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Physical Education and Sport for Human Rights  
and Democracy (SPORT)

**Creating an inclusive and  
safer learning environment and  
preventing violent actions  
in PE Classes using modified games**

by

Author: Elvira Baze – Albania

Majlinda Hala - Albania

Editor: Ana Žnidarec Čučković

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## Creating an inclusive and safer learning environment and preventing violent actions in PE Classes using modified games

### Brief description

This training unit consists of two parts addressing different aspects of Physical Education. It is conducted by two trainers. Each trainer has their part but they are helping each other. The training unit is created and conducted with teachers and then these teachers disseminate it immediately to their students.

It is important to be careful with instruction giving and if needed be there to react quickly. Reflection is crucial and it is necessary to be focused on teachers and students which are all learners in this training unit.

## Expected outcomes

- ✓ Acceptance of the fact that my actions can reflect my personal values and beliefs more authentically than words (A\_SELF\_2)
- ✓ Aptitude to elicit and respond to others' beliefs, values and feelings and behaviors (S\_DIV\_3)
- ✓ Understanding of the subjective nature of all knowledge of self and others (K\_SELF\_2)

### Specific:

- ✓ To transfer knowledge and experience about human rights and the opportunities that physical education creates for the observance or violation of them.
- ✓ To lead trainers in understanding that teaching and learning process should be developed in a democratic environment.
- ✓ To lead trainers to a critical thinking about why it is important that in some cases the games should be modified with the aim of creating a more comfortable learning environment of inclusive for students, in order to avoid violence, anger and frustration increasing.
- ✓ To lead trainees to the conclusion, that involving students in the decision making process for changing or adapting the rules of the game will increase the satisfaction the students for participation in PE classes and will also give the opportunity to the students to learn in a real democratic atmosphere.
- ✓ To transfer knowledge and experience about intervention and prevention of students misbehaviour by modifying the used game.
- ✓ To make teachers sensitive about the bad effects of certain approaches to discipline, (student's violent behaviour or lack of willingness to be involved, which come as a result of disciplinary sanctions).
- ✓ To help student building attitudes for sharing responsibility, helping each-other, accepting, including and working in group.
- ✓ To experience methods of establishing cooperative learning environment.

## Activities

	Duration	Methods used
Activity 1: Preparatory activity & Group work: The differences between violent action, physical contact, and anger and frustration in physical education. Presentation of each group conclusions	60 minutes	Identification, Discussion, Group work
Activity 2: Modified games, "how" and "why"	45 minutes	Group work, Discussion
Activity 3: "In the student shoes"- role play	30 minutes	Role play, Group work
Activity 4: When the student feels better	40 minutes	Group work, Discussion
Activity 5: Involving students in decision making process	45 minutes	Game performing, Group work
Activity 6: Evaluation/assessment	15 minutes	Individual work

## Background and context

Participants in training will initially receive information on training topics, and then will work on tasks cooperatively in groups. Members will change their groups in order of sharing the ideas and knowledge among many participants. The topics of discussion will be human rights, democracy and the differences between violent action, physical contact, and anger and frustration in physical education. Participants will be presented with recorded games in their first version. Will be divided into groups with the task of modifying one of the games by each group. Representatives of each group will present the modified version and explain its purpose. After that the working groups will organize students to present and perform in two versions of the games, which will weigh in on what they felt in both versions.

Trainers will discuss and reflect on "how" and "why" some games should be applied in modified version in physical education classes. Reduction of violent acts which come as result of increased of anger and frustration of exclusion and frequent physical contact, will help in creating an democratic, inclusive and safer environment of teaching and learning, from which all the students will benefit.

## Activity 1: Preparatory activities & Group work: The differences between physical contact and violent action, and anger and frustration in physical education.

Duration: 60 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Learners get aware about characteristics that make the difference between physical contact and violent action, and anger and frustration in physical education classes.</li> <li>✓ Learners get aware about the “contribution” of different games in PE classes in students anger and frustration increasing.</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Identifying the moments of the games (how and where) presented, in which was displayed physical contacts, violent acts, anger and frustration”</li> <li>✓ Participants in the groups will discuss about how the games presented (in the first version) contributed in increasing the anger and frustration, followed by violent actions.</li> <li>✓ Using again “1, 2, 3, 4” method, (the participants line up and begin to count from 1 to 4. Then they will be divided into 4 groups according to the belonged number.) Participants will change their groups in order of sharing the ideas and knowledge among many participants.</li> <li>✓ Each group will get a representative which by using a flip charter will present the conclusions.</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Video (the first part of it, with games in the original version)</li> <li>✓ Flipchart</li> <li>✓ Sheets of paper</li> <li>✓ Markers or pens</li> <li>✓ Something (a gong) to make known the start and the end.</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Make sure that you have enough place</li> </ul>
<p>Procedure</p> <p>Step 1 (15 min)</p> <ul style="list-style-type: none"> <li>✓ Welcome participants and introduce them to the topic of the training, which will lead in a discussion about concepts of democracy and human rights. Invite them to watch the video with students performing 2 or 3 games in the original version. (Appendix 1)</li> <li>✓ Give the teachers short time to reflect and speak briefly about the differences between physical contact, violent action, and anger and frustration in physical education. (Appendix 2)</li> </ul>

