

Global Teacher Seminar Lesson Plan

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Title: Scoring Goals?: The 2022 World Cup & UN Sustainable Development Goal #10

Theme/Topic: Reducing Inequalities (SDG #10) relating to Qatar hosting the 2022 World Cup

Introduction (2-3 sentence summary of lesson): This lesson will urge learners to think about how human rights are designated (who designates them, what boundaries are drawn) and how societies' preexisting values inform their creation. This lesson will specifically be examining Qatar and its hosting of the 2022 World Cup from the lens of SDG #10: Reducing Inequalities. The specific SDG #10 target that will be examined is Target 10.2: "By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status."

Subject(s)/Grade level(s): Contemporary World Issues, 11th or 12th Grade Learners

Suggested Duration of Lesson: 48 minutes/1 class period

Connection to Standards/Common Core (1-2 standards):

CntWrldIss#17: Economic, political, and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.

Essential Questions (1-2 questions):

1. How are 'human rights' designated?

Learning Objectives (2-3 objectives):

1. SWBAT explain Qatar and Western Nations' differing perspectives on SDG 10.2: 'social, economic, and political inclusion of all'.
2. SWBAT inspect how historical contexts inform global differences in the interpretation of SDG 10.2: 'social, economic, and political inclusion of all'.

Materials Needed: Slides, Multiple Article Excerpts, SDG #10 (especially the text of SDG #10.2)

Pre-Assessment of Prior Knowledge:

Hand out a class entrance ticket that students will complete prior to the start of teacher-student interaction. The entrance ticket will ask:

- What are some examples of 'Human Rights'? List at least 5.

Students will then be asked to share out a few answers, and then be asked:

- Think about the rights you heard/wrote down. Would anyone disagree with these?

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Students will answer this question on the back of their entrance ticket. This question is purposefully not written down to begin with, so that students can focus on one question at a time.

Teacher-Student Interaction (5-7 steps):

Slides

To begin instruction, a brief slide should be displayed in order to give students a bit of historical background on the situation that they will interact with. Slides should cover: Global Citizenship, the UN Sustainability goals (especially SDG#10), The immense global significance of Soccer/Football, who/what FIFA is, what the World Cup is, the World Cup's significance as a global stage, and that the 2022 World Cup is taking place in Qatar.

Station Rotation Activity

Students will be divided up into three different groups, and then asked to rotate about the classroom to see different sources about the World Cup Host Nation, Qatar, that seek to help students gain a deeper understanding of Qatar's social, economic, and political situation. It would be best to print out these sources, especially Station 2's, so that you can trim sections that you would prefer students to focus on, rather than giving them free reign of the website.

Station 1 [Economic]: Qatar's Economic Standing

This station will ask students to delve deeper about the financial state Qatar currently enjoys, as well as the financial state that they are in currently, as a result of hosting the World Cup.

- <https://www.heritage.org/index/country/qatar> (the summary table)
- <https://www.forbes.com/sites/mattcraig/2022/11/19/the-money-behind-the-most-expensive-world-cup-in-history-qatar-2022-by-the-numbers/?sh=3fd24813bff5>

Station 2 [Political]: Explaining Qatar's Governance System

This station explains some of the political background that is foundational to the way that society is run in Qatar. This may help students get a better understanding of the role of the Qatari government with respect to citizens' lives.

- <https://freedomhouse.org/country/qatar/freedom-world/2021> (Sections A, B, & C)

Station 3 [Social]: Qatar's Self-Published Statement on Cultural Awareness and LGBT Rights

This station should ask students to explore the social context of Qatar a little deeper.

- <https://www.qatar2022.qa/en/discover-qatar/cultural-awareness>
 - This is a self-published article from World Cup organizers in Qatar—make sure students understand this is the perspective the author is coming at this with.
- <https://www.humandignitytrust.org/country-profile/qatar/>
 - This article comes from a UK nonprofit dedicated to awareness and legal assistance towards fighting against instances of LGBT criminalization across the world.

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Class Discussion/Debrief of Station Activity

After exploring a little about Qatar's stances on the Economy, Politics, and Social Customs, students will talk about the similarities and differences that they see between **Qatar and the United States** on these fronts.

- What are some similarities between the two nations when it comes to Economy, Politics, and Social Customs?
- What are some differences between the two nations when it comes to Economy, Politics, and Social Customs?
- How might differences in beliefs lead to disagreement? Conflict?

Read out Sustainable Development Goal 10.2: 'social, economic, and political inclusion of all', then ask students to delve deeper into this statement.

