

Teacher's Guide for FACES

May/June 2014: SOCCER IN THE SPOTLIGHT

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****All codes listed in parentheses refer to Common Core Standards.****

Getting Started

(L4) On the cover: The motto across the face reads "Ordem E Progresso." What does it mean? ORDER and PROGRESS. It was inspired by Auguste Comte's motto: "Love as a principle and order as the basis; progress as the goal." Discuss the meaning of this statement.

High Five

(RI1) Classify each of the points as People, Places, or Culture.

(SL!) Point #4 mentions how the World Cup moves around the globe. Discuss the economic impact of hosting such an event. How does the publicity build knowledge of the people/places/culture of the host nation?

At a Glance

(RL7) Look at the portion of the Brazilian flag on pp.4-5. Compare this to the cover photo. Notice the cover photo has a globe as the person's iris. This is not part of the Brazilian flag, but why is it appropriate?

(SL2) Locate Portugal on a world map. Why do Brazilians speak Portuguese? Watch a 3-minute video. Students will see and hear the Portuguese language. The English translation is also given. www.youtube.com/watch?v=hlwNnT-8tQc

*If you have problems uploading this video, go to youtube.com and enter *Origin of the Portuguese language* in the search box. The video is by Brazilian Lingo.

An Athletic Armadillo

(RL1/RI1)

- Who named the mascot?
- How is this mascot different from its predecessors? (see caption on p.6)
- How does a mascot aid the World Cup?
- List the adaptations that help the armadillo survive.

(RL2) What message do you think the Brazilians are sending by a) choosing the armadillo b) naming him Fuleco?

(RL7) How did the designers integrate soccer into Fuleco's design? Look at other mascots on p.7. Can you tell which countries hosted the World Cup in those years?

Answers:

1966= England

1998= France

1994= United States

2006= Germany

2010= South Africa

When the FIFA World Cup Comes to Town

(SL1) Debate: Do you feel hosting a major event like this is positive or negative for the host country? Develop a list of ideas to help host countries overcome the negative impacts. To find out what FIFA is doing, see the article "Guardians of the Game."

(RL8) Find evidence from the article of both positive and negative impacts on the host nation.

(RL3) Compare/contrast the World Cup and the Olympics.

(RI1) In what ways will hosting the World Cup help Brazil prepare for the Olympics in 2016?

More Than Just a Game

(RL1/RI1) After reading the article, what is the meaning of the title? Discuss the real/perceived danger in such situations?

(RL8) Find examples of the intertwining effects of politics/pastimes/cultures.

(W1) What is your opinion: Why do people react/overreact to losing in the World Cup tournament? Who is to blame? Identify the aspects of competitive sports that seem to bring out the best and worst in people.

(RL3) Analyze the times when FIFA has had to intervene on behalf of soccer players. Compare/contrast them.

(RL7) Look at the picture on the bottom of pp.14-15. Identify the positive/negative aspects of crowds like this.

(W7&8) Conduct short research and gather relevant information: Name a U.S. sporting event where similar situations have occurred. Tempers flare after a sporting event and police are involved in calming the situation. (This happens at all levels of competition.) (SL4) Tell the story to the class.

Guardians of the Game

(RL7) Discuss the meaning of the graphic included around the title on p.16.

(RL2) Building a better community: How does the game of soccer build a better community? Trace the steps.

(SL1) Apply this lesson to your geographic region. What sport is popular? How could your community build on it?

(RL1/RI1) Importance of long-range planning:

- When did FIFA start planning for the 2010 World Cup?
- Are the 20 centers identical? Why not?
- Why is it important for the communities to feel ownership of their centers?

(W7) Conduct short research. What is FIFA doing in Brazil? Check out www.fifa.com/footballforhope to find out.

And the Award Goes To...

The World Cup trophy is on tour! Follow the route at:

www.fifa.com/worldcup/organisation/trophy-tour/index.html?intcmp=fifacom

(RI1) Considering the history of this trophy, are you surprised that it is on a global tour? List the precautions officials are probably taking to ensure the trophy is not stolen.

(W3) Write an imagined experience about what happened to the Jules Rimet Cup.

(W7) Conduct short research to find the current price of gold. Use this information to calculate the worth of the trophy.