Step 2 (35 min)

- ✓ Participants will be presented with recorded games in their first version.
- ✓ Participants by using the “1.2.3” method, (the participants line up and begin to count from 1 to 4) will be divided into 4 groups according to the belonged number. They will be divided in four groups, with the task of identifying the moments of the games (how and where) presented, in which was displayed:
  - Group 1 “physical contact”
  - Group 2 “violent acts”
  - Group 3 “anger”
  - Group 4 “frustration”
- ✓ Using again “1, 2, 3, 4” method, participants will change their groups in order of sharing the ideas and knowledge among many participants.
- ✓ Participants in their groups will discuss about how the games were presented (in the first version) contributed in increasing the anger and frustration, followed by violent actions.
- ✓ Each group will write on a flip charter their reflections by gathering each member’s opinion about the task. Each group will present (by a representative) the conclusions.

Step 3 - Debriefing (10 min)

- ✓ Are there any doubts or disagreements?
- ✓ Do you feel like being able to work with these definitions of physical contact and violent action, and anger and frustration in physical education classes during the training?
- ✓ Is there any experience in your daily work as PE teachers in which you had to deal with “violent act”? Did you recognized if it was due to a frustration or from other reasons (a “problematic” student)? What did you do to improve the situation?

Tips for trainers

- ✓ The trainer has to organize the group division and to explain the tasks. He/she has to stimulate the creative thinking among the participants and make understandable what is the contribution expected from group members, which enable them to contribute to the success of the group work.
- ✓ The trainer has to give orientation to the groups to help them to choose the speaker or representatives of the group.
- ✓ The trainer has to encourage the critical thinking among the participants by asking them to bring their personal experience about the task they are working on.
- ✓ Sometimes participants may misunderstand the task or need additional explanation; it can be of help for the participants to unite the ideas and formulate a sentence to be written down, that the trainer walks during the activities and observes the process. It will be necessary that the trainer goes to the tables, asks for difficulties and give additional explanations and instructions

## Activity 2: Modified games, “why” and “how”

Duration: 40 min

### Expected outcome

- ✓ Learners get aware about reasons, purposes and necessities of modification of the games during PE classes.
- ✓ Learners get knowledge about “how” to modify a game, the elements of games that may be modified in order to get to the main purpose “why”. (Rules, number of participants, etc.)

### Methods/ techniques used

- ✓ By using “multicoloured chopsticks” method, (one of the coaches will hold a bundle of sticks in three colours. The number of sticks for each colour is equal and their total is equal with the number of the participants. Every participant with closed eyes will take a stick and in the end of this process, the participants will be divided into 3 groups according to colour of the taken stick). The participants will be divided in three groups with the task of modifying each group one game (the games presented in the video in their first version).
- ✓ Each group will get a representative which by using a flip chart will present the modified version of the selected game. (There will be all the participants during the presentation)
- ✓ Participants all together will discuss about the “good sides” and “bad sides” of the first version of the games and the “good sides” and “bad sides” of the modified version of the game, made by them.

### Resources

- ✓ Video (the first part of it, with games in the original version)
- ✓ Flipchart
- ✓ Sheets of paper
- ✓ Markers or pens
- ✓ Something (a gong) to make known the start and the end

### Practical arrangements

- ✓ Prepare the computer, projector and sound

### Procedure

#### Step 1 (10 min)

- ✓ Participants by using the “multi coloured chopsticks”, method, will be divided in three groups, with the task of modifying each group one game (the games presented in the video in their first version).
  - Group 1 the game “the day and the night”
  - Group 2 the game “nets and fishing”
  - Group 3 the game “touch and out” (from the American football game)

Step 2 (10 min )

- ✓ Participants in their groups will discuss about “how” to modify the game in order to get to the “why” they decided to do it.
- ✓ Each group will get a representative which by using a flip charter will present the modified version of the selected game.

Step 3 (10 min)

- ✓ Participants all together will discuss about the “good sides” and “bad sides” of the first version of the games and the “good sides” and “bad sides” of the modified version of the game, made by them.

