



FIFA World Cup Qatar 2022: A Teacher's Guide to 'That's the Way the Ball Bounces'

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ABSTRACT

Soccer is the world's most popular spectator sport. The FIFA World Cup, soccer's premiere international sporting event, is coming to a Middle Eastern country for the first time in the game's history. The stage is set and the world is watching. Thirty-two nations, sixty-four games, 28 days of a tournament in five host cities, and one final game. Whether for beginners interested only in a show-and-tell experience or for those seriously interested in teaching the "World of Soccer," FIFA World Cup Qatar 2022 is a time-tested teacher's guide for anyone interested in the game of soccer and the linguistic and multicultural treasures it includes. FIFA World Cup Qatar 2022 will help you and your students enjoy the exciting atmosphere of the championship tournament, the passion of the game, the spontaneous celebrations that follow, and the emotional post game presentation of the World Cup Trophy. This teaching guide is written with teachers and students in mind who are willing to celebrate diversity and explore multicultural education with fresh eyes. It outlines a pedagogical agenda for successfully encountering the tournament, offers a number of guidelines along with practical classroom suggestions, and describes a pluralistic holistic approach toward critical multicultural consciousness. Accompanying classroom-tested activities and projects will help both instructors and students catch the World Cup fever and watch with excitement the action between adversaries, and all the shocks and upsets as the competing nations battle their way to the finals. FIFA World Cup Qatar 2022 comes packed with all these "goals" and more.

INTRODUCTION

The FIFA World Cup Qatar 2022 is coming to a Middle Eastern country for the very first time in the region's history following a decision made by the FIFA Executive Committee in March 2015. Ever since the 2022 World Cup was awarded to Qatar twelve years ago (then ranked 113 in the world, and having never qualified for the tournament), the contest has been mired by controversy (allegations of corruption, bribery of FIFA officials, human rights violations, etc.). Even so, the entire Middle East Region is drunk with pride, its celebratory gala dress sweeping all 32 competing nations with Gulf country Qatar reigning as the absolute supreme host of the 22nd edition of the FIFA World Cup Tournament, the world's biggest sporting event and the *non plus ultra* of all soccer tournaments. Over 28 days, from Sunday, November 20 to Sunday, December 18, 2022, 32 teams, 64 matches played at 8 venues across 5 host cities, will compete for the world's most coveted trophy in all of sports: The FIFA World Cup Trophy.

But the 36.8 centimeters (14.5 inches) high, 6,175 grams (13.61 pounds) heavy, solid 18-carat gold iconic Trophy is more than the mere representation of two human figures emerging from the two green layers of semi-precious malachite base material and ascending helicoidally to receive symbolically the world at the stirring moment of victory. It is about the collision of ideas, cultures, and languages, all becoming one under the banner of the simplest game—*soccer*.



No matter whether it is called *soccer*, *Fußball*, *fútbol*, or *calcio*, and no matter whether it is played on the sandy beaches of Rio de Janeiro, on the muddy fields in London, in the dusty streets of a village in Cameroon, or on the manicured grass in Chicago's *Soldier Field*, the world's most universal game seems to have the innate power to transgress all boundaries of race and culture. It speaks all languages, transcends time, appeals to the imagination and creativity of both the young and old alike: in short, it unites the nations of the world unlike any other team sport before it has done. (Liontas, 1994, p. 51)

With it, the four-week long quadrennial tournament brings a plethora of learning opportunities for teachers to literally teach the world like an open book, a book where the game of soccer itself is only Chapter One in a long list of chapters spanning thousands of pages of history, cultures, arts, politics, and socioeconomics, to name but the most important ones. Therein lies the challenge for teachers to 'teach the world,' therein lies the opportunity for students to 'build a better future,' two of the three main objectives the International Federation of Association Football—commonly known by its French acronym FIFA, *Fédération Internationale de Football Association*, the world governing body of football—has set out to achieve in addition to 'developing the game' the world over.

But with such promising opportunity comes great responsibility. Specifically, how are educators to present this international sporting event to their students? How can educators help their students develop a greater understanding of this momentous event that goes well beyond the tournament itself? What lessons can be gleaned from engaging in World Cup activities that would otherwise remain undiscovered? Which accompanying tasks and/or projects will help students understand this global event and, in particular, the hagiographic hold soccer has the world over?

Granted, educators could mention the event in passing, watch a World Cup game or two in class thereby ensuring a grand ole time, or even ask students to engage in an activity or two dealing with soccer or the tournament itself. They could easily provide all this lip service without even having to wash their proverbial hands, and no one would even fault them for doing just that. Alternatively,

they could push in earnest the boundaries of multicultural education to new heights and help their students gain a much deeper understanding of the issues surrounding the game itself from ancient times to today.

No matter the approach, no matter the plan of execution, one thing is certain: The FIFA World Cup Qatar 2022 will be here before we know it. The tournament kicks off on *Sunday, November 20* with an opening ceremony and the inaugural match between host country Qatar and Ecuador (the date and time in USA and Canada will be Monday, November 21 at 5:00 AM ET/2 AM PT).



There is no denying it. There is no escaping it. The FIFA World Cup is the most popular sporting event across the globe, the most high-profile event on the sporting calendar, and, undeniably, this year's biggest soccer event. It is up to us now to decide whether we will be mere spectators or whether we will do everything we can to take full advantage of all the learning opportunities this momentous event is sure to afford us in the days ahead. For those of us interested in becoming active participants, the following presents an easy to follow plan-in-action that is sure to make even the most reticent casual observer still sitting on the fence a believer in the merits of implementing a multicultural curriculum that promises to empower students to discover their own voice as citizens of an ever shrinking global village.

If indeed it 'takes a village to raise a child,' so the adage of an old African proverb, then it behooves us to present both the macro and micro issues encompassing the event of the FIFA World Cup Qatar 2022. And while there is no magic formula as to how one needs to proceed, there are nonetheless a few tried-but-true avenues one could pursue with his/her students should true multiculturalism be engendered here. This article, referred herein as a teacher's guide to "That's the Way the Ball Bounces," provides new information and fresh perspectives on multicultural education, and describes and advocates specific multicultural education practices and procedures

easily implemented at various educational levels. The goal here is to provide useful, interesting information about multicultural issues to a broad range of educators in a variety of academic disciplines and educational and work settings, from preschool to college/university and beyond.

THE MULTICULTURAL APPROACH

The FIFA World Cup Qatar 2022 represents the perfect embodiment of the multicultural education field in that a great many of the issues addressed therein directly relate to the issues witnessed on the soccer fields the world over: *sportsmanship*, *diversity*, *hooliganism*, and *respect* are but few of the issues meriting serious discussion in our classrooms today and the day after tomorrow. Against this backdrop, three issues deserve our immediate attention:

1. How do we create safe, compassionate, and culturally responsive spaces that invite tolerance and eradicate racism?
2. How do we multiculturalize our students so that they may achieve a higher level of critical cultural consciousness?
3. How do we design, develop, and deliver a model of multicultural education that uncovers cultural biases and creates multiple world educational links?

To expand the field of multicultural education, the need for innovative and creative approaches is now more important than ever. The FIFA World Cup Qatar 2022 allows educators at all levels of instruction to score these goals and more (no pun intended), for it invites us to make connections with the past, understand the present, and prepare for the future. Said plainly, it provides a much needed framework for teaching multicultural literature to aspiring young learners interested in engaging in a critical inquiry about their own cultural identity. Above all, it offers a multicultural lens to understanding the world in which we live, work and, yes, play soccer.

Depending on academic discipline and educational or work setting(s),

Teachers could be asked to...

- View multiculturalism as transformative pedagogy that enhances, enlightens, and transforms the educational experience of all students.
- Reflect deeply on curricular choice, multicultural education, and diversity.
- Engage in compassionate education making the invisible visible.
- Build the language of discourse and identity, thereby uncovering cultural biases and creating multiple world educational links.
- Make cross-cultural connections through multicultural literature and digital media embedded within a culturally responsive pedagogy.
- Arrange for and spearhead classroom discussions that highlight cultural diversity and stimulate exchange of ideas and open conversation.
- Engage in one-to-one conversations with students from diverse linguacultural backgrounds to bridge differences.
- Use multicultural literature in the classroom to foster cultural and intercultural competence.
- Help students understand issues of diversity through interpersonal and intrapersonal intelligences.
- Utilize authentic resources to support understanding of diversity and multiculturalism.
- Teach empathy through role playing and in-depth reflections on diversity and personal beliefs.

Students could be asked to...

- Build a cohesive class community by creating dynamic cross-cultural learning environments.
- Discover ‘old’ worlds and interpret ‘new’ meanings.
- Raise their self-awareness, improve cross-cultural communication, and increase authentic transcultural knowledge.
- Compose (create, design, develop, structure, construct, make, build, shape, form, model, generate, assemble, blend, combine, produce) descriptive multicultural media narratives that engage them in a critical inquiry about their own cultural identity, values, and beliefs.
- Analyze their dispositions toward diversity and develop appreciation of their own diversity as well as diversity in general.
- Deepen their knowledge of diversity through the exploration of multicultural literature, art, film, music, and technology.
- Celebrate cultural heritage and take pride in their own culture and country.
- Make connections with diverse transnational global concepts and ideas and construct ‘new’ knowledge with sensitivity to different cultures.
- Evaluate cross-cultural influences and differences through the exploration of multicultural and global themes.
- Dismantle stereotypes and misunderstandings by evaluating their own views and perceptions of realities from around the world.

Ten Guidelines to Realizing a Multicultural Approach in Teaching-and-Learning

Because of its global magnitude, the FIFA World Cup Tournament offers a wealth of authentic materials. While this is particularly encouraging for the linguistically and culturally diverse classroom, many educators are concerned by the differing, often contradicting views found in newspapers, athletic magazines, and mass media. Therefore, the following guidelines are offered as an aid to those who may still be uncertain about which “pieces of the World Cup puzzle” to teach in depth, which to leave out entirely or to replace with other historical, political, social, and economic facts, and which not to teach at all.

- Present the concepts, paradigms, and contents of the FIFA World Cup Qatar 2022 event in a manner that is free of inherited cultural biases and one-sided perspectives.
- Create a multicultural, context-rich learning environment that goes beyond the basic facts (*who, what, when, why, and how*) to help students uncover and understand the deeper and more complex issues of the event.
- Reexamine your own approach and knowledge to the topic before conveying any “facts” to students. Neither simplify concepts or ideas for the sake of controversy nor shy away from topics or issues that reveal unpleasant facts or invite provocative discussions on the topic.
- Employ, when possible, recent scholarship that depicts the event as it is, and not as we would like it to be.
- Use the World Cup theme as a catalyst for linguistic and cultural discovery and for fostering greater global awareness.
- Be cautious and aware of the language you use in discussing the event, be sensitive to students’ cultural pride, and be reflective (not *reflexive!*) in your actions.

- Relate the event to students' lives as a means of understanding today's cultural and historical reality, not solely as a "historic journey."
- Convey each component of the event in a meaningful chronological order and help students understand the unfolding impact of this one-month long quadrennial tournament.
- Help students to go beyond their own "home world" and examine more critically the countries, peoples, and civilizations of developing nations, and what soccer means to them and their daily lives.
- Use this year's World Cup event as an influence for positive change to deal with and understand the past, to confront the present, and to shape the future.

THE HISTORICAL PERSPECTIVE

In cultivating appropriate and effective approaches, strategies, and techniques to teach about the FIFA World Cup, the most fundamental question is: Where do we begin?

As simple as this question might be, it greatly determines how completely and accurately this historic sport is presented to students. Should we begin with the Berbers who played a soccer-like game or begin with the London Football Association that first formed a body of rules in 1863? Better yet, should we begin with the First FIFA World Cup Tournament in Uruguay in 1930 and trace history through past tournaments?

No matter how we choose to answer this question and organize the introduction to this event, it is of obvious educational value for students to understand that the "Age of Soccer" began long before the days of October 26, 1863, when rugby football and association football branched off on their different courses and the world's first football association—The Football Association in England—was founded at the Freemason's Tavern in Holburn in London, England.

Thus, no account of its present state can fully capture the essence of the game without a look into its past. If we were to go back in time in an attempt to uncover the ancient roots of modern soccer, we would soon discover different peoples, living in different parts of the world and in different eras, engaging in games that closely resemble what we know today in American English as *soccer* (Association Football).