(SL1) Work in groups to formulate a list of cheaper materials that could be used to make the trophy. Identify where the money saved by NOT using 18-carat gold could be used.

FIFA Officials: The Unsung Heroes of Soccer

(RL1/RI1)

- List characteristics of a good referee. How are these “job skills” beneficial in other careers as well?
- Discuss the importance of having officials. Predict the outcome if officials were absent.

(RL8) Find evidence of the amount of pressure these referees are under.

(SL1) Discuss in small groups: Analyze your own personality traits. Would you be a candidate for a ref/fan/player?

(W3) Personal experience: Write about a time when you disagreed with an official. Analyze the situation. Were you a player or a spectator? Explain the situation or event. How did you handle the situation? What could you have done differently?

Youth Football Academies

(RL1)

- Name several ways the academies find players.
- What is the purpose of the academy?

(SL1) Discuss the pros and cons of playing on the academy level.

(RI1) Illustrate an academy campus based on the article’s details.

Visit academy.demosphere.com to see the geographic locations of US academies. Infer why these clusters exist in these specific parts of the nation.

(W1) What is your opinion? Do you feel this is too much pressure on a person your age? Support your opinion with reasons and examples.

Growing Up: In a Football Academy

(RL3) Compare/contrast these 3 players.

(SL1) Discussion: What sacrifices do these players make? What sacrifices do the parents/families make? Find examples of sacrifice in the article.

(W3)

- Choose one of these players and write about a day in their life.
- Assume you are the best friend of one of these boys. You don’t agree with his decision to attend an academy. State your position and give reasons why you feel this way.

Not Just for the Guys

(W7) Conduct short research to find out:

Is there a women's world cup? When and where is it?

ANSWER: Yes. It was started in 1991. The next Women's World Cup is in Canada in 2015.

(RL8) Find evidence from the article that the number of girls participating in soccer programs has increased.

(RL6) Read the article, "Women Play Sports But Not on TV" found at the following website.

<https://www.womenssportsfoundation.org>

Type "Women Play Sports But Not on TV" in the search box. Scroll down until you find the article with that title.

Identify the author's point of view and the article's purpose.

(SL1) After reading the website article, discuss and counter with an argument. (Assume you represent Sports Center.) Take into consideration things like tv ratings, ages and types of people who watch this channel, etc.

Dear Tommy

(RL3) Describe Tommy and Guilherme. Compare/Contrast them.

(RL8) Find evidence that "G" does things very similar to American teens.

(W2) Guilherme mentions hand-eye coordination twice. Choose 2 sports and explain key characteristics needed in those sports. State which sport does or does not match your abilities and explain why.

(RI1) Guilherme mentions the popularity of lacrosse in Canada. Look at hockey and lacrosse and infer why lacrosse is so popular.

A Very Noisy World Cup

(SL1) Listen to a 20 second clip of the vuvuzela from the 2010 World Cup at:

www.youtube.com/watch?v=bKCIFXqhLzo *If this web address does not work, go to youtube.com and enter *vuvuzela sound* in the search box. The segment you want is called Vuvuzela sound at Cape Town Stadium- world cup 2010.

Do you believe Brazilian player Felipe Melo had a legitimate argument? Or was he shifting the blame?

(RL7) Look at the photos on pp.38-39. How does the size of the vuvuzela help you understand the amount of noise it can make?

(RL6) The Shembe Church sued the vuvuzela company and won. What do you think they presented to the court? Argue the case.

(W1) The caxirola will not be allowed in World Cup stadiums this year. Do you believe this is the right decision? Support your opinion with facts and information from the article.

Top Young Players to Watch in the 2014 FIFA World Cup

(L5) List the adjectives used to describe each player. Identify the mood or image created by their use.

(RL3) Compare/contrast these adult professional players with the younger players you read about earlier. What new pressures arise as a professional?

Wrap Up

(RI1) At the beginning of this issue, you learned the meaning of *Ordem E Progresso*. What can Brazil do to live this motto...during the World Cup, the Olympics, and the future?

(W7) School Mascot: Your school probably has a mascot. What is it? Conduct short research to find out why the mascot was chosen. Does it have a name? If not, have a contest to choose a name. Consider what type of message you want your mascot to send.