Step 4 - Debriefing (10 min)

- ✓ Are there any doubts or disagreements?
- ✓ Do you thing that a violent act, frustration and anger are symbiotic parts of sportive activities?
- ✓ Are you able to identify a game or a situation in PE class in which is necessary to modify the game in order to get a more desirable, inclusive and safer learning environment?

Tips for trainers

- ✓ The trainer has to organize the group division and to explain the tasks. He has to stimulate the creative thinking among the participants and make understandable what is the contribution expected from group members, which enable them to contribute to the success of the group work.
- ✓ The trainer has to give orientation to the groups to help them to choose the speaker or representatives of the group.
- ✓ The trainer has to encourage the critical thinking among the participants by asking them to bring their personal experience about the task they are working on.
- ✓ Sometimes participants may misunderstand the task, so the trainers will give additional explanations and instructions.
- ✓ The participants in their groups may have different opinions about how to modify the game, and that means difficulties in getting in one modified version of the game. The group may present more than one modified version of the game.



### Activity 3: “In the student shoes”- role play

Duration: 35 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Participants (trainers) get aware about reasons and motives that cause frustration and anger among students in PE classes.</li> <li>✓ Participants will be able to identify different situations in PE classes which can be a predisposition for violence acts.</li> <li>✓ Participants will be able to identify situations in PE classes in which the democracy and human rights are violated.</li> <li>✓ Participants will be able to give solution models for situations in which the democracy and human rights are violated.</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Role play</li> <li>✓ Group work</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Sheets of paper</li> <li>✓ Markers or pens</li> <li>✓ Something (a gong) to make known the start and the end.</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ There will be a paper with a situation on each table, with explanations to the approaches printed out to be taken before the working groups will get the task (Appendix 4).</li> <li>✓ The participants will be presented with recorded games in their second/modify version.</li> </ul>
<p>Procedure</p> <p>Step 1 (30 min)</p> <ul style="list-style-type: none"> <li>✓ All the participants will get a paper with a situation, with explanations to the approaches Printed out to be taken before the working groups will get the task. (Appendix 4)</li> <li>✓ The participants will be presented with recorded games in their second/modify version.</li> <li>✓ Using the “shorter chopsticks” will be chose the “teacher”. (One of the trainers will hold in the hand a bunch of sticks, whose number is equal to the number of participants in the game of roles. One of the sticks is shorter than the other sticks. Each participant will take a stick and the one that will take the shorter one will play the role of teacher)</li> <li>✓ The participants will be “In the shoes” of students in a PE class. They will be divided in two “teams” by using a very a method called “odd or even”. (This method is quite simple and is often used by children. Two children in front of each another with hands hidden behind their backs choose one "odd" and the other "even" and then they show the hands and the number of fingers they will show. The amount of fingers shown by both should produce odd or even number).</li> </ul>

- ✓ The participants, referring to the team to which they belong, will wear t-shirts in the colour of the team (two colours) which will represent the “skilful students” and the other “not so skilful students”, the role that each participant will play.
- ✓ Under the “lead” of “their teacher”, the participants will play the three of the games presented in the video in their first version and after that in their second/modify version.
- ✓ The participants will discuss about what they felt during playing both versions of the games.

Step 2 Debriefing - (5 min)

- ✓ Are there any doubts or disagreements?
- ✓ Which qualities make a good and successful teacher?
- ✓ How do you feel during playing?
- ✓ Why did you feel like that?

Tips for trainers

- ✓ The trainer has to organize the group division and to explain the tasks. He has to make understandable what is the contribution expected from group members, which enable them to contribute to the success of the group work.
- ✓ The trainer has to encourage the critical thinking among the participants by asking them to bring their personal experience (as student or teacher) about the task they fulfilled.
- ✓ Participants may not wish to participate in the game of roles, so trainer will try to encourage them. If they still don't want to, they can be observers.
- ✓ The trainers should be attentive to observe patterns of behaviour that participants will have during performing the game, to discuss about them during the discussion minutes.

