



Physical Education and Sport for Democracy and
Human Rights (SPORT)
Creating a Truly Inclusive Environment in
Physical Education

by

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« Physical education and sport for democracy and human rights (SPORT) »
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Creating a Truly Inclusive Environment in Physical Education

Brief description

This 4-hour workshop aims to support physical education teachers to create a truly inclusive environment for all students, focusing on grouping methods and creating modified games while addressing such issues as inequality, violation of human rights and exclusion in physical education. The ideal number of participants is between 20 and 24.

Expected outcomes

- ✓ Willingness to act and encourage others to act against discrimination prejudices, stereotypes and injustices
- ✓ Aptitude to elicit and respond to others beliefs, values and feelings and behaviours
- ✓ Knowledge about the different form of discrimination

Activities

	Duration	Methods used
Activity 1 – All Tied Up	30 minutes	Icebreaker, Group Work, Debriefing.
Activity 2 – Discrimination in Sports	60 minutes	Brainstorming, Group Work, Debriefing.
Activity 3 – Grouping for Inclusion	60 minutes	Simulation, Group Work, Presentation, Debriefing
Activity 4 – Modified Games	60 minutes	Discussion, Group Work, Debriefing
Activity 5 - Evaluation	30 minutes	Feedback, Discussion.

Background and context

For physical education to be truly inclusive, teachers must look beyond the common perception of disability and think about physical education as a diverse community of learners with various levels of skill. This workshop aims to stimulate conversation about difference and inequality in physical education and sport. It explores pedagogical possibilities for developing more sensitive and reflective attitudes that target marginalisation or inappropriate practices in PE. It hopes to help teachers create a more inclusive learning environment giving pupils equal access to all sports and competitions irrespective of gender, race or any other imposed stereotype that limits participation.

Educators working with young people make countless interactions and decisions, some made on a moment by moment basis. Decisions will determine who is made to feel different, who learns and experiences success and who doesn't. If teachers aspire to believe in equality of opportunity and individual variation over stereotyping, then why not make this the focus of PE?

This training unit was originally piloted with in-service high school teachers in Poland as part of the Pestalozzi Programme Module series "Physical Education and Sport for Democracy and Human Rights".

Activity 1: All Tied Up

Duration: 30 min

<p>Expected outcomes</p> <ul style="list-style-type: none"> ✓ A quick ice-break to get participants in the mood and introduce the theme. ✓ To work as a team to complete a common goal.
<p>Methods/Techniques used</p> <ul style="list-style-type: none"> ✓ Ice-breaker ✓ Group work ✓ Debriefing
<p>Resources</p> <ul style="list-style-type: none"> ✓ Bandana, lengths of rope or string per participant ✓ Bottles of water ✓ Plastic cups (1 per participant) ✓ Stopwatch
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ A large enough pace where participants can move freely as a group. ✓ A table holding the water and cups at the back of the room.
<p>Procedure</p> <p>Step 1 – Tied Up (5 min)</p> <ul style="list-style-type: none"> ✓ Welcome participants. ✓ Arrange them into a circle, facing each other. ✓ Ask them to hold out their arms. ✓ Using the bandanas, rope or string, tie the group together so that each person is tied to both neighbour's wrists. Ask participants to help you tie each other up. <p>Step 2 – Pour a Glass of Water (10 min)</p> <ul style="list-style-type: none"> ✓ Now that the group is "all tied up", give them a task to do together. ✓ They must pour a cup of water for each participant in the group ✓ They have 5 minutes to complete the task. ✓ At the end of the 5 minutes participants must be standing back in a circle, each holding a cup which is at least half full of water. ✓ Stop the activity as soon as the time is up. <p>Step 4 - Debriefing (15 min)</p> <ul style="list-style-type: none"> ✓ Why were you successful (or unsuccessful) at completing the task? ✓ How did the time restrictions aid or hinder your group from completing the task? ✓ Did everyone in the group help to get the task done? ✓ What happened when someone did not help? ✓ What happened when someone could not help? ✓ Do you ever feel like you are "tied up" with someone else when you are working with them and trying to get a job done? If so, why, and how do you deal with this feeling? ✓ How do you think the person who is tying you up feels? <p><i>Adapted From: Jones, A. (1999). Team-Building Activities for Every Group. Richland, WA: Rec Room Publishing. P. 56-57.</i></p>

Tips for trainers

- ✓ This ice-breaker/energiser is best conducted with a group who already know each other. If the group is made up of complete strangers, then a more appropriate getting-to-know-each-other activity should be used.

Activity 2: Discrimination in Sport

Duration: 45 min

Expected outcomes

- ✓ To develop knowledge about the different form of discrimination, prejudices, stereotypes and injustices in Sport.
- ✓ To develop the willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices.

