Lesson 1
Players & Positions League

Description
Students will learn about the Portland Timbers players, the dimensions of a soccer pitch, and player positions during a game.

Materials
1. Soccer field clipboard
2. Tape measure (100 ft.)
3. Mesh pennies

Key Concept
Area of a rectangle= length x width
Perimeter of a rectangle=
(2 x length) + (2 x width)

Problems/Issues
1. Where are the Portland Timber players from and how far did they travel to get to Providence Park?
2. Compare soccer to other sports, how many players are on the field/court at the same time?
3. What is the difference between a soccer field and other sport fields?

Vocabulary

Pitch
The field of play. The length of a pitch must be between 100 yards (90 meters) and 130 yards (120 meters) and the width not less than 50 yards (45meters) and not more than 100 yards (90 meters).

Goalkeeper
The only member of a team who is allowed to touch the ball with the hands. Positioned directly in front of goal, it is the goalie's job to prevent the opposition scoring.

Defenders
Players whose primary role is to keep the opposition from scoring.

Midfielders
Players required to get forward and contribute to goals, but also help out their defenders when the team does not have the ball.

Forwards
Players responsible for scoring and creating goals.

4-4-2
A formation that consists of four defenders, four midfielders and two forwards.

Source: http://worldsoccer.about.com/od/soccer101/a/soccerglossary.htm

Lesson 1 Standards

Third grade

- Mathematics
  - Measurement and data: Represent and interpret data (CCSS.MATH.CONTENT.3.MD.B.4): Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
  - Geometric measurement: recognize perimeter (CCSS.MATH.CONTENT.3.MD.D.8): Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
- Next Generation Science Standards
  - K-2.Engineering Design (K-2-ETS1-2): Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
  - Weather and Climate (3-ESS2-2): Obtain and combine information to describe climates in different regions of the world.

Fourth grade

- Mathematics
  - Measurement and data: Solve problems involving measurement and conversion of measurements (CCSS.MATH.CONTENT.4.MD.A.3): Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.
- Next Generation Science Standards
  - Energy (4-PS3-1): Use evidence to construct an explanation relating the speed of an object to the energy of that object.
  - Earth's Systems (4-ESS2-2): Analyze and interpret data from maps to describe patterns of Earth's features.
- Physical Education
  - 2.1 Explain the difference between offense and defense.

Fifth grade

- Mathematics
  - Measurement and data: Convert like measurement units within a given measurement system (CCSS.MATH.CONTENT.5.MD.A.1): Convert among different-sized standard measurement units within a given

measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

- Next Generation Science Standards
  - Scale, Proportion, and Quantity: Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. (5-PS1-2),(5-PS1-3)
- Physical Education
  - 2.1 Explain the importance of open space in playing sport-related games.