## Activity 4: When the student feels better

Duration: 35 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Participants will know about what makes the PE class a place/moment in which the knowledge can be obtained through the satisfaction of the participation.</li> <li>✓ Participants (trainers) get aware about how to be an attentive to student's needs teacher.</li> <li>✓ The participants get aware about that if the democracy and human rights are respected, the teaching and learning environment of PE classes will be an all-inclusive and happy environment, in which children will learn and take part with joy.</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Group work</li> <li>✓ Discussion</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Sheets of paper</li> <li>✓ Markers or pens</li> <li>✓ Flipchart</li> <li>✓ Something (a gong) to make known the start and the end</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ non</li> </ul>
<p>Procedure</p> <p>Step 1 (10 min)</p> <ul style="list-style-type: none"> <li>✓ Participants by using the "1.2" method, (the participants line up and begin to count from 1 to 2. Then they will be divided into 2 groups according to the belonged number). will be divided in two groups, with the task of: <ul style="list-style-type: none"> <li>• <b>Group 1</b> what makes the PE class a place/moment in which the knowledge can be obtained through the satisfaction of the participation.</li> <li>• <b>Group 2</b> how to be an attentive to student's needs teacher</li> </ul> </li> </ul> <p>Step 2 (5 min)</p> <ul style="list-style-type: none"> <li>✓ Participants in their groups will discuss about their tasks.</li> </ul> <p>Step 3 (10 min)</p> <ul style="list-style-type: none"> <li>✓ Each group will get a representative which by using a flip charter will present the conclusions and will discuss about.</li> </ul> <p>Step 4 - Debriefing (10 min )</p> <ul style="list-style-type: none"> <li>✓ Are there any doubts or disagreements?</li> <li>✓ Is it possible that a PE class may be a place/hour in which the knowledge can be obtained through the satisfaction of the participation?</li> <li>✓ Which qualities or competences make a good and successful teacher?</li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ The trainer has to organize the group division and to explain the tasks. He has to stimulate the critical thinking among the participants and make understandable what is the contribution expected from group members, which enable them to contribute to the success of the group work.</li> <li>✓ The trainer has to encourage the critical thinking among the participants by asking them to bring their personal experience (as student or teacher) about the task they are working on.</li> </ul>

## Activity 5: Involving students in decision making process

Duration: 45 min

### Expected outcome

- ✓ Learners will improve their knowledge about methods, moments of the PE class and manners to involve students in the decision making process.
- ✓ Learners get aware that PE classes can be a place in which the democracy and human rights can be respected, by creating an all-inclusive and happy environment, in which children will learn and take part with joy.

### Methods/ techniques used

- ✓ Game performing
- ✓ Group work

### Resources

- ✓ Sheets of paper
- ✓ Markers or pens
- ✓ Small handkerchiefs or flags in two colours
- ✓ Balls
- ✓ Something (a gong) to make known the start and the end

### Practical arrangements

- ✓ In this activity will be involve 20 students, which under the guide of one of the teachers (participants) will perform the games in both their versions.

### Procedure

#### Step 1 (40 min)

- ✓ By using “multicoloured chopsticks” method, the participants will be divided in three groups with the task of by choosing one representatives guiding the students in performing one of the games. Each group one game.
- ✓ The group will by voting choose one representative.
- ✓ The students will perform the game and the teacher will ask them if they all have got satisfaction by participating in the game.
- ✓ The teacher will ask the students to modify the rules of the game and will instruct and help them in the way to do it.
- ✓ After performing the three games in both versions the student will be asked about the games, what they liked or disliked, which was the version they liked mostly, how they felt during performing and during the process of modifying the games, if they like to be involve in the decision making process.
- ✓ Participants all together will discuss about the “good sides” and “bad sides” of the

involvement of the students in the decision making process

Step 2 - Debriefing (5 min)

- ✓ Is it good or bad to involve the students in the decision making process? Is it a manner to make the PE class a democratic and successful one?
- ✓ Are you going to apply in your work the involvement of the students in the decision making process?

Tips for trainers

- ✓ The trainer has to organize the group division and to explain the tasks. He has to make understandable what is the contribution expected from group members, which enable them to contribute to the success of the group work.
- ✓ The trainer has to encourage the critical thinking among the participants by asking them to bring their personal experience (as student or teacher) about the task they fulfilled.
- ✓ The trainers should be attentive to observe patterns of behaviour that students and teachers (participants) will have during performing the game, to discuss about them during the discussion minutes.

## Evaluation and impact assessment

Duration: 15 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ To reflect on the knowledge gained during the workshop</li> <li>✓ To plan further activities in individual context</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Individual work</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Evaluation questionnaire (Appendix 5)</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ non</li> </ul>
<p>Procedure</p> <p>Step 1 (10min)</p> <ul style="list-style-type: none"> <li>✓ The participants will fill the evaluation questionnaire</li> </ul> <p>Step 2 - Debriefing (5 min)</p> <ul style="list-style-type: none"> <li>✓ Do you agree that the PE class may be a place in which the human rights can be violated or respected?</li> <li>✓ Do you agree that despite the contribution of a game in reaching a didactic goal, it is better to be modified in order to create a safer and joyful environment, in which rules the human rights respect and the democracy?</li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ The trainer has to organize the division of the copies of the evaluation questionnaire to the participants and explain to them the tasks. If there are doubts or uncertainties the trainer has to give additional explanations and instructions.</li> <li>✓ The evaluation questionnaire will be elaborated to get information about the impact of the training.</li> </ul>

