**Muslim Women and Soccer**

a five-part Social Studies unit for seventh grade

Created by the Claudia Werner

Middle East Studies Center at Portland State University Workshop, Sport in the Middle East, October 12, 2012

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This unit explores the role of sport and its impact on society, focusing on soccer in the Middle East. Students will consider the challenges Muslim women face playing and supporting soccer in Iran and the power of soccer to encourage tolerance and peace.

Lessons:

1. Introductions to Muslim Women and Soccer (55 min)
2. The Headscarf Ban in Iran (55 min(
3. Soccer in Iran: Offside (110 min)
4. Sports and Peace (55 min)

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| **Lesson 1** | **Introduction** |
| **Background Information** | Students have already covered Islam in class (life of Mohammed, the 5 pillars, spread of Islam) as well as Middle Eastern countries (via poster presentations) |
| **Time** | 55 minutes |
| **Curriculum Framing Questions** | What does soccer mean to people? |
| **Goal** | Students will consider the meaning of sport and its impact on people’s lives |
| **Learning Objectives** | Students will be able to relate sport to passion (negative and positive aspects and effect)  Students will uncover and question their stereotypes  Students will think critically about religious symbols and their meaning |
| **Curriculum Standards** | Standards: for 7th grade  7.7. Interpret documents and data from multiple primary and secondary sources (e.g., art, artifacts, eyewitness accounts, letters and diaries, real  7.15. Determine and explain the interdependence of people around the world during significant eras or events.  7.24. Analyze current and historical sources (e.g., artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts) for accuracy and point of view while forming questions.  7.25. Analyze evidence from multiple sources including those with conflicting information. |
| **Implementation**  **Materials needed in class:**   * Computer and projector to show YouTube video * Copies of homework assignment | 1. Draw a chart on the board with the following questions: 2. What does soccer (or another team sport) mean to you? 3. What does soccer mean to soccer fans?   Ask students to come to the board and answer the questions. It should become clear that people who play soccer (or other sports) and their fans feel very passionately about their sport and their team (locally or nationally)   1. Show the trailer to *Veil of Dreams* and asks what students think of women playing with the hijab. Sample answers will be written on the board. The answers might reveal stereotypes students have or misconceptions about wearing the hijab.   Link to Veil of Dreams: <http://www.youtube.com/watch?v=3gnXM8GYfsU>   1. Ask student to discuss with a partner the following: Why do woman want to wear a hijab? Answers will be shared in class. Based on what they have already learned about Islam, students should understand that wearing the hijab can be a personal choice. 2. Ask students how playing soccer with the hijab could be a problem. Students should think about how it affects the players, the fans, the officials and the rest of the world. Sample answers will be collected on the board. |
| **Assessment & Evaluation of Student Learning** | Homework: Students will complete worksheet (below) with the following questions regarding clothing and sports  1. Think of a piece of clothing that would hinder you to do a certain sport.  2. Think of a religious symbol that people wear. Could they still play sports with it? Why/Why not?  3. Should there be a dress code for sports Why/Why not? Should the dress code include religious symbols? Why/Why not? |