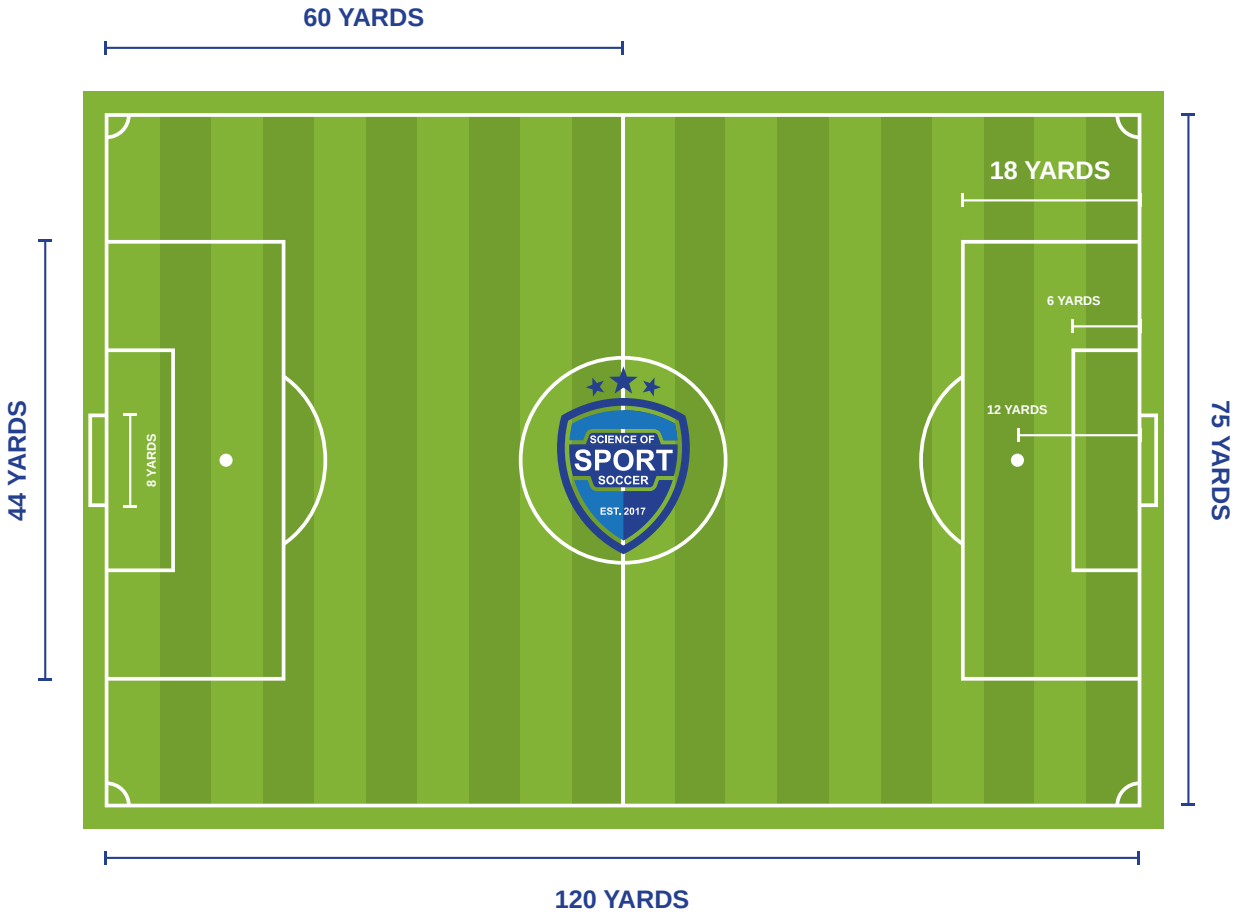
Lesson 1 Procedure

Part I: Where are Portland Timbers players from?

Player	Hometown
Fanendo Adi	Lagos, Nigeria
Vytas Andriuškevičius	Alytus, Lithuania
Gbenga Arokoyo	Kabba, Nigeria
Dairon Asprilla	Istmina, Colombia
Jack Barmby	Harlow, Essex, England
Nick Besler	Overland Park, Kansas
Nat Borchers	Tucson, Arizona
Neco Brett	Kingston, Jamaica
Diego Chara	Cali, Colombia
Jake Gleeson	Palmerston North, New Zealand
Wade Hamilton	Murrieta, California
Chris Klute	Grand Prairie, Texas
Chris Konopka	Toms River, New Jersey
Darren Mattocks	Portmore, Jamaica
Jack McInerney	Chattanooga, Tennessee
Lucas Melano	Hernando, Argentina
Darlington Nagbe	Lakewood, Ohio
Amobi Okugo	Hayward, California
Taylor Peay	Salt Lake City, Utah
Ben Polk	Banbury, United Kingdom
Alvas Powell	Danvers Pen, St. Thomas, Jamaica
Liam Ridgewell	Bexleyheath, London, England
Steven Taylor	Greenwich, London, England
Jermaine Taylor	Portland, Jamaica
Andy Thoma	Los Alamos, New Mexico
Zarek Valentin	Lancaster, Pennsylvania
Diego Valeri	Lanús, Argentina
Ben Zemanski	Akron, Ohio