History records that the Berbers played a game called *koura* (as early as the seventh century BC); the Normans played *La Soule*; Chinese soldiers during the Han Dynasty (207 BCE to 220 CE) played a ball-kicking game called *tsu chu*; the Japanese played *kemari*; the ancient Greeks played *episkyros* or *epikoinos*; and the Romans played a game known as *harpastum*. Roman legionnaires introduced their soccer-like game to the ancient Britons, who, by the reign of Edward II in the fourteenth century, played "mob-football" in the streets of London with goals as far as 4 miles apart causing a 'great noise':

For as much as there is a great noise in the city caused by hustling over large balls ... from which many evils might arise, which God forbid, we command and forbid on behalf of the King, on pain of imprisonment, such game to be used in the city in the future. (Proclamation by King Edward II, April 13, 1314) (quoted in Bodo, 1978, p. 14)

Table 1 presents a brief historical overview of ancient soccer-like games.

Table 1

Historical Overview of Ancient Soccer-Like Games

ANCIENT SOCCER-LIKE GAMES	
<i>Koura</i>	A soccer-like game associated with fertility rites and intended to assure an abundant crop played by the Berbers as early as the seventh century BCE.
<i>Tsu Chu</i>	Chinese soldiers during the Han Dynasty (207 BCE to 220 CE) played this ball game with goals made of bamboo poles and netting. <i>Tsu</i> means to kick and <i>chu</i> a ball—kickball.
<i>Kemari</i>	A much rougher game than <i>tsu chu</i> , <i>Kemari</i> had developed by the seventh century into a game played on a field with trees in each corner—a pine, a cherry, a maple, and a willow. Today it is played only during special ceremonies.
<i>Episkyros</i> <i>Harpastum</i>	Played on a marked field, <i>Episkyros</i> involved both kicking and throwing a ball. The Greek athletes of that time played completely naked. This game, also known as <i>Epikoinos</i> , was taken over by the Romans, who turned it into a rugged, physical contest, <i>Harpastum</i> , which they played fully clothed. Their contest spread throughout Europe and was probably the origin of today’s modern game of soccer.
<i>Mob Football</i>	Every Shrove Tuesday, the townspeople of Ashbourne in Derbyshire each year play “a local Derby” in which the gates of Ashbourne Hall and the church are the two goals. This type of football was a tradition in many parts in Britain from at least the third century and was frequently banned by law, by Edward II in the early 14th century, and then later by Edward III (1349), Richard II (1389), Henry IV (1401), James I of Scotland (1457), and Queen Elizabeth I (1572).
<i>Calcio</i>	Citizens of Florence still claim that their game <i>Calcio</i> was the direct ancestor of today’s soccer. This game was played in the 16 th century in the Piazza della Croce, the Piazza della Signoria, and other Florentine locations between teams of 27 a side. Today a reconstruction of this game is played annually dressed in Renaissance costumes on festival days as a tourist attraction.

On October 26, 1863, the London Football Association was formed to set a body of rules for *association football* in order to distinguish it from its twin brother, rugby; the name was later shortened to *assoc* and finally to today’s *soccer*. Since then, British sailors and settlers have spread the game to continental Europe, South America, and India. Throughout the centuries, the object of these ball games has remained the same: to put an air-inflated ball between the opponent’s goalposts, whether upright poles, lines drawn on the snow, or mounds of dirt or rocks (see also Football history by visiting <https://footballhistory.org/>).

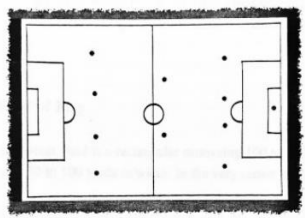
Who could have imagined in the fourteenth century that the game which English monarchs from Edward II to Elizabeth I have tried to ban would not only outlive kings and queens but become a worldwide passion, a passion now shared by more than 210 nations around the globe. Given its rich history, it is suggested that the key to understanding how different nations and cultures perceive and portray the World Cup Tournament must be rooted in both the “beauty” and “ugliness” of the game.

Only after students embark on such a chronological journey will they be able to better understand, recognize, and, hopefully, come to respect and appreciate each other's culture and ethnic heritage without distributing unwarranted blame and praise for what transpired during World Cup qualification games and tournaments years ago.

Equally important, understanding how the game of soccer is played, with references to the players, the field, the officials, and the equipment, is paramount to appreciating the origins and evolution of the game of soccer from ancient times to the present. Accordingly, a brief synopsis of the game will precede the multicultural approach taken here and will be presented first.



SYNOPSIS OF THE GAME



The synopsis of how the game is played will begin with the players and their positions, assignments, and responsibilities. Given the changes in tactics the game has undergone just in the last half century, this synopsis is not meant to be exhaustive; it focuses on the *4-2-4 Formation* (i.e., a goalkeeper, four defenders, two midfielders, and four forwards) (for all other formations over the years such as 1-1-8, 2-3-5, W-M, 3-2-5, 2-3-2-3, 4-3-3, 5-4-1, 4-4-2, 3-5-2, 4-2-3-1, see

<https://footballhistory.org/formations.html>). This synopsis uses a great deal of soccer-related terms and vocabulary, the 105 most important *ABCs of Soccer* items of which are included in Table 2. Needless to say, this is not an exhaustive list of terms and vocabulary commonly used in audio, print, and video materials. Authentic reading texts can be found in a variety of languages, newspapers, and (online) sports magazines. The *DailyMail.com* (<https://www.dailymail.co.uk/sport/us/index.html>), for example, is a prime source of employing such sports nomenclature in the news concerning Soccer, Premier League, World Cup, Champions League, and Transfer News. (For abbreviations in football, visit <https://footballhistory.org/abbreviations.html>.)

Table 2

The ABCs of Soccer

assist	defender	head clearing	opportunity	soccer cleats
audience	defending champion	head shot	overtime	spectators
autógol	defense	heading	pace	stadium
back pass	distance	injurytime-out	pass, passing	step walk
ball (possession)	dribbling	interruption	penalty area	stopper
bench	exhibition game	jersey (exchange)	penalty goal/kick	striker
bicycle kick	expulsion	keeper punchout	play time	studs
blocking	foul	kick off/attempt	player (position)	substitutes
captain	field	lead	post	substitution
center fielder	forward	leading scorer	press box	team (boss)
center line	foul	line	receiving	throw-in
chance	free kick	linesman	red card	tournament
clearing	game, play	locker room	referee	trophy
coach	goal	long/shortpass	save	turnover
corner flag	goal area/kick/line	losingteam	score, end result	tying goal
corner-kick	goalie	man-to-man cover	scorer	volley kick
counterattack	goalie's glove	match	scoring goals	wall
cross ball/pass	goalkeeper	midfield	second shot	whistle
crossbar	goalmouth	offense	shin pads/guards	wing
decision	half time	offensivepressure	shorts	winner
defeat	hand ball	offside	side (net)	yellow card

The Players and the Field



Eleven players make up a soccer team, and are named and arranged as follows:

The Backfield: The *goalkeeper* (or *goalie*) is the only one allowed to wear a different colored jersey and to use his/her hands, inside the *penalty area*, in order to prevent the scoring of a goal, which is worth 1 point. The four *fullbacks* (also called *defenders*) are positioned nearest the goalkeeper, and their duties are primarily defensive.

The Midfield: The two *halfbacks* (also known as *midfielders* or *linkmen*)—one right and one left—have both offensive and defensive duties. They coordinate and link the play between the fullbacks and the forwards.

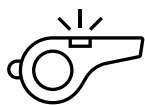
The Forefield: The duties of the four *forwards* (also called *goal scorers*)—outside right (*winger*), inside right (*striker*), inside left (*striker*), and outside left (*winger*)—are to create offense and to score goals.

The Field of Play



The official soccer field is a rectangle measuring 100 to 130 yards (91-119 m) in length and 50 to 100 yards (46-91 m) in width. In the very center of the field is the *center circle*, a circle with a 10-yard (18.2 m) radius. The long sides of the rectangle are called *sidelines* or *touchlines* (not more than 5 inches (12 cm) in width). The *half-way line* or *center line* is a straight line in the center of the field from one sideline to the other, bisecting the *center circle*. The ends of the rectangle are called *goal lines*. Centered on each goal line is a *goal*, a structure comprised of two 8-foot (2.44 m) high upright posts, connected by a horizontal crossbar 8 yards (7.3 m) long. The width and depth of the goalposts and the crossbar do not exceed 5 inches (12 cm). The goal, made of wood, metal, or other FIFA approved materials, supports a netting of hemp, jute, or nylon which catches the ball whenever a goal is scored. In front of each goal are two rectangles, also centered on the goal line. The smaller rectangle, called the *goal area*, measures 6 yards in depth and 20 yards (18.32 m) in width. The larger rectangle, the *penalty area* (also known as the “box”), measures 18 yards (16.5 m) in depth and 44 yards (40.23 m) in width. At the top of this area is the *penalty arc*, a 4-yard arc. Twelve yards (11 m) directly in front of each goal is the *penalty mark*. At each corner of the field of play is an *arc* with a 1-yard radius and a *flag post* 5 feet (1.56 m) high (see also <https://footballhistory.org/field.html>).

The Officials



The *referee* is the only official on the field who uses simple, universally in use, and well understood hand signals. He is also the one who blows a whistle, enforces the “17 Laws of FIFA,” keeps time and a record of the game, and gives penalties and yellow (caution) or red (ejection from the field of play) cards, depending on the seriousness of the foul or the ungentlemanly behavior of a player. The prime duties of the two *linesmen* (re-named *assistant referees*), one on each sideline, are to assist the referee in controlling the game, to decide who gets control of the ball when the whole of the ball has gone

out of play (a *corner-kick*, a *goal-kick*, or a *throw-in* will follow), and to indicate, by raising a flag of a vivid color (bright red and/or yellow), when a player is offside or when a substitution is desired.

The Equipment



The only equipment needed for playing soccer is a uniform, which consists of a long- or short-sleeved shirt, shorts, calf-length socks, shinguards, leather shoes with rubber studs (commonly referred to as “the boot”), and an air-inflated spherical ball of a circumference of between 69 cm (27 ins) and 70 cm (28 ins), between 410 g (14 oz) and 450 g (16 oz) in weight at the start of the match, and of a pressure equal to 0.6-1.1 atmosphere (600 – 1,100g/cm²) at sea level (8.5lbs/sq in – 15.6 lbs/sq in).

How the Game is Played



When play begins—after halftime or after a goal has been scored—the ball is placed on the center circle for *kickoff*. Along with the many skills witnessed on the field, such as *heading*, *blocking*, *passing*, *trapping*, *kicking*, *dribbling*, *charging*, and *shooting*, one will also see the referee award various kicks against the offensive team for rules infractions. The most common kicks are *direct* or *indirect free kicks*, *penalty kicks*, *corner kicks*, and *goal kicks*. Whenever the whole of the ball passes over the touchline, whether on the ground or in the air, a player facing the field of play must use both hands from behind and over the head to throw the ball back into play. The feet must remain close together touching the ground, outside or on the touchline. Following a foul near or inside the penalty-kick area, as many as eight players will form a “wall” alignment 10 yards (9.15 m) from the stationary ball to block the opposing kicker’s direct or indirect free kick. On other occasions, play will be stopped by the referee for a *penalty kick* (direct free kick), which is awarded in favor of the offensive team for severe infractions inside the penalty-kick area, such as dangerous tackling or intentionally touching the ball with the hand or arm. The ball is placed at the penalty-kick mark, 12 yards (11 m) from the goal. It is during this kick that the goalkeeper has to demonstrate his/her acrobatic skills, diving abilities and, above all, how well s/he can read the kicker’s charging foot, for the goal is simply too big for the goalkeeper to cover both corners simultaneously. A *corner kick* is given whenever the whole of the ball crosses the goal line on either side of the goal, or over the goal structure after being touched last by a player from the defending team. A goal may be scored directly from such a kick. Conversely, a *goal kick* is given every time the whole of the ball crosses the goal line after being last touched by a player from the attacking team. A goal cannot be scored directly from such a kick. The ball is put back into play by a kick from any point within the goal area by a player from the defending team (see also <https://footballhistory.org/rules.html>).

FIFA WORLD CUP QATAR 2022 ACTIVITIES AND PROJECTS



The much ballyhooed arrival of the FIFA World Cup Qatar 2022 has already generated tons of headlines and articles in the mass media. Television shows and athletic events have dotted *ad nauseam* the soccer landscape in every corner of the world. Scores of bribery, fraud, and money laundering schemes or racketeering have left people around

the globe asking this: Is soccer's international governing body, FIFA, corrupt? Supporters of the tournament are sure to emphasize the many positive attributes of the game of soccer on the world's stage, whereas the critics will no doubt dust off examples of corruption scandals, hooliganism, and despotism to cast a dark shadow over the merits of this global tournament to bring about greater understanding and acceptance of the 'otherness.'