Methods/techniques used

- ✓ Brain Storming
- ✓ Group Work
- ✓ Debriefing

Resources

- ✓ Coloured markers (green, red, blue and black)
- ✓ Copies of Appendix 1 (1 per micro-group)
- ✓ Copy of Appendix 2 (or more depending on the number of micro-groups)
- ✓ Poster Paper
- ✓ Sports Newspapers

Practical arrangements

- ✓ A space that is big enough for micro-groups to work comfortably without disrupting each other.
- ✓ Space where to hand posters.
- ✓ Tables and chairs.

Procedure

Step 1 – Brainstorming (15 min)

- ✓ Divide the participants in micro-groups of 4. Give each participant a marker and ask them to form groups so that in each group there are 4 participants with 4 different coloured markers.
- ✓ Give each micro-group a copy of Appendix 1 and explain the roles of each participant depending on the colour of their marker.
- ✓ In micro-groups, participants brainstorm and create a mind map to illustrate their understanding of Sport.
- ✓ They must also come up with a definition for Sport.
- ✓ Hang the mind maps around the room.
- ✓ The micro-groups move around looking at each mind map until they get back to their own.
- ✓ Elicit a few comments – what was similar/different?

Step 2 – Sport in the Media (15 min)

- ✓ Quickly stick newspaper cuttings showing sport events next to the mind maps created by the participants.
- ✓ In micro-groups, invite the participants to discuss the links between their mind map and the newspaper cuttings. Do the images reflect reality? How do they compare to their own mind maps and definitions of Sport? How? Why?
- ✓ Share some general reactions in plenary.

Step 3 – Human Rights (20 min)

- ✓ In micro-groups, ask participants to sit round a table.
- ✓ Provide sport newspapers and an Article from the Declaration of Human Rights from Appendix 2.
- ✓ Invite participants to find one image that violates the Article and one that promotes it.
- ✓ In turns, each micro-group presents the 2 images explaining their choice.
- ✓ Stick the pictures onto a notice board or large sheet of paper so as to create a common board which illustrates the violation and promotion of Human Rights in Sport in the media.

Step 4 - Debriefing (10 min)

- ✓ How did you feel during this session?
- ✓ Did something impress you or come as a surprise?
- ✓ To what extent is discrimination prevalent in Sport?
- ✓ What can we do about it? How?

Tips for trainers

- ✓ Adjust grouping cards according to the number of participants.
- ✓ Participants may not be familiar with the fairy-tale characters. Change accordingly.

Activity 3: Grouping for Inclusion

Duration: 60 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ To develop inclusive grouping strategies in the PE class.
<p>Methods/techniques used</p> <ul style="list-style-type: none"> ✓ Simulation ✓ Group Work ✓ Presentation ✓ Debriefing
<p>Resources</p> <ul style="list-style-type: none"> ✓ Coloured markers (green, red, blue and black) ✓ Paper
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ A large enough space where participants can move freely. ✓ Space for group work.
<p>Procedure</p> <p>Step 1 – Simulation (10 min)</p> <ul style="list-style-type: none"> ✓ Inform participants that they need to split up in 2 teams. Select 2 team captains and, taking it in turns, each team captain selects members for his or her team. ✓ Debrief on this grouping technique. Have you ever experience this? Have you ever grouped students in this manner? How does it feel to be the last person to be picked up? <p>Step 2 – Inclusive Grouping Strategies (15 min)</p> <ul style="list-style-type: none"> ✓ Ask participants to form new micro-groups, as per Activity 2 but this time making sure that the participants in each micro-group are different. ✓ In micro-groups, participants are to come up with a group technique, specific to a particular PE activity, that is inclusive, that provides equal access to all members and that ensures equal participation.

Step 3 – Presentation (25 min)

- ✓ Micro-groups take it in turns to present their grouping strategy in action, i.e. by dividing the group according to the strategy developed. (3 minutes per micro-group).
- ✓ Each group should briefly explain the rationale behind the strategy (1 minute per micro-group).
- ✓ Allow time for comments or suggestions (1 minute per micro-group).

Step 4 - Debriefing (10 min)

- ✓ What was the most challenging aspect in creating/developing inclusive grouping strategies?
- ✓ In what ways do these strategies promote inclusion?
- ✓ How do you think students would react to such strategies?
- ✓ What are the drawbacks/advantages?

Tips for trainers

- ✓ Time might be an issue, depending on the number of participants in the group. Modify accordingly.
- ✓ Other resources may be needed, depending on the grouping strategies developed.

Activity 4: Modified Dodgeball

Duration: 60 min

Expected outcome

- ✓ Participants modify “traditional” games to make them more inclusive.

Methods/techniques used

- ✓ Group Work
- ✓ Discussion
- ✓ Debriefing

Resources

- ✓ Coloured markers (green, red, blue and black)
- ✓ Poster Paper

Practical arrangements

- ✓ Space where participants can work in micro-groups.