Part II: Dimensions of a soccer pitch

- Provide each student with **Worksheet 1** or have them create a sketch of the soccer field at the StubHub Center
  - Dimensions are: 120 yd. long x 75 yd. wide (109.7 m x 68.6 m)
- Label each line and length of each side of the field in order to calculate the perimeter and area of a rectangle (the playing area)



- Clear a large part of your classroom, gym, or playing area to draw a small version of a soccer field to scale
- Have students create an exact replica of the soccer field at the StubHub Center to scale using **tape measure (100 ft.)** to measure and painter's tape to mark the lines on the field
- For example: 100/1 scale would be done with 1 meter (on the field) = 1 cm (in the classroom)

Part III:

- On the next page draw the location of the eleven players on the soccer field based on the example below (4 defenders, 3 midfielders, and 3 forwards) and label each player as follows:
  - Asprilla – Forward
  - Adi – Forward
  - Melano – Forward
  - Valeri – Midfielder
  - Nagbe – Midfielder
  - Chara – Midfielder
  - Klute – Defender
  - Ridgewell – Defender
  - Borchers – Defender
  - Powell – Defender
  - Kwarasey – Goalkeeper

Additional Items for Consideration

- How many football fields, basketball courts or tennis courts fit inside of the StubHub Center?
- Dimensions of the soccer field at StubHub Center are: 109.7 meters x 68.6 meters = 7,525 m^2
- Typical dimensions of a football field are: 120 yards x 53.3 yards = 6,400 yds^2
- Typical dimensions of a basketball court are: 94 feet x 50 feet = 4,700 ft^2
- Typical dimensions of a tennis court are: 78 feet x 36 feet = 2,808 ft^2

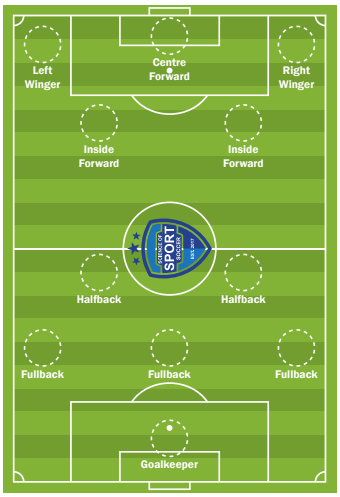

Asprilla
Adi
Melano
Valeri
Hagbe
Chara
Klute
Ridgewell
Borchers
Powell
Kwarasey

Performance Task

- Label common formations used in soccer
- Describe zone vs. man to man defense
- Make sure to note that regardless of the formations, the number of players adds up to 11 (the positions like 4-4-2 plus the goalie = 11 players).