Despite a cacophony of voices, in anticipation of the FIFA World Cup Qatar 2022, educators in general are puzzled by the choices they will encounter in evaluating the significance and legacy of this tournament that brings the world to its knees every four years like no other international sporting event known to mankind. The impact of the FIFA tournament on the lives of peoples from across the hemisphere raises a number of questions that need to be answered before beginning to expeditiously plan and coordinate any multicultural activities and projects for this year's tournament. The most important of these are:

1. How should the FIFA World Cup Qatar 2022 be presented to students? Should it be treated as just another sporting event taking place in the Middle East or as a treasure trove of linguistic and cultural gems?
2. How should the "soccer invasion" be presented without distorting either the splendor of this tournament or the far-reaching consequences of its legacy?
3. How should topics like corruption, exploitation, human rights, hooliganism, vandalism, and outright soccer violence throughout the Americas and the rest of the world be addressed in classes?
4. Why should anyone care about a soccer tournament taking place thousands of miles away and that few know anything about? What does it have to do with multicultural teaching and learning?

No matter how we chose to answer these questions, the fact remains that multicultural recognition, appreciation, and respect must originate in the classroom. The way we pursue this goal will determine how well we will translate FIFA World Cup Qatar 2022 into effective multicultural projects, tasks, and activities for all students.

First and foremost, concrete multicultural goals and objectives need to be considered in the curriculum planning process. Goals must be realistic and attainable and objectives well defined and measurable. Let us assume for a moment that we wish to develop a multicultural lens to understanding the world, a noble goal indeed but not one easily translated into practice. A more realistic goal would be to evaluate our own views and perceptions of realities from around the world, specifically our own values and beliefs concerning the evaluation of cross-cultural influences and differences. In turn our measurable objective here could easily be one that seeks to dismantle specific stereotypes and misunderstandings by gaining an inside look at what life has been and is like in the Middle East Region at present.

Seen through such a realistic lens, students could begin to appreciate the cultural diversity present in Qatar today beginning with the very people and languages indigenous to the Gulf country. In consulting books and websites referencing the 2,994,905 population of Qatar (Arab nationals, other Arab, Iranian, Indian, Pakistani, Nepali, Filipino, Bangladesh, Sri Lankan), religion (Islam, Hinduism, Christianity, Buddhism), and standard Arabic and native Gulf Arabic languages, they, in

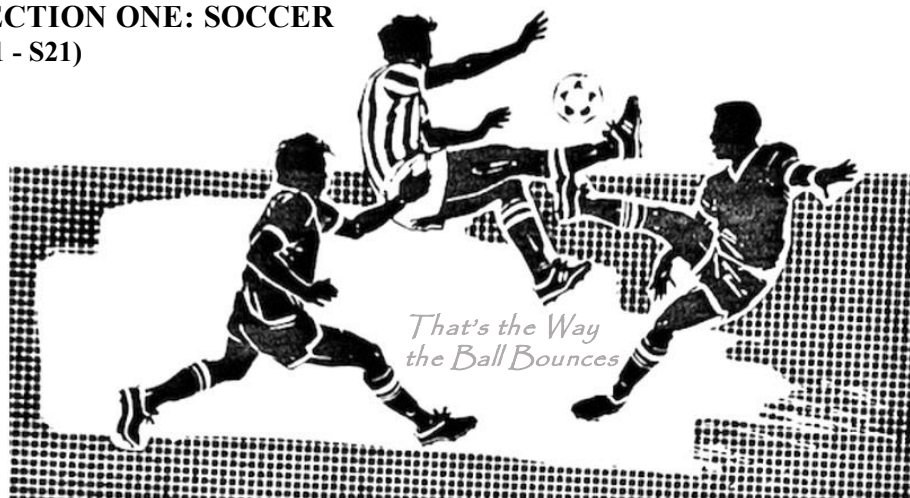
turn, will begin to develop appreciation of their own diversity, as well as diversity in general. Even more importantly, they may come to recognize that the very culture they set out to discover may well be represented in the make-up of their class prompting the celebration of cultural heritage and taking pride in their own culture and country, a celebration of diversity in a manner befitting this global sporting event.

Thinking globally but acting locally may well be the first step toward the exploration of a great many multicultural and global themes, as well as transnational global concepts and ideas including, but not limited to, human rights, poverty, pandemic, prejudice/discrimination, inequality among social and racial groups, and unemployment. Armed with such goals and objectives, not only do we teach and expose children to the world in which we live, far more importantly, we enhance, transform, and enlighten the educational experience of all our students. Once articulated within the curriculum, said goals and objectives need to be balanced with the classroom's instructional tasks and practices and integrated throughout the curriculum—not merely tagged on as a once-a-month cosmetic feature. Second, available print media and audiovisual materials, past and present, need to be collected and examined so that the information presented is accurate, interesting, and free of limiting cultural perspectives and values. Third, a carefully coordinated balance of different points of view during the linguistic and cultural treatment of “soccer” materials is needed in order to convert multicultural instruction from the *show-and-tell experience* to the *show-and-learn environment*. Finally, a high-interest menu of class-directed activities, tasks, and group projects needs to be established before coordinating them with the larger World Cup Championship events to be held at the end of the calendar year, in November and December 2022.

It goes without saying that the success or failure of individual or collaborative group projects, multifarious as they all surely are, rests chiefly upon the emotional intelligence and intellectual maturity of the students who are asked to engage in and showcase their understanding of global issues. Decisions to address or not address a particular issue (or controversy), no matter its timely importance in the news or social media, need to be made with great care and foresight so as not to invite unwarranted embarrassment or polemic discussions that end up doing more harm than good. There is nothing worse than to lose the trust and respect of those we serve with love and compassion. No doubt, educators can teach multicultural empathy through role playing that engages the intellect and our sense of humanity. Simultaneously, they can also reinforce apathy if they are only going through the motions of offering lip service to problems and concerns others perceive as vital to their lives. Putting lipstick on a pig is just that—*lipstick on a pig*, a futile effort to disguise cosmetic efforts as genuine. And the pig is still a pig covered in manure. No more, no less.

What follows next are 50 specific activities, tasks, and projects that have withstood the test of time in K-16 classrooms for more than three decades now. For ease of presentation, the activities and projects presented are organized in three thematic sections—*Soccer* (S1-S21), *FIFA World Cup* (WC1-WC15), and *Qatar* (Q1-Q14)—that cover but the most important considerations surrounding the FIFA World Cup Qatar 2022. Practical examples are offered where necessary to support key points and/or ideas, followed by references to specific materials or resources needed to accomplish the goals and objectives targeted therein. Herewith 50 practical and easy-to-follow ideas (activities, tasks, projects) educators of all levels may wish to consider in the days ahead.

SECTION ONE: SOCCER
(S1 - S21)



Depending on curricular emphasis and the students' level of linguistic proficiency, interests, and needs, ...

S1 – A Soccer Chronicle. Have students chronicle the origins and evolution of the soccer game from ancient times to the present. Students could be asked to find the specific quotes from the proclamations by Edward II (1314), Edward III (1349), Richard II (1389), Henry IV (1401), James III (1457), Elizabeth I (1572) or the specific information with regard to soccer recorded by John Wonkell of Durham, England (1779), and by Shakespeare in *Comedy of Errors* (Act II) and in *King Lear* (Act I, Scene IV). Most of the quotes can be found in Menke (1969). Some students could research Glover's *History of Derby*, while others chronicle the explosive growth of women's soccer from the turn of the century to its current global popularity. They should also examine how the women's *World Cup* has increased in popularity and importance. The United States Women's National Team won the first ever FIFA Women's World Championship on November 30, 1991, in Guangzhou, China, by defeating Norway 2-1. They repeated as champions in 1999 (by defeating China 5-4 in penalties after draw at 0-0), 2015 (by defeating Japan 5-2), and 2019 (by defeating Netherlands 2-0). The ninth edition of the Women's FIFA World Cup 2023 will be hosted by Australia and New Zealand from July 20 to August 20, 2023. For the first time ever, 2023 will consist of 32 teams (from 6 confederations) after a very successful 2019 edition in France with 24 teams. Visit <https://www.fifa.com/fifaplus/en/tournaments/womens> for information concerning the FIFA Women's World Cup.

S2 – The Origins and History of Soccer. Have students recapture in words and in pictures the origins and history of the game of soccer around the world and in the United States since it became a national sport in 1913. Students could also research the beginnings of the Qatar Football Association (visit <https://www.qfa.qa/en/>). For a comprehensive review of the history of football (soccer), visit <https://www.footballhistory.org/>.

S3 – Soccer Names in Spades. Have students find the different names used for soccer around the world such as *Fußball*, *fútbol*, *calcio*, and so on, and create a wall poster, *Soccer Speaks All Languages*. Visit <https://www.indifferentlanguages.com/words/soccer> for saying soccer in European, Asian, Middle Eastern, African, Austronesian, and other foreign languages.



S4 – Soccer Terms and Definitions. Have students write down a simple definition of what soccer is, where it is played, and by how many players, as well as information on the field, the equipment, the players’ skills, field positions, assignments, and responsibilities on the field. A good start for this assignment is the 17 international rules that govern the game. To download the 230-page PDF of the *Laws of the Game 2022/2023* in English, French, German, Spanish, Portuguese, Japanese, or Arabic, visit <https://www.theifab.com/laws-of-the-game-documents/?language=all&year=2022%2F23>).

S5 – Soccer Formations. Have students explain how the game of soccer is played and show by formation (or diagram) field formations, such as the “W-M” Formation and the Pyramid Formation, also known as the “2-3-5” alignment (see also <https://footballhistory.org/formations.html>).

S6 – Soccer Comparisons. Have students compare and contrast *soccer* with American football, basketball, and rugby. What are the similarities? What are the differences?

S7 – Soccer Speculations. Have students speculate and suggest *why* certain sports are more popular here in the United States than elsewhere, and especially why football and basketball have such a high profile in secondary schools and colleges, and in American society in general.

S8 – Soccer Values. Have students speculate and hypothesize whether or not *soccer* will ever “make it big” in the United States. Ask students to find out whether the educational systems around the world, including the education system in Qatar, place a different value on the importance of (traditional) sports in the school curriculum (see also <https://marhaba.qa/qatarlinks/education-qatar/>).

S9 – Soccer Topics. Have students summarize the type of topics that are usually covered during a live soccer broadcast and write the responses down on a transparency or the board. Thereafter, have students view/listen to certain “soccer match” segments and match the topics covered with those on the transparency or the board.

S10 – Soccer Pitch Drawings. Have students draw *only* what they hear as you (or another student) describe the soccer field (the pitch) in the target language. At the end of the activity, students can re-describe to the teacher the field using their drawing as an aid.

S11 – Soccer Player Diagrams. Have students look at a diagram of the players' position in the field and have students, based on their aural ability only, trace the action of the play before they are allowed to see images again. This works exceptionally well with foul positions.

S12 – Soccer Highlights. Have students summarize, narrate, report, and describe the highlights of a soccer match or the interviews with players and coaches after a match.

S13 – Soccer Narrations. Have students videotape a junior high, high school, or college soccer game and provide the audio for the images captured.

S14 – Soccer Interviews. Have students conduct on the field interviews with players and coaches and translate their comments and opinions into the target language.

S15 – Soccer Explanations/Demonstrations. Have students do a “Soccer 101” video course about how the game is played, what the responsibilities, positions, and assignments of each player, referee, and linesmen are. Thereafter, have one or more of your talented soccer players demonstrate and perform, on camera, the various skills witnessed on the field, such as *heading, blocking, passing, trapping, kicking, dribbling, charging, and shooting*, with explanatory narration.



S16 – Soccer Segments. Have students concentrate on the opening segments of a broadcast. What type of information is offered by the broadcasters in terms of the abilities and winning chances of the two teams? Do the broadcasters provide background information on certain players, referees, head

coaches, other teams, countries, and cities? Do they offer personal comments, opinions, and statistics? Do they make announcements about upcoming games or shows? What about weather conditions and number in attendance?

S17 – Soccer Idioms. Have students focus on the language behavior of the broadcasters, or, in other words, have students observe the continuous alternation of past, present, and future time frames. Are there lots of repetitions, redundancies, breaks in structures, interruptions, different pitches of voice? How are the factual statements overshadowed by the emotional descriptions of an unexpected action on the field? Are there any recurring colloquial terms or idiomatic expressions? Which ones?

S18 – Soccer Introductions. When students hear the commentators introducing both teams, have students listen for the players' names, numbers, or a mixture of both. Have them write next to the names or numbers the broadcaster's information as well as their position on the field. If required, replay the same segment again, with images and sound as necessary, to allow students to proof their assignment. Alternate their listening/viewing focus between global comprehension and specific information so that there is a range of linguistic tasks for students to engage in successfully.

S19 – Soccer Recordings. Have students assume the role of the commentator while showing a video segment without audio. Record what students are saying about the action on the field, and have them listen to their language output while playing the video segment. Thereafter, have students listen to the original audio to allow them to compare and contrast their verbal output to that of the commentators.