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| **Lesson 2** | **The Headscarf Ban in Iran** |
| **Time** | 55 minutes |
| **Curriculum Framing Questions** | Do we need a dress code for sports? What are the reasons? |
| **Goal** | Students will understand the FIFA headscarf ban in Iran and consider various perspectives |
| **Learning Objectives** | Students will be able to look at a problem from different perspectives |
| **Curriculum Standards** | 7.18. Investigate current issues in the Eastern Hemisphere and how they relate to other countries, including the United States.  7.24. Analyze current and historical sources (e.g., artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts) for accuracy and point of view while forming questions.  7.25. Analyze evidence from multiple sources including those with conflicting information. |
| **Implementation**  **Materials needed in class:**   * Copies of NPR article, *FIFA Disqualifies Iranian Women’s Soccer Team* | Procedures:  Introduction:   1. Review the homework from the previous day 2. Ask students to come up with a dress code for their favorite sport. Sample ideas will be written on the board. There will be a discussion about why there is a dress code for doing sports. Students should come up with the answers like:  * It makes everyone equal * It shows what team you belong to (pride) * It protects the body * It keeps the players safe * It can be a fashion statement and has changed throughout the years.   Main Lesson:   1. Distribute NPR transcribed interview, *FIFA Disqualifies Iranian Women's Soccer Team*, on the headscarf ban in Iran and read together as a class. <http://www.npr.org/2011/06/09/137089323/fifa-disqualifies-iranian-womens-soccer-team> 2. Make sure that understand what FIFA is, their reasons for banning the headscarf, and the reaction from Iran. 3. Divide class into small groups and have them prepare arguments for a pro and contra discussion using the guiding questions below:  * Should Muslim women have to take of the hijab for playing soccer? Why/Why not? * Should there be a head scarf ban? Why/why not? How would you enforce it? * Who should determine the rules? Is there/should there be a difference between local, national and world wide rules?  1. Students will present their arguments, looking at the situation from different perspectives:   Closure:   1. Conclude by asking students how they think the headscarf ban has been resolved |
| **Assessment & Evaluation of Student Learning** | Homework: Conduct independent research to find out how the headscarf ban has been resolved. Write a summary of what happened as well as your opinion of the issue. Include a bibliography. |

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| **Lesson 3 & 4** | **Soccer in Iran: Offside** |
| **Time** | 110 minutes (2 class periods) |
| **Curriculum Framing Questions** | Is the hijab important? |
| **Goal** | Students will understand the FIFA headscarf ban in Iran and consider various perspectives |
| **Learning Objectives** | Students will understand that “being equal” can mean different things  Students will gain insight into Iranian society (via the movie) |
| **Curriculum Standards** | 7.15. Determine and explain the interdependence of people around the world during significant eras or events.  7.24. Analyze current and historical sources (e.g., artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts) for accuracy and point of view while forming questions.  7.25. Analyze evidence from multiple sources including those with conflicting information. |
| **Implementation**  **Materials needed in class:**   * Copies of article, *Hijabs Approved for Soccer Players by FIFA* * Offside\*\* (Iran, 2006).   \*\*Film available to borrow from the Middle East Studies Center resource library | Procedures:  Introduction:   1. Review homework assignment from the previous night and discuss why FIFA lifted the ban. For more information (for yourself or to share with students), see the article, *Hijabs Approved for Soccer Players by FIFA*: <http://www.cbc.ca/news/canada/montreal/story/2012/07/05/fifa-lifts-hijab-ban.html> 2. Show students the cover of the movie Offside and read the synopsis on the back to create anticipation. 3. Distribute worksheet and questions (below). Review questions as a class.     Lesson:   1. Show the movie. Stop the movie along the way to answer questions and clarify what is happening. Some students may have a hard time following the subtitles and will benefit from periodic check-ins. 2. Stop the movie right before the end (before the girls escape from the bus) and ask the class how the movie might end.   Closure:   1. After discussing various possible endings, show the end of the movie. Discuss. Possible questions:  * Is the ending realistic? * Was it surprising to you? * What does it tell us about the girls? * What does the movie tell us about Iranian society? |
| **Assessment & Evaluation of Student Learning** | 1. Assess students engagement in the final conversation 2. Ask students to write a movie review |

