Pelada Lesson Plan
Soccer, Poverty, and Opportunity

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Estimated Time: 1-2 class periods

Objective: Using the film Pelada, students will identify geographic locations of impoverished countries, analyze what poverty may look like in these countries, and evaluate the opportunities for individual economic growth and upward social mobility that exists for individuals in the film.

Opening Activity: Have students read the story of Rakeem Cato (http://www.foxsports.com/college-football/story/rakeem-cato-marshall-thundering-herd-qb-liberty-city-bruce-feldman-092814). Then students will respond to the writing prompt: How can sports act as an avenue for economic and educational growth in the United States?

[Share out student responses and write them on the board. You will refer back to those responses at the end of the lesson. Also discuss several other aspects of the story or the prompt in general]

Connect Statement: Unfortunately here in the US, poverty can be crippling for many families as it often becomes a cycle perpetuated by institutional forces. Sports and education in the US however can act as a catalyst for change for families however, especially when the two are combined, as is the case with Cato and numerous other athletes. In several other countries, this opportunity does not exist for many. Sports infrastructure in other countries does not really allow for upward social mobility for people. Sports, especially soccer, are often just a game and/or way of life, as opposed to a tool for educational and economic attainment.

Explain to students that they are going to analyze economic opportunity for several groups of people throughout the world by watching the film Pelada.

Film Activities
1. Hand out a world map, preferably one with the countries listed on it. As Luke and Gwen travel to different countries, have students trace their travels on individual maps. (This can also be done using a large classroom map. Use thumb tacks/magnets and yarn to trace their travels).
2. Watch chapter 1 of the film. Have students describe Luke and Gwen’s economic and educational backgrounds.
3. Watch with students the following chapters 3,5,6,7,9 and 15 of the film. For each chapter or place in which Luke and Gwen go have students record the following concepts in their notes:
   a. Setting (what is does the setting look like),
b. Resources (what resources are available for the sport and what do they resemble),
c. Economic opportunity (in what ways does soccer function as a tool for economic growth or upward social mobility if at all)

4. After watching parts of the film, engage students in discussion and dialogue about what they viewed.
   a. Start off in small groups of 2-3.
   b. Then move into a large group discussion.
   c. Possible large group discussion questions.
      i. What are your feelings about what you viewed?
      ii. Poverty is relative, but what does this make you think about poverty in other countries as opposed to poverty here?
      iii. In what ways can we truly say that America is the “land of opportunity” as opposed to various other places?

Assessment Ideas

- Students can conduct research on a famous athlete of their choice who comes from an impoverished situation and has attained upward socio-economic mobility due to sports.
- Students can create a documentary about sports and economic opportunity.
- Students can analyze recruiting databases for several sports and determine what percentage of athletes attend Title I schools (an indicator of poverty).
- Students can construct a plan in which develop a sports infrastructure such as the one that we have here in the US that allows for athletes from impoverished areas to obtain an education and subsequently economic mobility. Students will draft out a plan, the pros and cons, financial costs and timeline for implementation. Students will present this plan as a major project grade.

References

Pelada Film Handout

Directions: We will use the film Pelada to analyze poverty and evaluate how effective soccer is/can be in providing an avenue for economic growth and upward social mobility for those who live in poverty. As we watch the film, fill out the following chart for each place that Luke and Gwen visit.

Before watching Luke and Gwen’s travel, watch chapter 1 of the film. Describe Luke and Gwen’s economic and educational backgrounds. Is this consistent with the opportunities that sports provide most exceptional athletes here in the United States?

<table>
<thead>
<tr>
<th>Place and Person</th>
<th>Setting</th>
<th>Resources</th>
<th>Economic Opportunity</th>
</tr>
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<tbody>
<tr>
<td>Rio de Janeiro, Brazil (Nene)</td>
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<td></td>
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<tr>
<td>Rio de Janeiro, Brazil (Ronaldinha)</td>
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<td>Buenos Aires, Argentina (Villa 32)</td>
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<td>La Paz, Bolivia (Prison Courtyard)</td>
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<td>Mathare, Kenya (Austin’s Field)</td>
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