S20 – Soccer Rituals. Have students list and document the rituals before, during, and after the soccer games and compare/contrast their findings with those of other sporting games here and abroad. The hagiographic treatment soccer enjoys in Latin America especially could easily provide a much needed springboard to a more mature and critical discussion of the impact of socioeconomics the FIFA World Cup has every four years around the world and in developing nations in particular.

S21 – Soccer Hooliganism and Violence Around the World. Have students research the history of hooliganism around the world and its impact upon the game of soccer. The name likely comes from Patrick Hooligan, an Irish hoodlum in late 19th-century London. Students could explore the causes of hooliganism and ways to eradicate it from all sporting games. They could also be asked to draw parallels to acts of hooliganism and violence found in American sports ranging from Little League games to well established national sports such as hockey, baseball, and basketball to name but a few.

A word of caution: Depending on the emotional intelligence and intellectual maturity of your students, as appropriate, have them discuss the most recent tragedy and one of the deadliest disasters ever at a sporting event: the chaos and violence that erupted at the Indonesian league game between host Arema FC of East Java's Malang city and Persebaya Surabaya on Saturday, October 1, 2022, that led to more than 130 people killed (and more than 320 injured) in soccer stadium stampede after police used tear gas to disperse agitated supporters of the losing home side who had invaded the pitch after the final whistle. As many as 3,000 spectators had stormed the pitch. The death toll from the Kanjuruhan Stadium disaster has surpassed the 1989 Hillsborough Stadium tragedy in Sheffield, England, which saw 96 Liverpool supporters being crushed to death when an overcrowded and fenced-in enclosure collapsed. No doubt, the incident has tarnished the face of Indonesian football who only recently gained the right to host next year's FIFA under-20

World Cup (the international soccer event is to be joined by 24 countries from five continents in May and June 2023). Remind students that Indonesia was the first Asian team ever to play at a World Cup — participating in 1938 as Dutch East Indies. What does the future now hold for soccer in Indonesia? Will this tragedy damage Indonesia’s bid to stage the 2023 Asian Cup, the continent’s equivalent of the Euros? Indonesia is vying with South Korea and Qatar to become host of the continental championship after China relinquished its staging rights in May.

**SECTION TWO:
FIFA WORLD CUP
(WC1 – WC15)**



*That's the Way
the Ball Bounces*

Depending on curricular emphasis and the students' level of linguistic proficiency, interests, and needs, ...

WC1 – FIFA World Cup Winners. Have students research which countries have won the *World Cup* how many times in its 92-year history. The eight countries that have won the FIFA World Cup since 1930 are presented in Table 3. Visit <https://www.fifa.com/tournaments/mens/worldcup> for a detailed timeline of the FIFA World Cup final competitions (1930-2018), including 2022 and 2026.

Table 3

Countries that Have Won the FIFA World Cup

WORLD CUP WINNERS (1930 – 2018)	
Winners	Number of Championship Wins
1. Brazil	5 times champions (1958, 1962, 1970, 1994, 2002)
2. Germany	4 times champions (1954, 1974, 1990, 2014)
3. Italy	4 times champions (1934, 1938, 1982, 2006)
4. Uruguay	2 times champions (1930, 1950)
5. Argentina	2 times champions (1978, 1986)
6. France	2 times champions (1998, 2018)
7. England	1 time champions (1966)
8. Spain	1 time champions (2010)

WC2 – FIFA World Cup Hosts and Winners (1930-2022). Have students research and collect information on the previous 21 World Cup Tournaments. All FIFA World Cup hosts and winners since 1930 are presented in Table 4. Visit <http://www.fifa.com/worldcup/archive/index.html> to discover the world’s most complete library of World Cup and Women’s World Cup matches, clips, and highlights.

Table 4

FIFA World Cup Hosts and Winners

WORLD CUP HOSTS AND WINNERS (1930 – 2022)		
Hosts	Winner	Score
2022 Qatar		
2018 Russia	France	France 4-2 Croatia
2014 Brazil	Germany	Germany 1-0 Argentina (ET)
2010 South Africa	Spain	Spain 1-0 The Netherlands
2006 Germany	Italy	1-1, then Italy defeated France 5-3 (PKs)
2002 Japan / S. Korea	Brazil	Brazil 2-0 Germany
1998 France	France	France 3-0 Brazil
1994 USA	Brazil	0-0, then Brazil defeated Italy 3-2 (PKs)
1990 Italy	West Germany	West Germany 1-0 Argentina
1986 Mexico	Argentina	Argentina 3-2 West Germany
1982 Spain	Italy	Italy 3-1 West Germany
1978 Argentina	Argentina	Argentina 3-1 The Netherlands
1974 West Germany	West Germany	West Germany 2-1 The Netherlands
1970 Mexico	Brazil	Brazil 4-1 Italy
1966 England	England	England 4-2 West Germany (ET)
1962 Chile	Brazil	Brazil 3-1 Czechoslovakia
1958 Sweden	Brazil	Brazil 5-2 Sweden
1954 Switzerland	West Germany	West Germany 3-2 Hungary
1950 Brazil	Uruguay	Uruguay 2-1 Brazil
1946 (canceled due to World War II)		
1942 (canceled due to World War II)		
1938 France	Italy	Italy 4-2 Hungary
1934 Italy	Italy	Italy 2-1 Czechoslovakia (ET)
1930 Uruguay	Uruguay	Uruguay 4-2 Argentina

WC3 – FIFA World Cup Finals: 1930-2018. Have students check out the 1930-2018 *FIFA World Cup Finals* on video. All the great goals and excitement of the contest can be viewed on <https://www.youtube.com/watch?v=41oRqH65Eb8>. For the History of FIFA World Cup in 15 minutes, visit <https://www.youtube.com/watch?v=a4zoMwC0fAs>.

WC4 – World Cup History (1930-2022). Have students compile, categorize, and type on 3x5 index cards “World Cup History Facts” for future group or class competitions. The end result: *World Cup History: 1930-2022*.

WC5 – The ABC Map of World Cup. Have students list alphabetically, in a vertical column, the 32 national teams that will compete in Qatar this November. Horizontally, identify each country’s government, size, population, capital, largest cities, language(s), currency, religion, and anything else deemed pertinent. “Country Facts” could be compiled, categorized, and typed on 3x5 index cards for future group or class competitions. The end result: *The ABC Map of World Cup*. In a vertical column, list the countries chronologically from 1930 in which the *World Cup* Tournament took place. Horizontally, complete the following seven categories: Winning Team, Date, City, Country, Opposing Team, Score, Attendance, Referee.

WC6 – Notable FIFA Tournaments. Have students research key tournaments around the world organized by FIFA (Fédération Internationale de Football Association) such as in Europe, *The European Cup Winners Cup*, *The Cup Winner’s Cup*, *The Fair’s Cup* (now called *The UEFA Cup—Union of European Football Associations Cup*), the *UEFA Nations League Trophy*; in North and Central America, *The Championship of Champions*; in South America, *The Copa Libertadores*, and other intercontinental competitions such as *The Summer Olympic Games*, *The World Club Championship*, and *The Copa Interamericana*.

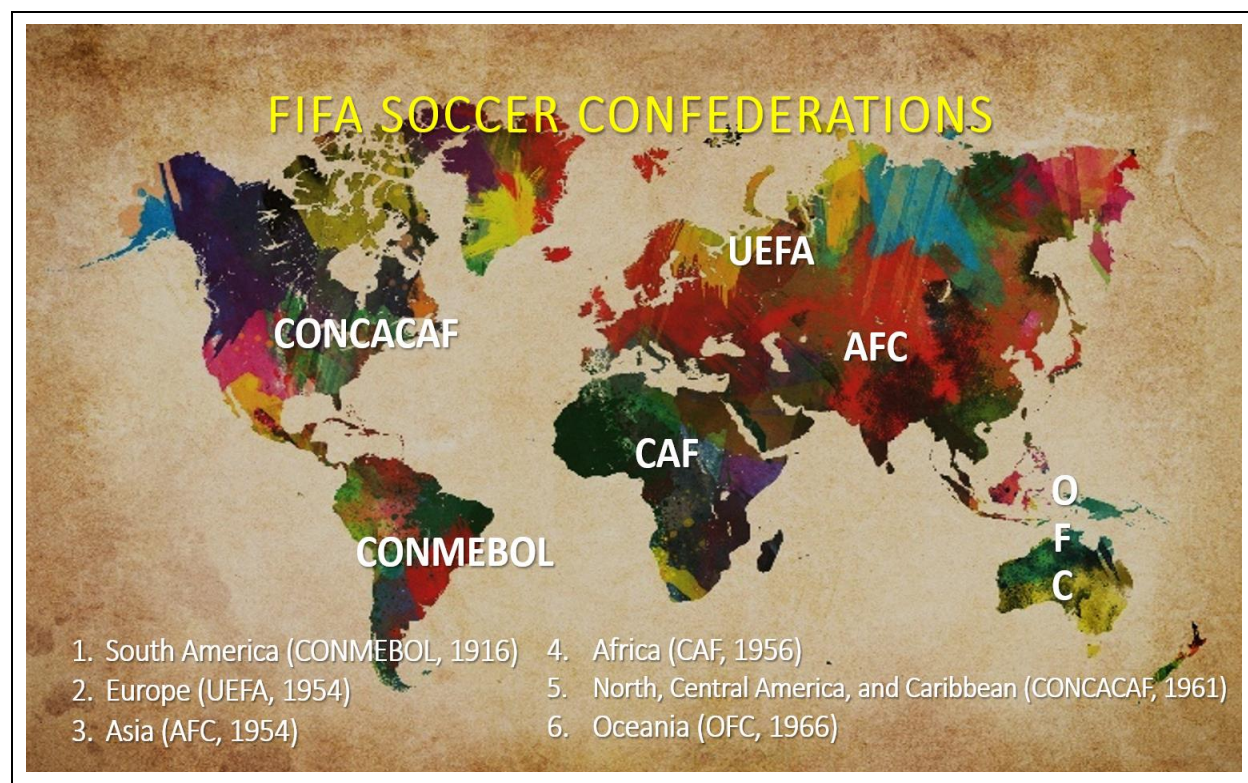
WC7 – FIFA World Cup Qatar 2022 Stats and Facts. Have students provide a statistical summary of the 2022 FIFA World Cup—specifically, the answers to the following headings: length of tournament, number of games, attendees, goals, yellow and red cards, penalty kicks, players, tickets sold, international media and broadcasters, commercial affiliates, TV coverage in hours, number of viewers, and estimated economic impact in billions. Much of this information for the 2022 FIFA World Cup will become available during and after the tournament—which, pedagogically speaking, reinforces student accountability *before*, *during*, and *after* the tournament comes to an end. For a wide range of the most, fewest, highest, lowest, biggest, and largest World Cup statistical data, visit <http://www.planetworldcup.com/STATS/statistics.html>. In addition, information on any World Cup, statistics, scores, and the like, can be found under <https://www.gojersey.cc/blog/detail/The-History-of-World-Cup-and-Score-Records/1611>.

WC8 – FIFA World Cup Qatar Wall Poster. Have students collect all possible information and imagery found in the newspapers, magazines, or print advertisements for a giant wall poster, *FIFA World Cup Qatar 2022*. Images, printed material, and even objects can then be combined and applied to the surface of another work of art, such as a canvas, to produce striking works of collage art, including *papier collé* (a paper collage), *découpage* (the arranging and pasting of colored paper cutouts, often by layering, to create an image that is then sealed with varnish), *photomontage* (the compositing of a collage created by cutting and gluing other photographs to fashion a new single image), *assemblage* (a visual art technique by which three-dimensional images are created by adding found objects to a flat surface), or *eCollage* (a digital collage art created by computer and photo-editing software programs). Collectively, these artful collages utilize color and scale to convey the wall message of the *FIFA World Cup Qatar 2022—That’s the Way the Ball Bounces!*

WC9 – FIFA World Cup Qualifications. Have students research the manner of qualification and provide a brief synopsis of the World Cup Tournament, including the organization of the world of soccer into six continental confederations or geographical zones (Table 5). Specifically, have students find (a) how countries qualify by regions; (b) how teams are divided into groups, and how many groups; (c) in which round the best two teams play; (d) how the tournament is played in terms of scoring; (e) how many teams emerge from the round robin competitions before they can join the host nation (an automatic entrant); (f) how the 32 Finalists are assigned in how many team brackets of how many teams; (g) how many times they play against each other; (h) how many advance to the second round, along with how many best third-place teams; and, finally, (i) how many advance to the quarterfinals and semifinals. In all, 13 teams from Europe qualified for the FIFA World Cup 2022, and six teams from Asia, five from Africa, and four each from North America and South America made it to the FIFA World Cup 2022 in Qatar. (For a closer look at FIFA’s Soccer Confederations and the dozen championship tournaments held around the world, see Liontas, 1994, pp. 52-54.)

