

QATAR'S QUEST FOR SOFT POWER



Learning Materials

- [Study guide in a google doc format](#)

This lesson uses Qatar and its hosting of the 2022 FIFA World Cup as a case study for examining how countries seek to increase their soft power on the global stage.

It begins by having students define hard power, soft power, and smart power, followed by a discussion on their differences and strategies for enhancing soft power, particularly for smaller countries.

The concept of "sportwashing" is introduced through a video essay on the Qatar World Cup, prompting students to define sportwashing, analyze its past examples, and evaluate its effectiveness in enhancing soft power.

Next, students analyze excerpts from two sources and develop their defining and applying skills by applying the concept of soft power to the source and to the case study of Qatar.

Finally, students compare and contrast sources on Qatar's soft power and international reputation.





Time Requirements

- 2-3 hours

Guiding Questions

- What is soft power, and how do countries utilize it to achieve their objectives?
- How does sportswashing impact a country's soft power and international reputation?
- How has Qatar sought to build its soft power?

Learning Objectives

After this lesson, students will be able to:

- Define and differentiate between hard power, soft power, and smart power.
- Analyze the concept of soft power through real-world examples such as Qatar's strategies.
- Evaluate the effectiveness of sportswashing in enhancing a country's soft power.
- Develop critical thinking skills through source analysis and comparison.



US Learning Standards

Common Core

- CCSS.ELA-Literacy.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- CCSS.ELA-Literacy.CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.
- CCSS.ELA-Literacy.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.9-10.1a: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.
- CCSS.ELA-Literacy.SL.11-12.1a: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

C3 Framework

- D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.



Links to IBDP Global Politics

Unit: Power, Sovereignty and International Relations		
Learning Outcome	Prescribed Content	Examples
Nature of power	Definitions and theories of power Types of power	<ul style="list-style-type: none"> • Joseph Nye • Hard versus soft; economic, military, social, cultural

Unit: Understanding power and global politics (First Assessment in 2026)		
Power in Global Politics	<ul style="list-style-type: none"> • Definitions and ways of understanding power 	<ul style="list-style-type: none"> • Joseph Nye
	<ul style="list-style-type: none"> • Classifications of power Types of power • Hard, soft and smart power 	<ul style="list-style-type: none"> • Soft power (persuasion)—e.g. cultural influence, ideology, economic aid

Thank you!

If you have any questions, would like more resources on this topic, or have any issues with this lesson, please reach out at aglobalclass@gmail.com

If you and/or your students have enjoyed this lesson and found it useful, please leave a positive review on [teachers pay teachers](https://www.teacherspayteachers.com).



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