especially for places that are not used to snowfall. Trains and buses might be delayed, and journeys can take longer. Neil Armstrong, the Met Office's chief meteorologist,



**Pictured:** Playing in the snow! **Source:** Canva.

said, 'With cold Arctic air firmly in place, wintry weather often brings challenges, but it's important to stay safe'. While snow can make life tricky, it is also magical!

**What's your favourite snowy activity?**

## Why is discovery important?



*I think discovery is important because it helps us learn.*

**Joanna**

Let us know what you think about this week's news



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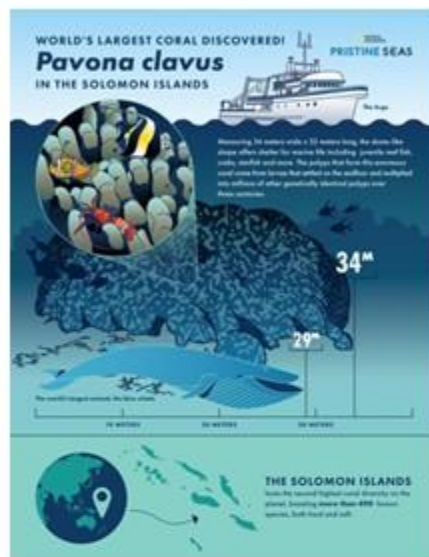


## Colossal Coral

The world's largest coral has been found during a scientific expedition, launched by the National Geographic Pristine Seas project in the Pacific Ocean. Scientists working on the study were checking the ocean health in the Solomon Islands, when they made the discovery. The coral is longer than a blue whale – the planet's biggest animal! Researchers commented that the mega coral could be 300 years old. It is three times the size of the largest known coral reef and would be visible from space. The massive coral is a collection of tiny creatures, all connected together to create one organism, with the appearance of a brown rock.



**Pictured:** The largest coral. **Source:** National Geographic Pristine Seas on Facebook.



**Pictured:** Information about the newly-discovered coral. **Source:** National Geographic Pristine Seas on Facebook.

'Just when we think there is nothing left to discover on planet Earth, we find a massive coral made of nearly a billion little polyps, pulsing with life and colour,' said Enric Sala, founder of the Pristine Seas project. 'This is a significant scientific discovery, like finding the world's tallest tree.'

**Have you ever seen coral?**

**Do you like to learn about what is being discovered in the oceans?**

## Art at Whitby Abbey!

An impressive art installation called 'The Heritage Tree' has been unveiled at Whitby Abbey. The artwork by world-renowned artist, David Popa, honours seven 'game changers' as part of the National Lottery's 30<sup>th</sup> birthday celebrations. A National Lottery spokesperson said the giant visual display celebrates the 'extraordinary impact' the seven people have had on heritage and conservation. The inspiring individuals are Sir Tim Smit, co-founder of The Eden Project, Arthur Torrington CBE, co-founder of the Windrush Foundation, Teresa Anderson MBE, director of Jodrell Bank Centre for Engagement, Chantelle Lindsay, project officer with the London Wildlife Trust, Sandy Bremner, convener for the National Parks Authority, Lisa Power MBE, Pride Cymru volunteer, and Heidi McIlvenny, former project leader for Ulster Wildlife's Sea Deep initiative.



**Pictured:** Whitby Abbey and the Heritage Tree by David Popa. **Source:** English Heritage on X.

Eilish McGuinness, CEO of the National Lottery Heritage Fund, said, 'The creation of a stunning Heritage Tree installation at Whitby Abbey honours seven of those extraordinary game changers and beautifully symbolises the deep roots and ever-growing impact of each, reflecting our shared ambition to strengthen heritage.'

**Would you like to find out more about the seven game changers?**

**Do you think art is a good way to honour people?**

### Why is discovery important?



*I think discoveries help us remember the people and things that existed in the past, it is important to remember and respect our history.*

**Josef**

Let us know what you think about this week's news



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# TAKEHOME

2nd - 8th  
December



**What does  
it mean  
to feel  
included?**



## In the news this week

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### Things to talk about at home ...

- Share your thoughts about the FA's plans to increase awareness of disability football.
- Can you think of a time when you have felt like you belonged (perhaps in a team or group)? What was it that made you feel included? Ask the same questions to someone at home.
- Ask people at home whether they, or someone they know, have benefitted from a similar programme.

**Please note any interesting thoughts or comments**

Share your thoughts and read the opinions of others

[www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)