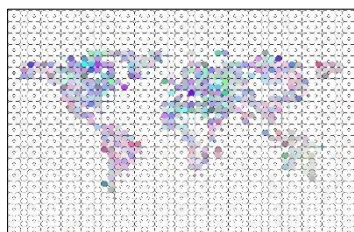
Table 5

Geographic Zones of Soccer



WC10 – FIFA World Cup Posters (1930-2022). Have students make a collection of the official World Cup posters since 1930, as each one of them has borne an artistic style characteristic of the age. These posters have become familiar to soccer fans around the world, and have been the subject of comment and analysis from art critics and historians. To view FIFA World Cup Posters (1930-2022), visit <https://www.iloveqatar.net/qatar2022/guide/fifa-world-cup-posters-history-1930-2022>.

WC11 – FIFA World Cup Soccer — The Trivia Pursuit Game. Have assigned student committees compile World Cup Soccer trivia questions, typed on 3 X 5 index cards for the *FIFA World Cup Soccer—The Trivial Pursuit Game*. The cards should be color-coded based on a point value from 1 to 5, and categorized according to content and degree of difficulty. Use these cards for review sessions or for special World Cup Soccer trivia competitions among groups and classes. A sample of 96 questions is provided in the Appendix. (For additional World Cup facts, visit <https://www.roadtrips.com/luxury-travel-guides/world-cup-ultimate-guide/>.)



WC12 – FIFA World Cup Nations Map. Have students list the 211 nations that aimed to seal a berth at the showcase tournament from November 20 (Opening Match) to December 18, 2022 (Final of the World Cup), the final being held on Qatar’s National Day at the Lusail Stadium. On a world map students could insert color-coded pins or needles to indicate the geographic location of those nations. The flags of those nations could comprise the perimeter of the map.

WC13 – FIFA World Cup Trophy Tour by Coca-Cola. Have students trace on a world map the route of the FIFA World Cup Trophy Tour by Coca-Cola. For the first time ever, the FIFA World Cup Trophy Tour by Coca-Cola will visit each of the 32 nations who have qualified for the tournament finishing in Doha, Qatar just a few days before the first game of the FIFA World Cup, Qatar v. Senegal. The tour allows tens of thousands of fans to enjoy a rare close-up view of the authentic FIFA World Cup Trophy. The FIFA World Cup Trophy Tour by Coca-Cola was inaugurated for the 2006 Germany World Cup competition, transporting and exhibiting the solid 18-carat gold iconic Trophy on a whistle stop tour to 51 countries and territories around the world. To view the route map, visit <https://www.fifa.com/fifaplus/en/articles/fifa-world-cup-tm-trophy-tour-by-coca-cola-resumes-with-all-32-qualified>.





WC14 – FIFA World Cup Trophy. Have students research the history behind the current FIFA World Cup Trophy (commissioned for the tenth World Cup in 1974) beginning with the Jules Rimet Cup now in the permanent possession of Brazil after their third World Cup triumph in Mexico City in 1970. In tracing the cup’s history, students should come across the names of the two creators— Italian artist Silvio Gazzaniga, creator of the current FIFA World Cup Trophy and French sculptor Abel Lafleur, creator of the Jules Rimet Cup—whose art, symbolism, and reverence normally reserved for religious relics continues to produce a mix of reverence and euphoria in those players who lift it, and it is practically venerated by the general public. Thereafter, have them interpret the symbolism of the current FIFA World Cup Trophy. The iconic trophy measures 36.8 centimeters (14.5 inches) high, weighs in at 6,175 grams (13.61 pounds) and is made of solid, 18-carat gold. The base contains two layers of semi-precious malachite, while the bottom side of the Trophy bears the engraved year and name of each FIFA World Cup winner since 1974. For more information on the *FIFA World Cup Trophy: Weight, Size, Replica and Its History*, visit <https://historyofsoccer.info/world-cup-trophy>. An excellent infographic therein captures all visual information of both the 1930-1970 Jules Rimet Cup and the FIFA World Cup since 1974.

WC15 – FIFA World Cup Affiliates and Partners. Have students catalogue the marketing affiliates (Budweiser, Byju’s, Crypto.com, Hisense, McDonalds, Vivo) and FIFA partners (adidas, Coca-Cola, Wanda Group, Qatar Airways, Hyundai, Visa) and discuss the economic and geopolitical impact such organizations can have upon the host nation. In particular, have students discuss openly how the World Cup, like the Summer and Winter Olympic Games, has been and continues to be used as a political instrument encompassing a great many social, cultural, economic, and diplomatic issues. The dislocation of people, at times even forceful, from their homes and lands in favor of building new buildings, hotels, and/or stadiums could easily provide fruitful ground for critical discussion of “imminent domain” issues at home and around the world. Discussions could well include the role of media and fans in the unfolding of such events.

**SECTION THREE: QATAR
(Q1 – Q14)**



Depending on curricular emphasis and the students' level of linguistic proficiency, interests, and needs, ...

QATAR — Independent Emirate on the West Coast of the Persian Gulf

Q1 – مرحباً بكم في قطر (Marhaban bekum fee Qatar) Welcome to Qatar. Have students adopt one of your classroom's walls as the designated *Welcome to Qatar* wall. The wall space can be divided into sections dedicated to specific categories under which students could place on a regular basis the fruits of their ongoing research labor. The wall space could be organized on a horizontal or vertical space or even as a website montage. Some of the categories could include Qatar General Information, Tourist Attractions, Maps, World Heritage Sites, Game and Nature Reserves, Things to Do, People and Languages, Annual Events & Festivals, Tours & Safaris, Famous People and Personalities, and the like. This kaleidoscope of information could lead to a great many discussions, expansion activities, or projects that would otherwise remain dormant at best and undiscovered at worst. To discover 420-pages of Qatar's premier destination e-guide, visit <https://www.marhaba.qa/marhaba-eguides/>.

Q2 – Diversity. Qatar is not just a peninsula with a 563-km coastline protruding along the western coast of the Arabian Gulf or a Gulf state that shares an 87 km land border with Saudi Arabia to the south (with Bahrain, the United Arab Emirates, and Iran nearby). Nor is Qatar a country populated still by Bedouin tribes and a few fishing villages. Far from it! Students could research Qatar's history—a British Protectorate from 1916—and trace the history of the modern state of Qatar born on September 3, 1971, when Qatar proclaimed its independence. The rapid growth the country has undergone since then, especially with the discovery of oil and gas, could easily become a focal point of students researching Qatar's growing global role in business, politics, and education. Some students could concentrate their discussion on the various ethnic groups, languages, social organizations, and living environments. Others could focus on the region itself, specifically its wildlife, landscapes, food, clothing, artwork, music, literature, religion, and folklore. Still others could present a portrayal of annual events, festivals, celebrations, customs, traditions, athletics, and

education, in particular upon its peoples, history, and culture. A historical, sociocultural, or even geopolitical discussion addressing specific aspects of government, infrastructure, and business could well provide fruitful ground upon which to raise a great many lessons on bridging differences and achieving critical multicultural consciousness. No matter the focus or intensity of research/discussion, such foci are certain to build a strong foundation for culturally relevant pedagogy. Some of that information is discoverable when visiting <https://www.qatar2022.qa/en/live-it-all-in-qatar> (see also <https://marhaba.qa/qatarlinks/discovering-qatar/>).

Q3 – Traditional Games. Have students discover some of the other traditional games in Qatar such as *Dama* and *Carom* (traditional board games played in many coffee shops by adults throughout the Middle East), and a children’s game, called *Tak Tak Tagia* (similar to American *Duck-Duck-Goose*, and played at home, in school, and among neighboring children). Other games include *Laqfa*, *Al Teelah*, *Al Dahrooi*, *Sebbah*, *Al Gallinah* and *Matou*, *Taag Taag Tagia*, *Al Rein*, *Al Khashesha*, *Al Dawama*, *Domino*, *Al Shakha*, *Natt Al Habl*, and *Al Betta* (For a more complete list of traditional games of Qatar, visit <https://qatarjust.com/list-of-traditional-games-of-qatar/>.)



Q4 – Sports. Have students explore popular sports, both old and new, such as Arabian horse racing, camel racing, falconry (Falcons are Qatar’s national bird and a symbol of the country’s past since the times of the Bedouin tribes and its present), football, volleyball, and tennis. *National Sport Day*, a national holiday, is celebrated on the second Tuesday of February.



Q5 – Things to Do in Qatar. Have students produce different types of informational brochures of *Things to Do in Qatar*. Depending on emphasis, brochures could focus on hotels, accommodations, tours, transportation, wildlife reserves, annual events and festivals, arts and crafts, outdoor activities, cultural activities, and restaurants and night life, or any combination of the above. Acting as travel agents, students could then use these brochures as an aid to sell to prospective customers travel packages to Qatar encompassing Key Destinations (e.g., sightseeing trips or nature trips that cover all aspects of local life, shopping opportunities), Resorts and Beaches (e.g., Sealine Beach Resort, Al Ghariya Resort, Doha Bay), Islands (e.g., Palm Island, the artificial Pearl Island, Zekreet peninsula) and Water Sports (e.g., water skiing, kitesurfing, paragliding, scuba diving), Historical Sites and Castles (e.g., the UNESCO world heritage site Al Zubarah and its unique fort, the Museum of Islamic Art, Katara Cultural Village, Souq Waqif, Doha Fort, Barzan Towers, Umm Salal Fort), or Desert Adventures and Dune Challenges (e.g., safari trips, camel riding, the sand dunes of Khor Al Udayd, also known as “the Inland Sea,” Al Jassasiya, a magnificent area of rock carvings) (see also <https://www.qatar2022.qa/en/discover-qatar> and Qatar’s premier destination e-guide <https://www.marhaba.qa/marhaba-eguides/>). (For Doha’s biggest attractions, including 27 of Doha’s most Instagrammable spots, from the modern skyscrapers of West Bay to the traditional alleyways of Souq Waqif, visit <https://www.timeoutdoha.com/attractions>.)

Q6 – Qatar Quick Facts and Figures. Have students produce and publish in pdf form (or any other viable media form) a *Qatar Quick Facts* infographic. Said infographic should be meticulously edited and should present in laconic form the most important quick facts about Qatar.

Students are to decide upon the categories and information included therein, thereby having to assume responsibility for and ownership of the quantity and quality of information presented. Depending on size and format, finished product could be laminated, distributed electronically, or published on the school's website (Table 6). To discover 25 fun facts about Qatar, visit <https://www.destguides.com/en/itineraries/qatar/interesting-facts-about-qatar>. An additional array of 28 interesting facts about Qatar to spark your students' curiosity can be found under <https://www.destguides.com/en/itineraries/qatar/interesting-facts-about-qatar>.

Table 6

Qatar Quick Facts and Figures

Qatar Quick Facts and Figures	
Official Name	
Location	
Size/Total Area	
Population	
Language	
Population Growth	<i>the fastest population growth worldwide?</i>
Religion	
Ethnicity/Race	
Time	
Currency	
Government	
Capital	
Major Cities	
Major Industries	
Transportation	
Telecommunication	
Health	
Literacy Rate	
Income per Capita	<i>the highest income per capita in the world?</i>
Economic Summary	(GDP/PPP, Inflation, Unemployment, Labor Force, Agriculture, Natural Resources, Imports/Exports, Major Trading Partners)

Q7 – Qatar A-Z Book Markers. Have students create their individual *Qatar A-Z* book markers. Each letter of the alphabet could stand for key idea or topic discussed in class showcasing Qatar's rich cultural heritage. For example, the *Letter B* could stand for Bedouin generosity and hospitality (Arabic coffee and sweets remains an expression of hospitality). The entries of the individual book markers could then be discussed in small or large groups and laminated and distributed to classmates and teachers (Table 7) (see also <https://qm.org.qa/en/stories/qatari-heritage/> and <https://www.visitqatar.qa/intl-en/things-to-do/art-culture/heritage-sites>).