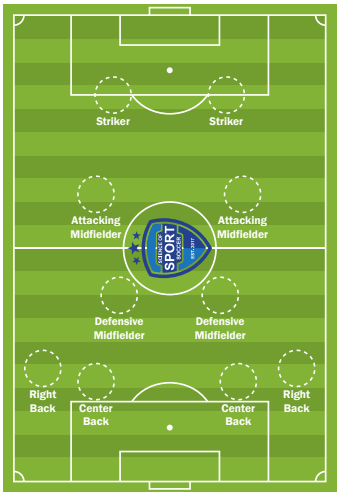
3-5-2

3-2-5

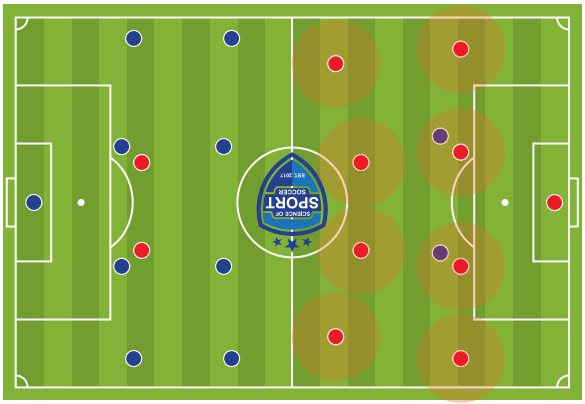


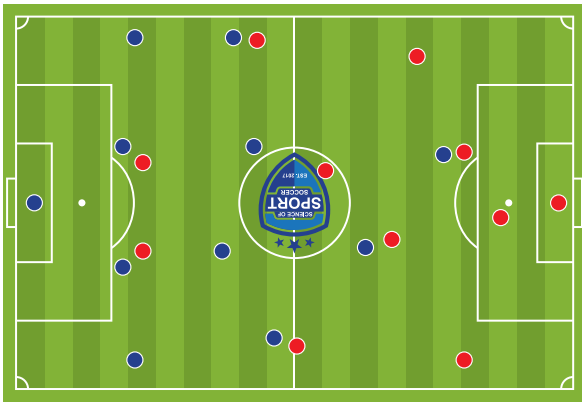
4-3-3

4-4-2



Zonal marking vs. man marking

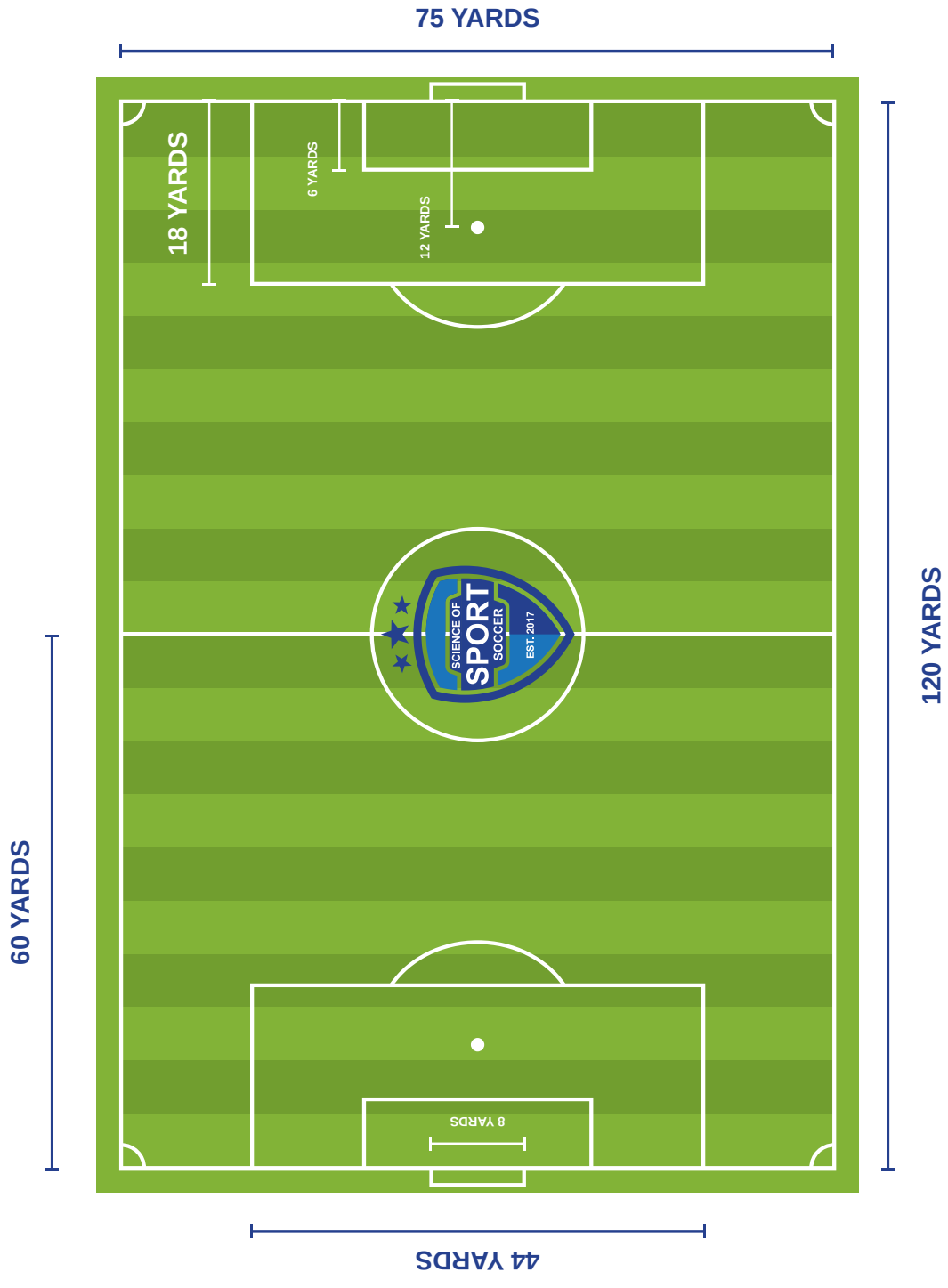




Lesson 1
Worksheet 1.1

Field Locations and Positions

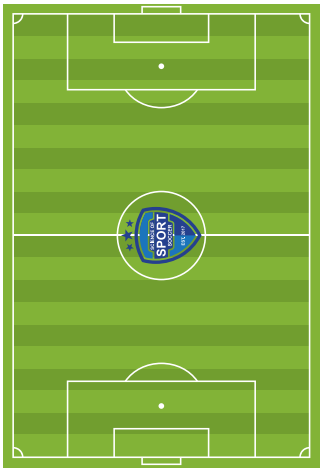
Activity: each student writes the name of the player, their position, and playing location on the field



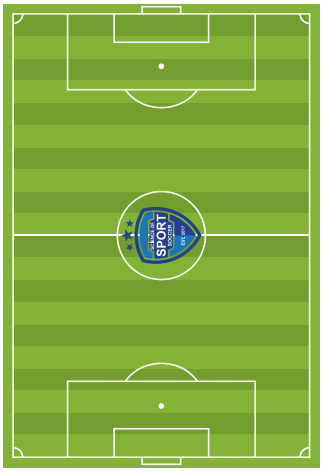
Lesson 1
