

## Lesson Overview

# KEEPING SCORE: QATAR, THE 2022 FIFA WORLD CUP, SOFT POWER AND HUMAN RIGHTS

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## Learning Materials

- [Study guide in a google doc format](#)  
(Adapt or share as it is with your students.)

This lesson begins with an interactive presentation. Here is a link to it in three formats. Select which one you prefer.

- [Canva](#)
- [Nearpod](#) (includes interactive activities)

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## Lesson Overview

This ready-to-use lesson/study guide (designed for students) introduces students to the controversies surrounding the 2022 FIFA World Cup in Qatar and uses this controversy as a case study for examining relevant Global Politics concepts such as soft power and human rights. The study guide features an interactive presentation, videos, a reading and a podcast, along with comprehension and reflection questions for each.

This lesson is designed to provide an introduction to this case study and is the first in this unit. Other lessons focus in more detail on power and human rights. There is also a separate role play that connects well with this lesson.

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## Guiding Questions

- How and why has the 2022 FIFA World Cup generated so much controversy?
- Which human rights violations are prominent in Qatar?
- How has Qatar used sports washing to increase its soft power?

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## Learning Objectives

After this lesson, students will be able to:

- Explain why the 2022 FIFA World Cup generated so much controversy.
- Define and apply soft power and human rights to the case study of the Qatar 2022 FIFA World Cup.

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## Time Requirement

- 2-4 hours

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## US Learning Standards

### Common Core

- CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-LITERACY.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 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.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
- D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

### Learning for Justice

- JU.9-12.12: I can recognize, describe and distinguish unfairness and injustice at different levels of society.
- JU.9-12.13: I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
- JU.9-12.14: I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.

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## Links to IBDP Global Politics

### Assessment Objectives

- Demonstrate knowledge and understanding of key political concepts and contemporary issues in global politics
- Demonstrate understanding of relevant source material
- Identify and analyse relevant material and supporting examples

Units: power, sovereignty and international relations and		
Learning Outcome	Prescribed Content	Examples
Nature of power	Types of power	Soft power

<p>Operation of state power in global politics</p> <p>Function and impact of international organizations and non-state actors in global politics</p>	<p>Legitimacy of state power</p> <p>Intergovernmental organizations (IGOs)</p>	<ul style="list-style-type: none"> <li>• Democratic states , eg unitary states, federal states</li> <li>• Authoritarian states</li> </ul> <p>FIFA</p>
<p>Nature and evolution of human rights</p> <p>Practice of human rights</p>	<p>Definitions of human rights</p> <p>The UN's The Universal Declaration of Human Rights (1948)</p> <p>Claims on human rights</p> <p>Violations of human rights</p>	<p>Notions such as inalienability, universality, indivisibility, equality, justice, liberty</p> <p>Labour rights, movements for gender equality</p> <p>Migrants rights, LGBTQ+</p>