Table 7*Qatar A- Z*

Qatar A - Z
A is Al Zubarah Fort (a perfectly restored fort and a UNESCO World Heritage Site, Qatar's largest)
B is Bedouin generosity and hospitality
C is Cultural Awareness and Customs
D is Doha
E is Education City Stadium
F is Falcons
G is Gulf peninsula
H is Heritage
I is Inland Sea (where the sea floods the desert, 180km ² of unique landscape)
J is ...
K is Khor Al Adaid (the dessert dunes for Sand Duning)
L is Lusail
M is Mall of Qatar and Mangrove Kayaking through the mangroves at Al Thakira nature reserve
N is ...
O is ...
P is Place Vendome Mall (Lusail City, four floors, over 1,150,000 square meters, French-style design)
Q is Qatar (a peninsula with a 563-km coastline protruding along the western coast of the Arabian Gulf)
R is ...
S is Souq Waqif (Qatar's oldest marketplace)
T is Traditions
U is ...
V is ...
W is Weather (desert climate – hot and humid in the summer and pleasant temperatures in the winter)
X is ...
Y is ...
Z is Zekreet (along with Fuwairit, Zekreet is top location for kite surfing and watersports)



Q8 – Host Cities. Have students take a (virtual) tour of the five cities that will host this year's football extravaganza: Al Khor, Al Wakrah, Al Rayyan, Doha, Lusail. Ask students, for example, to visit a city's website and discover all the famous sites, museums, cultural festivals and performances, and tour and shopping information. All the information could then be compiled into an electronic portfolio with audio (or video) narrations and descriptions. Students could also be asked to act out dialogues dealing with accommodation, transportation, and tourist attractions. To discover Qatar in all its splendor, visit <https://www.qatar2022.qa/en/discover-qatar>.

Q9 – Sustainable Stadiums. A total of eight stadiums spread across five different Qatari cities will host 32 teams in 64 matches during the FIFA World Cup 2022. All the venues are located within a 55-km (35 mile) radius of Qatar's capital city of Doha, making it easy for fans to travel to and from the stadiums using the Qatar Metro System (visit <https://www.theworldcupguide.com/proximity-of-qatar-world-cup-stadiums/>). For starters, students could create an information map showing the cities and venues that will host the FIFA World Cup Qatar 2022. Color-coded pins on a map of Qatar could

indicate a city’s location along with a succinct summary of city and ‘other’ stadium information. The designated venues, cities, stadium capacity, distance from central Doha, and design inspirations are presented in Table 8 below (see also <https://www.qatar2022.qa/en/tournament/stadiums> and [https://www.theworldcupguide.com/cities-stadiums-for-qatar-2022/.](https://www.theworldcupguide.com/cities-stadiums-for-qatar-2022/))

Table 8

FIFA World Cup Qatar 2022 Sustainable Stadiums

	Stadium	City	Capacity	Distance of Central Doha	Design Inspiration
1	Lusail Iconic	Lusail	80,000	20 km north	Decorative bowls and fanar lanterns
2	Al Bayt	Al Khor	60,000	35 km north	<i>Bayt al sha'ar</i> nomadic people
3	Al Janoub	Al Wakrah	40,000	22 km east	Wind-filled sails of <i>dhow</i> boats
4	Ahmad Bin Ali	Al Rayyan	40,000	20 km west	Façade features symbols of Qatar
5	Khalifa International	Al Rayyan	40,000	5 km west	Complete refit for World Cup 2022
6	Education City	Al Rayyan	40,000	13 km northwest	Traditional Islamic architecture
7	Stadium 974	Doha	40,000	10 km east	Nearby port shipping containers
8	Al Thumama	Doha	40,000	12 km south	Traditional woven <i>gahfiya</i> male cap

Barring the Khalifa International Stadium, which has been operational since 1976, all the other stadiums have been constructed over the past three years with the FIFA World Cup in mind. (To see the early construction progress made on all eight Qatar World Cup stadiums (as of November 21, 2018), visit [https://www.theworldcupguide.com/cities-stadiums-for-qatar-2022/.](https://www.theworldcupguide.com/cities-stadiums-for-qatar-2022/)) The Khalifa Stadium will host the third-place playoff match. Among the eight venues, Lusail Iconic Stadium has the highest capacity. It will also be hosting a total of 10 matches, including the final and closing ceremonies. The Al Bayt Stadium will host nine matches and will be the stage for the opening ceremony and FIFA World Cup 2022 opener between hosts Qatar and Ecuador on November 20. These interesting facts aside, far more importantly it is to have students research the stadiums’ green design inspirations and sustainability facts; that is, how all eight stadiums meet stringent sustainability benchmarks and are environmentally responsible. Towards this end, have students research the history of football stadiums beginning with the first ground, Sandgate Road, in the Sheffield suburb of Crosspool, South Yorkshire, England. Sandgate has been recognized by the Guinness Book of Records as the “Oldest Ground in the World.” It is home to Hallam F.C. and Hallam C.C. First opened in 1804, Hallam F.C. have played at the ground since 1860. Much helpful information concerning the rich history of football stadiums can found by visiting <https://footballhistory.org/stadiums.html>. Thereafter, have students research how green construction and sustainable stadiums are addressing some of the world’s most pressing issues while also ensuring good health and wellbeing. Specifically, have them examine how the principles of sustainability throughout the lifecycle (design, construction, operations) of the stadiums and other projects address(ed) urban connectivity and socio-cultural considerations, including, but not limited to, dust and noise control, insulation and heat efficiency (passive/active energy efficiency features, LED lighting, cooling technology, non-toxic paint, light colored exteriors to minimize heat retention and urban heat island effect), energy and water conservation (water vapor, recycled water, efficient fixtures for sinks, showers, and WCs), construction waste management and operation (wastewater segregation and recycling), sustainable sourced construction materials, modular design, retractable roofs, indoor/outdoor environments, site, green landscaping spaces, habitats (for native birds, lizards

and other fauna), cultural and heritage value. For example, the Ras Abu Aboud Stadium, now known as Stadium 974—the international dialing code for Qatar and the exact number of shipping containers used in its construction—the first fully demountable stadium in FIFA World Cup history, was made of modular shipping containers, which, along with the super-structure, will be repurposed and reused into a range of sporting facilities after the FIFA World Cup. For a richer account of Sustainability at the FIFA World Cup 2022, have students peruse *Marhaba, Discovering Qatar E-Guide*, Autumn 22, Issue 84, pages 16-27, <https://www.marhaba.qa/marhaba-eguides/>. Remind them to also visit <https://www.theworldcupguide.com/cities-stadiums-for-qatar-2022/>.

Q10 – FIFA World Cup Qatar 2022 Mascot. Have students find out the name and the design inspiration of the Official Mascot for the first FIFA World Cup in the Middle East and Arab world (326 results for mascot can be found under FIFA’s site <https://www.fifa.com/search-results?q=mascot>). Students could be asked to find out what the name means (Answer: *La’eeb*, an Arabic word meaning super-skilled player) and any information on the headdress *La’eeb* is wearing (Answer: *keffiyeh* or *kufiya*, a traditional headdress worn by men; it is commonly found in arid regions and provides protection from sunburn, dust, and sand; an *agal* is often used to keep it in place). A complete list of World Cup Mascots is provided in Table 9.

Table 9

FIFA World Cup Mascots from La’eeb to World Cup Willie

FIFA WORLD CUP MASCOTS (1966 – 2022)			
Year	Country	Name	Description
2022	Qatar	La’eeb	A white floating keffiyeh with eyes, eyebrows and an open mouth.
2018	Russia	Zabivaka	A football-playing wolf that wears red shorts and a white top.
2014	Brazil	Fuleco	A Brazilian three-banded armadillo wearing a “Brazil 2014” white T-shirt.
2010	South Africa	Zakumi	A brightly colored leopard with a bright green main and a golden body wearing a shirt saying South Africa 2010.
2006	Germany	Goleo VI & Pille	A lion wearing Germany’s shirt with the number 06 and a talking football named Pille.
2002	Japan / S. Korea	Ato, Kaz, & Nik	Three orange, purple, and blue futuristic, computer-generated creatures - Ato (coach), Kaz and Nik (players) - who are members of a fictional team in a fictional sport called <i>Atmosball</i> .
1998	France	Footix	A blue cockerel with the words “FRANCE 98” on the chest.
1994	USA	Striker	A cartoon dog wearing a red, white, and blue USA kit with the words “USA 94” and with a football at his feet.
1990	Italy	Ciao	A stick figure player with a football head and an Italian tricolore body.
1986	Mexico	Pique	A jalapeño pepper with a distinct moustache and wearing a sombrero.
1982	Spain	Naranjito	A smiley orange wearing Spain’s kit.
1978	Argentina	Gauchito	A young boy wearing Argentina’s kit with a hat (ARGENTINA ’78), neckerchief, and whip to represent a <i>gaucho</i> , a skilled horseman.
1974	West Germany	Tip & Tap	Two young boys wearing Germany’s kits, with the letters WM (<i>Weltmeisterschaft</i> , World Cup) and number 74.
1970	Mexico	Juanito	A boy (with a football) wearing Mexico’s kit and a sombrero (with the words “MEXICO 70”).
1966	England	World Cup Willie	A British lion adorning the Union Jack flag with the words “WORLD CUP.”

The first Official Mascot was introduced at the 1966 FIFA World Cup – ‘Willie,’ a British lion decked out in the Union Jack flag. Since then, 14 characters have dotted the history of World Cup mascots. (For a more complete account of FIFA’s *World Cup Mascots in History*, visit <https://www.fifa.com/fifaplus/en/articles/world-cup-mascots-in-history>.) Because La’eeb will be featured on various World Cup souvenirs such as t-shirts, caps, and pins, one assignment could be to have students investigate the role mascots play through their extensive use by the Commercial Affiliates of the FIFA World Cup for licensing and merchandising programs and, importantly, what they represent as FIFA World Cup official mascots are commonly cast as a variety of animals, fruit, vegetables, and children (plus one or two abstract characters). Students could thus be asked to justify the need for mascots as goodwill ambassadors in sporting events (in promoting an event and entertaining the crowd in the stadium) and compare/contrast this tournament’s mascot with those of previous tournaments. Thereafter, they could be asked to draw parallels to their own school’s mascot(s) and to those of other national and international sports across nations the world over. Ultimately, they could be asked to create their very own mascot with Dream Farm Studio (see <https://dreamfarmstudios.com/blog/laeeb-strategic-mascot/>).

Q11 – FIFA World Cup Qatar 2022 Official Match Ball. Have students find out the name (Answer: Al Rihla by adidas) and the particulars (design and color) of the FIFA World Cup Qatar 2022 official match ball. *Al Rihla* (الرحلة) means “the journey” in Arabic and is inspired by the culture, architecture, iconic boats, and flag of Qatar. The bold, vibrant colors set on a pearlescent background represent the FIFA World Cup host country and the ever-increasing speed of the game. The 14th successive ball created by adidas for the FIFA World Cup travels faster in flight than any other in the tournament’s history (partly due to its new 20-piece panel shape and surface texture debossing). Al Rihla is the first FIFA World Cup ball to be made exclusively with water-based inks and glues. Students could also be asked to compare and contrast their findings with the information uncovered pertaining to the *Telstar 18* ball for the 2018 World Cup, the *Brazuca* for the 2014 World Cup, the *Jabulani* for the 2010 World Cup, and the *Teamgeist* for the 2006 World Cup. If any student has one or more of those ‘official’ adidas balls, such balls should be brought to class for ‘show and tell’ to further enhance discussions of ball aerodynamics, stitching, (plastic) coating, surface texture, panel pattern, curved triangles, angles, lines, interlocking red/white colors, and the like. Thereafter, they could be asked to follow Al Rihla’s worldwide journey (to ten cities across the globe including Dubai, Tokyo, Mexico City, New York) that represents the incredible reach of the FIFA World Cup and make the connections to Ibn Battuta’s travelogue, an Arab-Berber Maghrebi scholar and explorer who trailblazed through Africa, Europe and Asia in the 1300s (see <https://www.worldsoccershop.com/guide/world-cup-soccer-ball>).



Q12 – Qatar World Cup 2022 Song. Have students explore the meaning of Qatar World Cup 2022 song (officially released on April 1st). The title is *Hayya Hayya* (Better Together) — نحن أفضل معاً هَيَّا.. هَيَّا (Hayya Hayya Nahnu A’ fdal ma’an) — is the official song that accompanies 2022 FIFA World Cup and the artists who composed it belong to three different continents: the American R&B singer Trinidad Cardona, the Nigerian Davido, and the Qatari artist Aisha. Students could watch the official video on the YouTube platform (<https://www.youtube.com/watch?v=vyDjFVZgJoo>). The upbeat video is also available under FIFA’s official website (<https://www.fifa.com/tournaments/mens/worldcup/qatar2022/media-releases/trinidad-cardona-joins-davido-and-aisha-for-hayya-hayya-better-together-the>). What the

song symbolizes (i.e., how passionate music and football can unite the world), which ideas the song reflects in its lyrics, and how the song's purpose (i.e., bringing fans closer to the spirit of the FIFA World Cup) is achieved therein could easily become the primary foci pursued here. Thereafter, have students read the text for evidence of the arguments/insights they just presented. Have them tell you if they find the text to be optimistic, cheerful, or both, and how the future is presented in a positive way. They can then compare and contrast the lyrics with those of other official World Cup songs by Shakira, Jennifer Lopez, Will Smith, Ricky Martin, or Anastacia. A similar approach could also be taken to the remaining songs in the official World Cup soundtrack. (For an excellent website on FIFA World Cup Symbols since Uruguay 1930 including Logo, Mascot, Poster, Ball, and Song, see <https://wc-football.jimdofree.com/qatar-2022/>.)