Worksheet 1.2

What is your favorite sport? Favorite position?

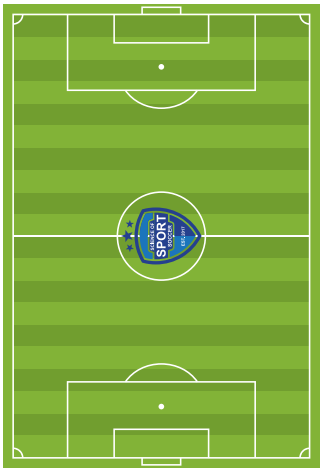
Draw a **3-5-2** formation



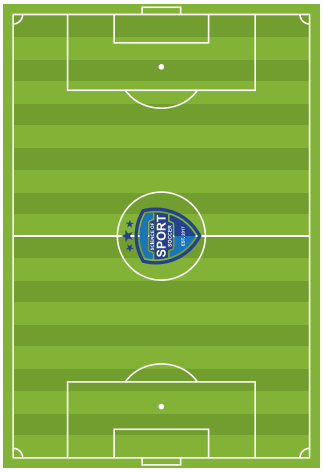
Draw a **3-2-5** formation



Draw a **4-3-3** formation



Draw a **4-4-2** formation



Connect the dots between all of the forwards. What shape does it form?

Connect the dots between all of the midfielders. What shape does it form?

Connect the dots between all of the defenders. What shape does it form?