



FIFA Men's World Cup 2026

Assembly summary

Aim

- To learn about the history and purpose of the FIFA World Cup and about the 2026 men's tournament
- To consider the impact it has on the world and the countries where it is held.

Context

The 2026 Men's World Cup is being held for the first time across three countries – the United States of America (USA), Mexico and Canada.

The video explores the following:

- The countries and stadiums involved in the 2026 tournament
- The history of the competition and interesting stories
- Some of the famous players over the years
- The infrastructure and job creation around the competition
- Some of the concerns linked to the hosting countries
- The positive themes and ideas linked to competition football.

Additional information:

- The Women's World Cup will be held in 2027 in Brazil
- In 2023 the Women's World Cup took place in Australia, the final was between England and Spain. Spain were the winners.

This video can be used as part of an assembly or classroom discussion. It includes elements of the following curriculum standards:

English National Curriculum

- KS3 Citizenship: The precious liberties enjoyed by the citizens of the United Kingdom; public, voluntary and community groups in society; money and budgeting
- KS4 Citizenship: Democratic and non-democratic government; human rights; diverse identities
- KS3 Geography: Locational knowledge
- KS4 Geography: Urban issues and challenges, resource management, the changing economic world
- PHSE/RSE notes: The benefits and importance of physical activity; mental well-being and happiness; participating in fun, enjoyable or rewarding activities
- OFSTED: British Values: The rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Scottish Curriculum for Excellence (CfE)

- Health and Well-being: Mental, emotional, social and physical well-being; physical activity and sport
- Social Studies: People, place and environment; people in society, economy and business.

Northern Ireland National Curriculum

- KS3: Positive attitudes to and enjoyment of physical activity; an awareness of the positive impact of physical activity on health and well-being; and positive sporting behaviour and a sense of fair play

- KS4: Know how to access sporting and recreational opportunities in the local and wider community
- KS3 and KS4: Learning for Life and Work: Diversity and Inclusion; human rights and social responsibility; equality and social justice; democracy and active participation

Curriculum for Wales (CfW)

- Learning Purposes: Ethical, informed citizens of Wales and the world.
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
- Areas of Learning and Experience: Health and well-being; humanities.

Possible discussion points before watching the video

Ask students if they know where the 2026 Men's World Cup is being held

Point out the USA, Mexico and Canada on a world map

Discuss with students the obvious questions about logistics and practicalities if such a large sporting competition is being run across three countries

Ask students what they know about the Men's World Cup competition, e.g. finals run every four years and countries need to qualify for it. Students may not be aware that England, Scotland, Wales, Northern Ireland and Republic of Ireland don't qualify for every competition.

Introduce key terminology, including:

- **economic impact:** the financial effect on a person or place of a project
- **tourism:** visitors travelling to places for personal or business reasons
- **human rights:** the basic rights and freedoms that every person has regardless of who they are
- **workers' rights:** the right of any person to be treated fairly and with respect in a place of work
- **infrastructure:** the basic service and systems that allow any country to run smoothly
- **health and well-being:** includes a person's mental and emotional health, physical health and ability to live a healthy lifestyle
- **sportsmanship:** showing fairness, respect and following the rules of any game in a gracious way
- **gamesmanship:** gaining advantage through mind games and rule-exploiting.

Possible discussion questions after watching the video

Would every country want to host a World Cup?

Are there any times when a country should not be allowed to host?

What subjects link to the different essential jobs involved, from physiotherapists to website designers to camera operators

How can crowd problems, too many people in one place for example, be avoided?

Different cities hosting the matches will have different laws, for one month should fans follow the rules of each country or should there be a global standard of rights for all to follow?

How are you watching the games? What stories are being shared? What is missing? Who is making the news?

Which is the best tactic to win?

How will players cope with the changes in weather?

What could FIFA do to mitigate the CO2 emissions created by the World Cup? Will this change the tactics/training of the players? Could we see more defensive or attacking playing?

If you could pick where to host FIFA, where would it be and why?

Different cities hosting the matches will have different laws, for one month should fans follow the rules of each country or should there be a global standard of rights for all to follow?

Activity ideas

Students could design a set of health and well-being guidelines that all World Cup Final hosts should follow

Divide the class into groups to research different areas of any World Cup final, for example: stadiums, transport, crowd consideration, security, food and energy.

Students could plan their own sustainable World Cup in the future in a country of their choice, or in their own school

Students could become Human rights referees. Present scenarios that match with one of the human rights that students interrogate [FIFAs Human rights Framework](#). Students have a Town hall simulation: Different stakeholders asking questions about how their rights will be respected, students could map stakeholders. Maps of stadiums for students to highlight potential for human rights abuses

Debate: If FIFA has created this can they ban players for wearing political symbols? How far should football remain neutral? Does the ban on protest remove the rights to Freedom of Speech or is it necessary within sport.

The following links could be used as research or provided to students after the assembly.

[BBC Bitesize 'What is the FIFA Club World Cup?'](#)

[BBC Sport 'FIFA World Cup'](#)

[BBC Bitesize 'Unexpected moments in World Cup history'](#)

[The official FIFA World Cup website](#)

[The FIFA Official YouTube Channel](#)

The BBC cannot be held responsible for the content or reliability of external links.

Possible assembly framework (Hall or classroom)

1. Entry

A promotion video from the FIFA YouTube channel or a football-related musical track could be played.

2. Introduction

Potential starting questions:

- Where is the 2026 Men's Football World Cup being held? [Ask for responses.]
- Are we [the country where assembly is being delivered] involved? [Ask for responses.]
- How is the FIFA World Cup different from the league football games played every week? [Ask for responses.]

3. Play the video

The final words are: '*...unity and mutual respect, and every nation has a part to play.*'

The duration is: 4min 15sec.

4. After the video – time to talk

An opportunity to discuss pupils' responses to the film. See above.

Some initial reaction questions to the video may include:

- Where are the USA, Mexico and Canada in the world?
- How many countries are in the 2026 competition? Can you name any of the countries?
- How do time-zones impact the viewing audience?
- Can students name any famous recent tournaments or things that happened?
- Can students name any players that made their name in previous World Cups?
- What are the social, economic, political and environmental impacts of staging a competition across multiple countries?
- Why is the slogan 'We Are 26'? What message does this convey about the three hosting countries? Can the three countries really act as one?
- What are some of the jobs involved in running a large football competition?

5. Closing the assembly

Some reflections on the 2026 World Cup and large international sports competitions in general.

- Which country would you support if this country wasn't in the final or was knocked out
- How many students are looking forward to the Men's Football World Cup? [Hands up.]

- Name a job linked to the World Cup, other than those on the pitch [Ask for responses.]
- What are some of the qualifications or what are some of your favourite subjects that could lead to these types of jobs? If you wanted to work for a global event such as a FIFA tournament, what sort of transferable skills would you need? How could you gain experience to practise those? [Ask for responses.]
- What if the favourite team does not win? What resilience will the players and country need? How could they manage expectations? [Ask for responses.]
- A quiet moment of reflection could be included if appropriate.

6. Music

You could play suitable music as pupils leave in silence.