Q13 – Benefits for Qatar and Potential Risks. Well over 2.5 million fans from around the world are expected to travel to Qatar for the World Cup (November 18 to December 18, 2022). The eight venues where the matches will be held are expected to be at full capacity for all 64 games. Over the course of the Tournament, some 3.08 million tickets will be sold, the most expensive match tickets of any World Cup to date. All visitors are required to show proof of negative COVID-19 test, regardless of vaccination status, that is, any fan over the age of six will need to present an official negative PCR test result taken no more than 48 hours before their departure. A negative rapid antigen test taken 24 hours before departure will also be accepted unless it is a self-administered test. Visitors of Qatar will not be required to isolate or test again once in the country, unless they test positive for COVID-19 while in the country. Fans are also required to wear masks on public transit and those over 18 will have to download a government-run app that tracks people's movements and health status, called *Ehteraz*. A green EHTERAZ status (showing the user does not have a confirmed case of COVID-19) is required to enter any public closed indoor spaces. Remind students that beyond the realm of the sporting industry, the construction of infrastructure for the purposes of hosting and accommodating visitors will bring many economic benefits to the country. Hosting the FIFA World Cup has created more than 1.5 million new jobs in key sectors like construction, real estate, and hospitality. Infrastructure investments are estimated to be upwards of US\$220 billion. The tourism industry is also expected to benefit from the event as it will increase the country's international profile as a tourist destination which will provide lasting economic benefits in the billions. Foreign investments already increased economic growth and development. But it also increased the social and cultural aspects of hosting FIFA 2022. This brought a great many social, political, and economic changes with hosting this event, including political instability in the region, corruption scandals (have flooded the news, bribing of FIFA and other political officials), human rights violations (the 1.6 million construction migrant workers, who were employed to complete the World Cup venues, found themselves in a vulnerable, slavery-like position due to the exploitative Kafala system, forced labor and human trafficking, deplorable housing conditions, indefinite detentions, discrimination, labor abuses, etc.), and Qatar's strict policy towards alcohol availability during the World Cup. Against such backdrop, ask students whether they would still like to visit Qatar during the Tournament if they had the financial means to do so. Ask them to discuss the constraints and the implications such government policies can have both here and abroad, especially, the economic and geopolitical impact of such policies upon the host nation and the FIFA marketing affiliates (Budweiser, Byju's, Crypto.com, Hisense, McDonalds, Vivo) and partners (adidas, Coca-Cola, Wanda Group, Qatar

Airways, Hyundai, Visa). Above all, ensure that students' rounds of honest and direct discussion focus on the benefits and potential risks for Qatar's commitment to deliver a tournament that bridges cultures, breaks down social barriers, and unites the world.



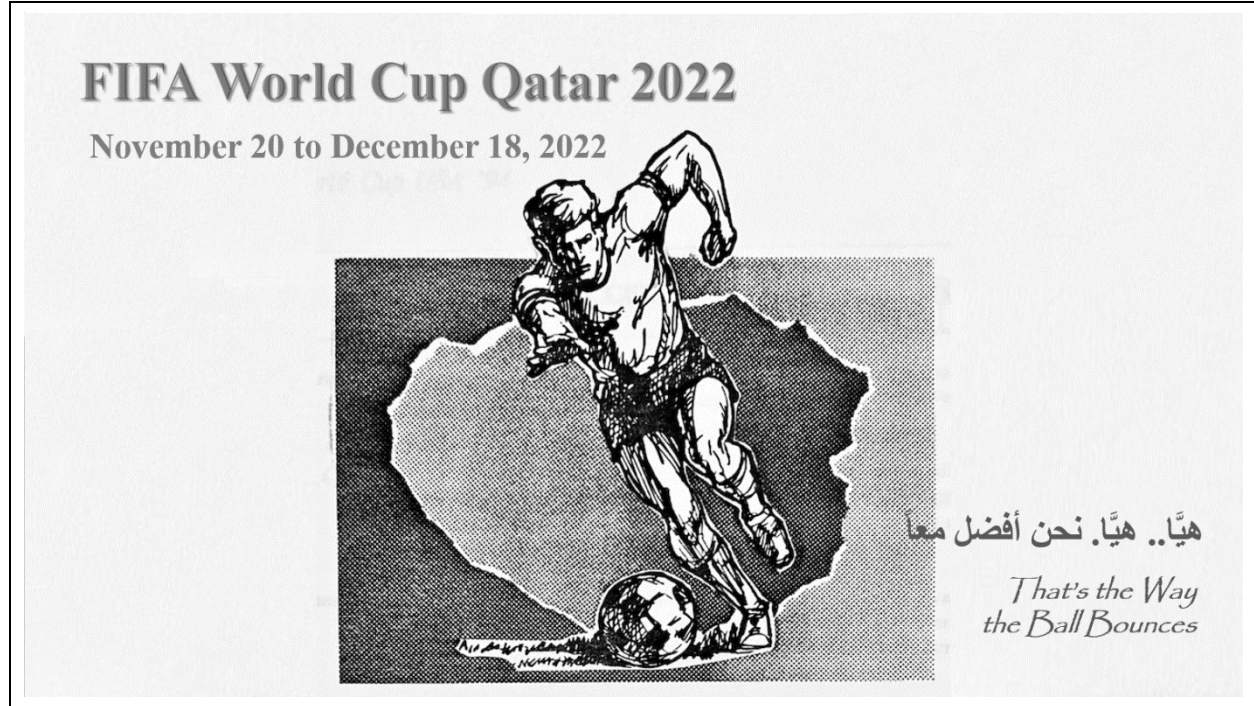
Q14 – Lessons Learned from the FIFA World Cup Qatar 2022. Ask students to share the lessons they learned from the FIFA World Cup Qatar 2022, for example, lessons surrounding leadership, teamwork, multicultural sensitivity, understanding, fellowship, racism, diversity, tolerance, inclusion, and the like. Did the FIFA World Cup Qatar 2022 succeed in solidifying the sovereign Arab state's position in the global sporting arena as

the region able to bridge cultures, break down social barriers, and unite the world, or was it all just another 'desert mirage,' by far the most expensive to date? Ask students to tell you how the lessons learned from the 2022 event can inform the 2026 event, the first multi-host contest since 2002 when Japan and South Korea co-hosted the tournament. The 2026 World Cup will be jointly hosted by the United States, Mexico, and Canada. It will be the first 48 nation tournament (with 80 games from the previous 64). The 2026 World Cup will open up slots to Asian and African countries in particular, from four to eight and from five to nine, respectively.



Collectively, S1-S21, WC1-WC15, and Q1-Q14 are but 50 time-tested suggestions that epitomize the pedagogical truism, *It's not the materials that count, it's what you and your students do with them!* I could offer many more suggestions here, but I do not wish to take away from your own imagination and creativity. Never forget: *Edit the task, not the text, ... authenticity awaits your discovery.*

CONCLUSION



FIFA World Cup Qatar 2022 is no doubt Qatar's global stage. As Qatar prepares for its first ever World Cup — Qatar will be competing in the FIFA World Cup Qatar 2022 as the reigning champions of Asia after winning the AFC Asian Cup for the first time in January 2019 — we too must prepare to compete for the future of multicultural education in our classrooms and beyond. As just as Qatar stands as representative of the Middle East Region in the Gulf, our classrooms as well must stand as safe, compassionate, and culturally responsive spaces that invite tolerance and eradicate racism. FIFA World Cup Qatar 2022 may well be Qatar's global stage, but it can equally become the stage upon which we can begin to design, develop, and deliver a model of multicultural education that uncovers cultural biases and creates multiple world educational links.

FIFA World Cup Qatar 2022 presents us with a truly inimitable opportunity to make connections with the past, understand the present, and prepare for the future. In these connections, we may just find the perfect metaphoric vehicle we have been seeking to multiculturalize our students to achieve an even higher level of critical cultural consciousness. Not only will we be able to enhance, enlighten, and transform the educational experience of our students, far more importantly, we will be able to build a solid foundation for culturally responsive pedagogy that makes the invisible visible.

Once hailed and honored as the game that assured an abundant crop, soccer is fast becoming the most famous and controversial sport of modern times. For all its interest and relevance, the story of soccer will remain a great mystery should educators drop the ball and miss the unprecedented opportunity to present to their students the most spectacular show in sport. Preparing students for an alternative retrospective view on athletics away from past hagiographic treatments (as is currently the case in many developing nations and especially in Latin America) while sensitizing them to the significance of this international event by separating facts from fiction, myths from realities, and, finally, creating

learning conditions for new, previously unquestioned cultural truths to emerge, will unquestionably epitomize the true meaning and practice of global transcultural education.

This practical and easy-to-follow teaching guide offered a pluralistic approach by which language educators can begin to formulate workable linguistic and cultural challenges to today's game known as soccer. Whether or not we will take full advantage of this momentous opportunity and whether or not we will be able to justify to students the need for the presence of this global event in our curricula remains to be judged by those who will participate. Until then, tomorrow's "goals" are ours to seize today.

Remember: The possibilities are only as limited as your own creativity and imagination. Have a great *FIFA World Cup Qatar 2022 Tournament*. And don't forget! The next chance you will get "to get the ball rolling" again is four years away. After all, *that's the way the ball bounces*.

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APPENDIX

World Cup Trivia Questions

1. WORLD CUP

Q: Which two cities have hosted the World Cup twice?

A: Rome (1934 and 1990) and Mexico City (1970 and 1986).

Q: Which was the first World Cup final for which England failed to qualify?

A: 1974 World Cup in West Germany.

Q: Which two nations have won the World Cup back-to-back?

A: Italy (1934, 1938) and Brazil (1958, 1962).

Q: Which country won the first ever Jules Rimet Trophy in the 1930 World Cup in Uruguay?

A: Uruguay.

Q: Which European country won the Jules Rimet Trophy for the first time before the Second World War?

A: Italy - 1934 World Cup final against Czechoslovakia, 2-1.

Q: During the 1974 World Cup Tournament, this European national team earned the description of "total football." Which team was it?

A: The Netherlands.

Q: In which World Cup Final did the US team reach the semi-final but was beaten by Argentina by 6-1?

A: 1930 World Cup in Uruguay, the first World Cup in the history of soccer.

Q: Which two continents have each won 9 and 12 of the 21 World Cup finals since 1930?

A: *South America* - 5 by Brazil (1958, 1962, 1970, 1994, 2002), 2 by Uruguay (1930 and 1950), and 2 by Argentina (1986) and *Europe* - 4 by Germany (1954, 1974, 1990, and 2014), 4 by Italy (1934, 1938, 1982, and 2006), 2 by France (1998 and 2018), 1 by Spain (2010), and 1 by England (1966).

Q: Which four European countries crossed the ocean to Montevideo, Uruguay, to participate in the first FIFA World Cup in 1930?

A: France, Belgium, Yugoslavia, and Rumania. South America supplied eight teams and the 13th team came from the United States.

Q: Which nation captured two World Cups and an Olympic title in four years?

A: Italy, 1934 World Cup in Italy, 1936 Olympics, and 1938 World Cup in France.

Q: During which World Cup were the national teams divided, for the first time, into four qualifying groups, to be played on a league basis? The four winners of these groups advanced to the final group, which was also played on a league basis.

A: 1950 World Cup in Brazil.

Q: Which country had been decimated yet again by a violent earthquake and was granted the World Cup more or less as a gesture of sympathy?

A: Chile, 1962 World Cup.

Q: How many World Cups have there been since 1930? How many nations have won the World Cup Trophy? On how many occasions has the host nation won?

A: 21 times, 8 nations, and 6 times the host nation.

Q: Which World Cup final saw a world record crowd of 199,854 in the newly constructed Maracaña Stadium?

A: 1950 World Cup — home team Brazil lost the game to Uruguay by a score of 2-1.

Q: In what year did the new cup, today simply known as the World Cup, replace the retired and much smaller Jules Rimet Trophy?

A: 1974.

Q: Which nation had already won the 1924 and 1928 Olympics, was celebrating the one-hundredth anniversary of its independence, and was the host for the first ever FIFA World Cup in 1930?

A: Uruguay.

Q: Which two nations had the dubious honor of providing the first World Cup riot?

A: Argentina and Chile.

Q: During which World Cup were there 171 goals scored, a goal feat yet to be repeated?

A: 1998 World Cup in France.

Q: During which World Cup was the Jules Rimet Trophy stolen from London's Central Hall while on exhibition a few months before the tournament, despite the presence of six security guards assigned to protect it?

A: 1966 World Cup in England — a man named Corbett and his dog Pickels unearthed the buried trophy in a London suburb.