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| **Lesson 5** | **Sports and Peace** |
| **Time** | 55 minutes |
| **Curriculum Framing Questions** | How can soccer promote peace? |
| **Goal** | Students will understand how sports can be used as a tool for peace |
| **Learning Objectives** | Students will be able to see that soccer is not only a sport but a tool for peace  Students will be able to relate their personal life to the bigger idea of learning about each other |
| **Curriculum Standards** | 7.18. Investigate current issues in the Eastern Hemisphere and how they relate to other countries, including the United States.  7.24. Analyze current and historical sources (e.g., artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts) for accuracy and point of view while forming questions.  7.25. Analyze evidence from multiple sources including those with conflicting information |
| **Implementation**  **Materials needed in class:**  \*\*Film available to borrow from the Middle East Studies Center resource library | Procedures:  Introduction:   1. Write on the board: **Soccer can create passion and even violence. It is a cause for celebration and frustration, pride and shame. It unites and divides people. But how can it promote peace?** 2. Think, Pair, Share: Students will brainstorm on the question and share ideas first with a partner and later with the whole class   Lesson:   1. Watch the video “Play Football (Soccer) Make Peace” <http://www.youtube.com/watch?v=pRG9E3CTNAY> and have students answer the questions:  * Who founded “Play Soccer Make Peace? *NGOs* * In how many countries can you find PSMP? *31countries and all continents* * Why soccer? *It’s the number one sport in the world* * How does soccer build bridges?  1. Show the second video “Soccer for Peace,” <http://www.youtube.com/watch?v=dif08EyXAhQ>, without telling students what it is about (it’s about a Jewish and Arab summer camp) and answer the questions:  * What is special about this program? *It’s a summer camp designed for Jewish and Arab kids.* * What other activities do the kids do? *They take them to a mosque and a synagogue* * What do kids say about the program? *it unites Jews and Arabs and Jews so there won’t be any more wars* |
| **Assessment & Evaluation of Student Learning** | Homework: Design a sports event that brings two conflicting groups together. See guidelines below. |

Name:

Date:

Sports and Clothing

1. What is a piece of clothing that would hinder you from participating in a certain sport? Why?
2. Think of a religious symbol that people wear. Can one play sports while wearing that religious symbol? Why/Why not?
3. Should there be a dress code for sports? Why/Why not?
4. Should the dress code include religious symbols? Why/Why not?

Name:

Date:

Offside (Iran, 2006)

1. What is the attitude of the boys toward the girls who go to the soccer match in disguise?
2. What kind of disguises have the girls come up with? What does it say about them?
3. How does the girl escape from the toilet?
4. Find five adjectives to describe the verbal interactions between the girls and the soldiers
5. Why can’t women sit with men in the stadium? What do you think of that?
6. How would you describe the girls’ reaction after Iran scores a goal?
7. How does the atmosphere in the bus changes as they ride along?

Answer to the questions:

1. What is the attitude of the boys toward the girls who go to the soccer match in disguise?

The boys are understanding and even helpful.

1. What kind of disguises have the girls come up with? What does it say about them?

Soccer fans, girls with short hair, soldiers uniform. They are creative, passionate and willing to take risks for their passion

1. How does the girl escape from the toilet?

A group of men help her by distracting and blocking the soldier

1. Find five adjectives to describe the verbal interactions between the girls and the soldiers

Funny, aggressive, playful, cheeky, fast

1. What is the answer to the questions: Why can’t women sit with men in the stadium?

Women can’t sit with men because they might use some “foul” language.

1. How would you describe the girls’ reaction after Iran scores a goal?

Excited, happy, crazy, giddy

1. How does the atmosphere in the bus changes as they ride along?

In the beginning the atmosphere is quite solemn and sad but at the ride goes a long the bus turns into a party bus.

Sports and Peace Assignment

Assignment: Design a multi-day event with programs and activities, including sports, that will promote peace among groups in conflict. Include the following:

* Write a 3-5 page essay describing the program
  + Who will participate?
  + Why is it important for those groups to participate?
  + What will they learn from the program?
  + How will the program be designed?
  + What activities will the participants do?
* Design a poster, flier, commercial, jingle, or other creative advertisement for the program
* Students will present their program to the class

Guidelines:

1. Choose any sport you would like to serve as the centerpiece of the program
2. Select two groups that are in some sort of conflict with each other (conflict can also mean prejudices, stereotypes, not knowing anything about each other)
3. Groups can be local (from schools in town) or global (from the US or other countries)
4. Your event must be at least three days long
5. Plan activities (other than just playing sports) that teach the groups about each other in a fun way
6. Plan a follow up activity to take place after the event.

Grading:

Essay \_\_\_\_\_/40

* Realistic program design
* Clear explanation of the groups in conflict and what the program will contribute
* Clearly written
* Correct grammar

Visual \_\_\_\_\_/30

* Creative
* Visually appealing
* A good advertisement for the program

Presentation \_\_\_\_\_/30

* Clear and organized presentation