- What do we picture when we (those living in the U.S.) think of **social** inclusion? According to the sources, what might some people of Qatar picture when they think of **social** inclusion? Is there a difference?
- What do we picture when we (those living in the U.S.) think of **economic** inclusion? According to the sources, what might some people of Qatar picture when they think of **economic** inclusion? Is there a difference?
- What do we picture when we (those living in the U.S.) think of **political** inclusion? According to the sources, what might some people of Qatar picture when they think of **political** inclusion? Is there a difference?

- If there are differences in interpretation of social, economic, and political inclusion, why might that be?

Think-Pair-Share Case Study: Disagreement About OneLove Armbands in Qatar

Students will then read an article in order to delve deeper into a case study about the disagreement and dialogue surrounding the OneLove armbands that were once slated to be worn at the 2022 World Cup in Qatar. After reading the article, students will then answer questions with a partner, and the class will share out their final findings about the case study.

CNBC's '*We are very frustrated*': *World Cup teams in Qatar ax pro-LGBTQ armbands after FIFA threat*
<https://www.cnbc.com/2022/11/21/qatar-world-cup-2022-teams-ax-pro-lgbtq-armbands-after-fifa-threats.html#:~:text=The%20European%20teams%20competing%20at,be%20penalized%20for%20doing%20so.>

Questions to discuss:

- What type of inclusion is the article referring to: Social, Political, or Economic?
- What specifically is the disagreement that is described by the article?
- Who is disagreeing with whom? What are the two perspectives represented in this article?

- In this case study, how have differing cultural norms led to disagreement and conflict?

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- If differing cultural norms lead to disagreement and conflict between nations, *how are universal 'human rights' designated?* What must be considered?

After these questions are answered, students will be expected to share out their pair's answers to these questions, most importantly, the last two.

Closing Activity:

Students will complete an exit ticket after their class content is finished, where they will be given a brief handout and asked to answer:

- Imagine you were a member of the UN Department of Economic and Social Affairs and wanted to promote Sustainable Development when it came to SDG 10.2: 'social, economic, and political inclusion of all'.
 - o What **actionable** (obtainable, realistic, viable) recommendations would you make?
 - o How would you keep differences in global cultural norms in mind for your recommendations?
 - o Would you say it is easier to make broader or more specific recommendations as a member of the United Nations?

Post-Assessment:

Students will turn in their above closing activity work sheets in which they have made actionable recommendations to promote SDG 10.2: social, economic, and political inclusion of all'.

Reflection:

During this lesson, students are engaging with different perspectives on what SDG 10.2, social, economic, and political inclusion of all, means to a nation like Qatar compared to the United States. This lesson will urge students to think about these issues, most specifically the OneLove armband issue, from different cultural perspectives. Importantly, this will not be asking students to take a stand about the issue, or to defend one side or another, but instead, to merely understand *why* disagreements and conflict between nations can occur due to cultural differences.

Resources:

- <https://www.heritage.org/index/country/qatar> (the summary table)
- <https://www.forbes.com/sites/mattcraig/2022/11/19/the-money-behind-the-most-expensive-world-cup-in-history-qatar-2022-by-the-numbers/?sh=3fd24813bff5>
- <https://freedomhouse.org/country/qatar/freedom-world/2021> (Sections A, B, & C)
- <https://www.qatar2022.qa/en/discover-qatar/cultural-awareness>
- <https://www.humandignitytrust.org/country-profile/qatar/>
- <https://www.cnbc.com/2022/11/21/qatar-world-cup-2022-teams-ax-pro-lgbtq-armbands-after-fifa->

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[threats.html#:~:text=The%20European%20teams%20competing%20at,be%20penalized%20for%20doing%20so.](#)

Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas): Possibilities for future lessons or how to use this for gifted/etc.

1. **A Springboard into a Research Project About Cultural Norms**

To extend this lesson, students can potentially use this in-class activity as a starting point for their own research into other nations and their different cultural norms. This activity can be repeated for other nations outside of the World Cup context as well, although this is a more timely example of disagreement due to cultural norms. For this research project, students will be asked to research a topic of global contention, and then to delve deeper into the social norms that have influenced the disagreement.

This project could then go even further and have students perform a model UN, informed by research, that addresses one contentious issue when it comes to the intersection of Human Rights and Cultural Norms. Examples of such issues include schooling for women, equal access to education, the role of women within society, LGBT rights, the rights of immigrants, etc.