Q: During which World Cup final did England win its first and only World Cup Trophy, beating Germany 4 to 2?

A: 1966 World Cup in London, England.

Q: When and where was the first ever World Cup held?

A: 1930 in Uruguay.

Q: How often does the World Cup take place?

A: Every 4 years.

Q: Which country won the most recent World Cup, in Russia in 2018?

A: France (France 4-2 Croatia)

Q: How many grams does the pure 18K gold World Cup trophy of the weigh?

A: 4,970 grams.

Q: How many games are played during a World Cup Tournament?

A: 64 games.

Q: How many weeks does the World Cup Tournament last?

A: 4 weeks

Q: How many countries entered the first World Cup in Uruguay in 1930?

A: 13 — 4 from Europe, 8 from South America, and the United States.

Q: Which World Cup qualifying match sparked a border war between Honduras and El Salvador?

A: 1970 World Cup.

Q: Which country won, for the first time, the new World Cup Trophy that replaced the retired and much smaller Jules Rimet Trophy in 1974?

A: Germany.

2. FACTS AND DATES

Q: Name the only country in Britain where the rugby union (as opposed to football association) has become a game for all the people?

A: Wales.

Q: Which two nations played in the first ever international match on November 30, 1872, at Patrick which resulted in a 0-0 draw?

A: England and Scotland.

Q: When was the first Football League formed?

A: 1888 in England — 12 Clubs.

Q: In what year was professionalism in soccer legalized?

A: 1885 — the Scots followed suit in 1893

Q: Which national soccer team caused England's first home defeat on November 25, 1953, in Wembley, by a score of 6-3, and then won the return match in Budapest the following May by 7-1?

A: The "Magical Magyars" of Hungary.

Q: Against which country did England suffer her first defeat in 1929?

A: Against Spain in Madrid, 4-3.

Q: Which country was the birthplace of the “Wunderteam”?

A: Austria.

Q: Which country in South America was the first to play soccer?

A: Argentina — Buenos Aires FC was formed in 1867 and the Argentine Association Football League in 189.1

Q: Which is the second oldest soccer-playing nation in South America?

A: Brazil — São Paulo League was formed in 1902.

Q: In which country is the world’s biggest soccer stadium located? It was built for the 1950 World Cup and held 203,000 fans for the 1950 Final.

A: Brazil — the Maracaña Stadium in Rio de Janeiro covers 222,500 square yards, is 350 yards tall and 1,033 yards in circumference, and is surrounded by a moat 3 ¼ yards wide.

Q: At which tavern was the Football Association first founded on October 26, 1863?

A: At the Freemasons’ Tavern, Holburn in London, England.

Q: During which century was the modern game of soccer taken abroad for the first time?

A: During the late 19th century by British sailors and settlers.

Q: Which two nations, during the first year of World War I on Christmas Day of 1914, climbed up from their trenches into no-man’s-land not to shoot at each other, but to play an impromptu game of soccer?

A: British and German soldiers.

Q: Which city emerged as the soccer city of America during the 1904 Olympics?

A: St. Louis, Missouri.

Q: When was the first professional soccer league formed in the United States?

A: 1921, but it disbanded in 1929. The present American Soccer League was founded in 1931 and the North American Soccer League was established in 1967.

Q: Into how many continental confederations or geographical zones is the world of soccer organized?

A: Six confederations: Africa (CAF, founded 1956), Europe (UEFA, 1954), Oceania (OFC, 1966), South America (CONMEBOL, 1916), North and Central America and the Caribbean (CONCACAF, 1961), and Asia (AFC, 1954).

Q: What is soccer’s world governing body?

A: FIFA — Fédération Internationale de Football Association.

Q: What does the acronym FIFA stand for?

A: **F**édération **I**nternationale de **F**ootball **A**ssociation.

Q: Where and when was FIFA founded?

A: Paris, France, May 21, 1904.

Q: In which town and country have the headquarters of FIFA been since 1932?

A: Zurich, Switzerland.

Q: How many national associations are members of FIFA?

A: 211.

Q: In what year was soccer made a regular Summer Olympic Games event?

A: 1904.

Q: Which international governing body was formed in 1904 with the objective of organizing championship matches between professional teams of different nations?

A: FIFA — Fédération Internationale de Football Association.

Q: In which tournament did the worst soccer riot in history begin when a goal was disallowed in a qualifying match between Argentina and Peru?

A: 1964 Olympic qualifying match in Lima: 309 persons were killed and 1,000 injured.

Q: Which US team did Pelé join in 1975 and thus attracted fans in record numbers?

A: New York Cosmos — his 3-year contract was reported to be worth \$3.5 million.

Q: On which historic day was the Football Association first founded during a meeting at the Freemasons' Tavern in Holburn in London, England?

A: October 26, 1863.

Q: What is the world's oldest soccer club?

A: Sheffield FC of England, founded October 24, 1857.

Q: How did Pelé score his 1000th goal?

A: On a penalty kick.

Q: For which game did the English draw up a body of rules on October 26, 1863, in order to differentiate it from soccer?

A: Rugby.

Q: In what year were the current 11-player teams formally established?

A: 1870.

Q: Who in the seventh century apparently played some kind of soccer-like game called koura, which was associated with fertility rites intended to assure an abundant crop?

A: The Berbers.

Q: Which soccer-like game did the ancient Greeks have that involved both kicking and throwing a ball, and was played on a marked field? This game was taken over by the Romans, who turned it into a rugged, physical contest called harpastum.

A: Episkiros or Epikoinos.

Q: Which country's game is characterized by a great amount of lung-bursting runs, long passing, and physical abandon?

A: The English game.

Q: Which country's game is characterized by a slow pace, short, artistic passing, creative play, ball control as a higher art, and superb individual skills?

A: The Brazilian game.

Q: Which country's game is characterized by a rugged, fiery game, even though the Italian immigrants who introduced the game to them showed, and continue to show, a penchant for elegant, stylized play?

A: The Argentinean game.

Q: Which ancient soccer-like game was taken over from the ancient Greeks and turned into a rugged, physical contest that spread throughout Europe and was probably the origin of today's modern soccer?

A: Harpastum, played by the Roman legionnaires.

Q: At Ashbourne in Derbyshire each year the townspeople still play "a local Derby" in which the gates of Ashbourne Hall and the church are the "two goals." When does this "mob football" take place?

A: Every Shrove Tuesday, which corresponds to *Fastnacht* in Germany and *Mardi Gras* in France and the Southern United States. This type of football was a tradition in many parts in Britain from at least the third century and was frequently banned by law, especially in the early 14th century during the reign of Edward II (1314), and then later by Edward III (1349), Richard II (1389), Henry IV (1401), James I of Scotland (1457), and Queen Elizabeth I (1572).

Q: Two hundred years before the birth of Christ, Chinese soldiers during the Han Dynasty (207 B.C.E. to 220 C.E.) played a ball game called tsu chu, with goals made of bamboo poles and netting. What does tsu chu mean in English?

A: *Tsu* means to kick and *chu* a ball.

Q: What do the Japanese call their game, which by the seventh century had developed into a game played on a field with trees in each corner? Today it is played only during special ceremonies.

A: *Kemari* — the four trees are: a pine, a cherry, a maple, and a willow.

Q: Citizens of which Italian city still claim that their game calcio was the direct ancestor of soccer? This game was played in the 16th century in the Piazza della Croce, Piazza della Signoria, or other city landmarks between teams of 27 a side dressed in Renaissance costumes.

A: The citizens of Florence. Today a reconstruction of this game is played annually on festival days as a tourist attraction.

Q: In which work of literature did Shakespeare write: “Am I so round with you as you with me That like a football you do spurn me thus? You spurn me hence and he will spurn me hither; If I last in this service you must case me in leather.”

A: Comedy of Errors, Act II.

Q: In which work of literature did Shakespeare show that tripping and “hacking over” were then considered as natural adjuncts to the game: “Stewart—I’ll not be stricken, my lord. Kent—Not tripped, neither, you base football player. Lear—I thank thee, fellow.”

A: King Lear, Act I, Scene IV.

3. FAMOUS (SOCCER) PEOPLE

Q: Which player was dubbed “Emperor Franz” (Kaiser Franz) for the way in which he dictated games in the mid-1980s?

A: Franz Beckenbauer of Germany, the world’s greatest soccer star in the early 1970s. He led his club, Bayern München, to numerous championships and two World Cups titles, once as a player in 1974 and once as the trainer of the German national soccer team in the 1990 World Cup in Italy. He also invented the sweeper position, and played for New York Cosmos in 1977-1980 and 1983.

Q: Who was the first secretary of the Football Association? He was also responsible for establishing the first ever unofficial international competition between England and Scotland and was founder of the FA Challenge Cup—now known simply as the FA Cup.

A: Charles Alcock, 1863.

Q: Who was the only player in the world to score three successive goals without an opposing player touching the ball?

A: Reverend R. W. Vidal.

Q: Who gave the world the name “soccer” by telling a friend at Oxford University that instead of playing “rigger” (rugby) he was going to play “soccer” (association), a word he derived by manipulating the letters “assoc”?

A: Charles Wreford-Brown.

Q: After whom was the FIFA World Cup Trophy named?

A: Jules Rimet, president of FIFA in 1921.

Q: Who became the first man ever to score a hat trick in a World Cup to give England its first World Cup?

A: Geoff Hurst, during the championship final of the 1966 World Cup in London, England (England 4 - Germany 2 in overtime).

Q: Which English monarch proclaimed the following on April 13, 1314? “For as much as there is a great noise in the city caused by hustling over large balls... from which many evils might arise, which God forbid, we command and forbid on behalf of the King, on pain of imprisonment, such game to be used in the city in the future.”

A: King Edward II.

Q: Which world-famous soccer player led Brazil to World Cup triumphs in 1958, 1962, and 1970?

A: Pelé.

Q: How many goals did Pelé score in his soccer career?

A: 1,281 goals — the last one on Saturday, October 1, 1977, in the *Meadowlands Stadium* in New Jersey, in front of 75,646 appreciative spectators.

Q: Which player was nicknamed “the Bomber” and was the all-time World Cup scoring leader, with 14 goals in just two appearances?

A: Gerd Müller of Germany.

Q: How is Edson Arantes do Nascimento better known?

A: Pelé.

Q: Who addressed the public before his last, honorary game with the following words: “Ladies and gentlemen, I am very happy to be here with you in this greatest moment of my life. I want to thank you all, every single one of you. I want to take this opportunity to ask you to pay attention to the children of the world, the children, the kids. We need them too much. And I want to ask you, because I think that, I believe that, love is the, the the... Love is the most important thing we have and everything else pass. Please say with me, three times, the word love—“

A: Pelé, Saturday, October 1, 1977, *Meadowlands Stadium*, New Jersey.

Q: This Brazilian man called soccer “the beautiful game.” Who was it?

A: Pelé.

4. SOCCER TERMS

Q: Which formation, formerly the standard in soccer competitions, lasted for around 50 years and forms the pattern from which modern systems vary?

A: The classical “Pyramid Formation.”

Q: Which national team introduced the verrou, the bolt formation, in the 1950 World Cup in Brazil?

A: The Swiss.

Q: Which national team introduced the catenaccio defensive system in the 1950 World Cup in Brazil?

A: The Italians.

Q: Which national team introduced the “4-2-4 Formation” in the 1958 World Cup in Switzerland and the “4-3-3” in 1962 in Chile?

A: The Brazilians.

Q: How many players make up a soccer team?

A: 11 players, one of whom is the goalkeeper.

Q: How long does a soccer match last?

A: Two 45-minute periods with a minimum of a 15-minute intermission.

Q: What are the dimensions of a soccer field, according to FIFA’s Laws?

A: 100 to 130 yards in length and 50 to 100 yards in width.

Q: What kind of kick is awarded to the defending team when the whole of the ball, on the ground or in the air, crosses the goal line after having been last touched by a player of the opposing team?

A: Goal-kick.

Q: What kind of kick is awarded to the attacking team, if the whole of the ball, on the ground or in the air, crosses the goal line having been last touched by a player of the defending team?

A: Corner-kick.

Q: During what type of kick does the goalkeeper have to stand on the goal line until the ball is kicked?

A: Penalty-kick.

Q: How big is the area that a goalkeeper has to protect in square feet?

A: 192 square feet.

Q: How many Laws of the Game of soccer are there?

A: 17 — (1) The Field of Play, (2) The Ball, (3) The Players, (4) The Players’ Equipment, (5) The Referee, (6) The Other Match Officials, (7) Duration of the Match, (8) The Start and Restart of Play, (9) The Ball in and out of Play, (10) Determining the Outcome of a Match, (11) Offside, (12) Fouls and Misconduct, (13) Free Kicks, (14) The Penalty Kick, (15) The Throw-In, (16) The Goal Kick, and (17) The Corner Kick.