Procedure

Step 1 – Dodgeball (10 min)

- ✓ Quickly ask participants to stand up if they like Dodge Ball. See <https://en.wikipedia.org/wiki/Dodgeball> for details if not familiar with the game.
- ✓ Elicit comments about participants' experience of the game, both as participants and as teachers.

Step 2 – CHANGE IT (30 min)

- ✓ Introduce CHANGE IT. The acronym CHANGE IT provides a tool that can be used to help modify an activity to meet the individual needs of the participants:
 - Coaching style — e.g. demonstrations, use of questions, role modelling,
 - verbal instructions;
 - How to score or win;
 - Area — e.g. size, shape or surface of the playing environment;
 - Number of participants involved in the activity;
 - Game rules — e.g. number of bounces or passes;
 - Equipment — e.g. softer or larger balls, or lighter, smaller bats/racquets;
 - Inclusion — e.g. everyone has to touch the ball before the team can score;
 - Time — e.g. 'How many ... in 30 seconds?'
- ✓ Regroup as per Activity 2 or 3, again with different participants in each micro-group. Remind participants of the roles as per Appendix 1.
- ✓ Participants must come up with a modified version of Dodgeball.
- ✓ They are to create a poster illustrating the modified game.
- ✓ Participants stick their posters around the room.
- ✓ Participants are invited to look at all the posters and comment/react in plenary.

Step 3 - Debriefing (10 min)

- ✓ How easy was it to modify Dodgeball?
- ✓ What are the advantages of modifying such a game?
- ✓ Can you apply the same principles to other games?

Tips for trainers

- ✓ Participants may not be familiar with Dodgeball. If there is time, you may want to consider actually playing the traditional version of Dodgeball and then a modified version.
- ✓ Participants may need some inspiration – <https://www.youtube.com/watch?v=E66uQ2ogmO4>

Activity 5: Evaluation

Duration: 15 minutes

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Participants evaluate the training sessions.
<p>Methods/techniques used</p> <ul style="list-style-type: none"> ✓ Individual Feedback ✓ Discussion
<p>Resources</p> <ul style="list-style-type: none"> ✓ Cards in 2 different colours. ✓ Black Markers ✓ Noticeboard/Flipchart Paper
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Arrange the space so that participants are sitting in a circle with a noticeboard that is clearly visible by all.
<p>Procedure</p> <p>Step 1 – Taking Stock (15 min)</p> <ul style="list-style-type: none"> ✓ Give participants cards of two different colours, e.g., green and red. ✓ Ask participants to reflect on the workshop and to write what went well on the green cards, and what could have been better on the red cards. ✓ Remind participants to write legibly, with only one idea per card. They can have more than one card if there are several points they'd like to make. ✓ When everyone is done, put the cards on a noticeboard or flip chart. <p>Step 2 – Discussion (15 min)</p> <ul style="list-style-type: none"> ✓ Read out the cards to report the results back to the group, starting with what could have been better and eliciting further comments and feedback from the participants. ✓ End the workshop by reading out what went well – this finishes the workshop on a positive note, which makes everyone feels good.
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ People may be tired at the end of the workshop, and not up for one more exercise. Use a quick energiser to get the group going again – a few moments of deep breathing and then standing in a circle, participants turn and give a shoulder massage to the person on their right, then to the person on their left.

References



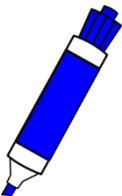

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Appendices

Appendix 1 – Group Member Roles

<h2>Group Member Roles</h2>	
	<p>Tracers (Green) – Their task is to facilitate the group process. They have to keep the group hot on the trail, on the given task. The <i>Tracer</i>, for example, can regularly make sure that the work progress is summarised to help move on with the task.</p>
	<p>Encouragers (Red) – Their task is to ensure equal access and participation for all. They are practical helpers who ensure that everybody contributes to the work equally. The <i>Encourager</i>, for example, may encourage silent members to express themselves and talkative members to rest in silence if needed.</p>
	<p>Timers (Blue) – Their task is to help the micro-group be on time by highlighting efficient ways to do the task and common solution. The <i>Timer</i>, for example, helps the micro-group find quicker ways to accomplish the activity.</p>
	<p>Writers (Black) – Their task is to ensure that every group members' voice is taken into account and recorded. They make sure each member has written something on the final paper. <i>The Writer</i>, for example, will ensure that all the 4 colours are present on the final work.</p>

Appendix 2 – Articles from the Declaration of Human Rights

Article 1 - All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2 - Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty

Article 3 - Everyone has the right to life, liberty and security of person.

Article 15 - Everyone has the right to a nationality. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 19 - Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 23 - Everyone, without any discrimination, has the right to equal pay for equal work.

Article 25 - Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

Article 27 - Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.