2. **Who designates Human Rights? Who enforces Human Rights?**

Although this project specifically addresses SDG 10.2: 'social, economic, and political inclusion of all', this research project would urge students to dig deeper into the UN, as well as who is pioneering the creation of the sustainable development goals. What perspectives were represented at the table when these goals were created? Which perspectives weren't? What are some of the UN's actionable steps that they propose to achieve these goals? How much power does the UN have to enforce nations to abide by these goals? This may be a great avenue to begin to tackle the global problem of the Tragedy of the Commons, where nations are incentivized to *not* act according to the UN's recommendations in order to serve only their citizens (or a small portion of their citizens) instead.

Examples:

Intro:

What are some examples of 'Human Rights'? List at least 5.

The right to clean water, the right to education, the right to vote, the right to food (with nutrients), the right to shelter.

Think about the rights you heard/wrote down. Would anyone disagree with these?

Maybe. I think maybe some might deny the right to education to some women across the world, or those with not enough money to be able to not work.

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Teacher-Student Interaction

What are some similarities between the two nations when it comes to Economy, Politics, and Social Customs?

Some similarities might be that they both care about their citizens, especially when it comes to economics. It seems like the United States and Qatar both care about growing their economic status in order to benefit their citizens.

What are some differences between the two nations when it comes to Economy, Politics, and Social Customs?

In the United States, women and LGBT rights are treated differently than they are in Qatar. Qatar, for example, has laws which criminalize homosexuality, whereas in the United States, Gay Marriage is legal. As for politics, the U.S. has a President, whereas Qatar has an Emir who seems to have more power in dictating laws.

How might differences in beliefs lead to disagreement? Conflict?

One example of how differences in beliefs between the two have led to conflict is the OneLove conflict, where some nations wanted to show their LGBT-inclusivity whereas the nation of Qatar did not want this to happen at their stadiums. They went so far as to disallow rainbow shirts as well as the armbands, whereas in the United States, we see rainbow shirts regularly.

What do we picture when we (those living in the U.S.) think of **social** inclusion? According to the sources, what might some people of Qatar picture when they think of **social** inclusion? Is there a difference?

In the U.S., we might picture social inclusion to include women, LGBT people, as well as everyone else, whereas perhaps in Qatar, there are differences in the level of inclusion that is expected. Some might be included more than others.

What do we picture when we (those living in the U.S.) think of **economic** inclusion? According to the sources, what might some people of Qatar picture when they think of **economic** inclusion? Is there a difference?

In the United States, economic inclusion means that women can work alongside men, and that ideally they will be paid an equal wage. In Qatar, perhaps women spend more time working within the house, as well as working in lower positions (mostly non-managerial).

What do we picture when we (those living in the U.S.) think of **political** inclusion? According to the sources, what might some people of Qatar picture when they think of **political** inclusion? Is there a difference?

In the U.S., we might picture political inclusion to include women voting and holding positions in office, whereas in Qatar, although women have the right to vote, much less hold political office. These two concepts are not all too different across both.

If there are differences in interpretation of social, economic, and political inclusion, why might that be? There are differences most likely because of cultural differences or differences in values.

Case Study

What type of inclusion is the article referring to: Social, Political, or Economic?

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The article is referring to social inclusion.

What specifically is the disagreement that is described by the article?

The disagreement is about the role of LGBT visibility and rights within the World Cup through the OneLove armbands.

Who is disagreeing with whom? What are the two perspectives represented in this article?

Those in power when it comes to the World Cup in Qatar are disagreeing with teams from England, Wales, Germany, Denmark, Belgium, Switzerland, and the Netherlands. Those in Qatar disagree with the teams because they disagree when it comes to including LGBT rights in the World Cup.

In this case study, how have differing cultural norms led to disagreement and conflict?

There are differences in opinions about the role of LGBT rights within society, which lead to conflict about the OneLove armbands.

If differing cultural norms lead to disagreement and conflict between nations, *how are universal 'human rights' designated?* What must be considered?

Human rights must be created broadly, and in a way that the majority of the world agrees with. Because of this they probably need to be created carefully!

Closing

What **actionable** (obtainable, realistic, viable) recommendations would you make?

For social inclusion, I would recommend women's-specific schools to be built in order to benefit women in nations where gender-mixing is frowned upon. I might also recommend that there be a roundtable between all nations, where nations all have to agree with certain guidelines and create/designate an intergovernmental body that seeks to enforce decisions. I think that transparency would be very important.

How would you keep differences in global cultural norms in mind for your recommendations?

I would try to keep all nations at the table when it comes to discussing these things so that people's perspectives can all be heard. I think it would be important to keep these all in mind.

Would you say it is easier to make broader or more specific recommendations as a member of the United Nations?

It is definitely easier to make broader recommendations as a member of the UN because it is not a one-size-fit-all situation.