## References

- Baeva, Galya, « Education for the prevention of violence in schools » , 2011/2012 (VIO), Pestalozzi
- Bushati Enver, «Lojna Popullore » (Traditional games), Editor « Naim Frashëri » 1971, Tirana
- Dashi Teuta and Dashi Edvin «Edukimi fizik në shkollë » (Physical education at school), Editor « Ora » 2007, Tirana

## Appendix 1:

### PREPARATORY ACTIVITY

- Welcome participants;
- Some minutes to introduce the trainers and the topic of the training;
- Some minutes for the participants to introduce themselves;
- Invite them to watch the video with students performing 2 or 3 games in the original version;
- Lojra të modifikuara (Shkolla 9-vjeçare “Kongresi i Manastirit” Tiranë) [www.youtube.com/watch?v=Q-Cxd9tnSAc](http://www.youtube.com/watch?v=Q-Cxd9tnSAc) \*last assessed on October 2015.

After watching the video, the participants should speak briefly about the perception of the video and the relation of it with the topic of the training.

Often physical education teachers, instructors or coaches of sports are facing such situations when students or their athletes feel unhappy, excluded and unfulfilled in the purpose for which they have been involved in teaching physical education or the training session. Such feelings of students or young athletes in most cases are accompanied by accumulation of frustration which while waits in its hidden form to be displayed by various ways, causes a strong sense of discomfort and unhappiness, which can affect the student's daily activity. This sense of student frustration created by different perceptions of the duties or challenges that it must renege during teaching classes: a very difficult game to play, a motor action very difficult to perform, more prepared and skilled teammate who is trying all the time to exclude from games, etc.

This sentiment accumulated in most cases leads to violent acts of anger, which do not always are right interpreted by teachers, instructors, coaches or even teammates. A good teacher, instructor or coach tries always to understand what is going on with the feelings of his students or athletes. He tries to discover the cause and find appropriate ways to change the situation to turn it in favour of creating an inclusive, more successful, peaceful and democratic learning and teaching environment.

## Appendix 2:

### Physical contact, violent action, anger and frustration.

#### Physical contact

Some sports, such as martial arts, are scored on impacting, physically contacting an opponent, while others, including rugby football, require tackling of players. These sports are often known as full-physical contact, as the sport cannot be undertaken without it (physical contact). Other sports have contact, but such events are illegal under the rules of the game or are accidental and do not form part of the sport. The physical contact in sports can also include impact via a piece of sporting equipment, such as being struck by a hockey stick or football. Non-contact sports are those where participants should have no possible means of impact, such as sprinting, swimming, darts or snooker, where players use separate lanes or take turns of play.

#### Violent actions

Violence in sports refers to physical acts committed in contact sports such as American football, rugby football, soccer, boxing, martial arts, wrestling, and water polo beyond the normal levels of contact expected while playing the sport. These acts of violence can include intentional attempts to injure a player by another player or coach, but can also include threats of physical harm or actual physical harm sustained by players or coaches by those engaging in spectating of sports.

#### Anger

Anger is an emotional response related to one's psychological interpretation of having been threatened. Often it indicates when one's basic boundaries are violated. Some have a learned tendency to react to anger through retaliation. Anger may be utilized effectively when utilized to set boundaries or escape from dangerous situations. The external expression of anger can be found in facial expressions, body language, physiological responses, and at times in public acts of aggression. Anger can be expressed in passive form or in aggressive form. People feel angry when they sense that they or someone they care about has been offended, when they are certain about the nature and cause of the angering event, when they are certain that someone else is responsible, and when they feel they can still influence the situation with it.

#### Frustration

In psychology, frustration is a common emotional response to opposition. Related to anger and disappointment, it arises from the perceived resistance to the fulfilment of individual will. The greater the obstruction, and the greater the will, the more the frustration is likely to be. Causes of frustration may be internal or external. In people, internal frustration may arise from challenges in fulfilling personal goals and desires, instinctual drives and needs, or dealing with perceived deficiencies, such as a lack of confidence or fear of social situations. Conflict can also be an internal source of frustration; when one has competing goals that interfere with one another, it can create cognitive dissonance. External causes of frustration involve conditions outside an individual, such as a blocked road or a difficult task. While coping with frustration, some individuals may engage in passive-aggressive behaviour, making it difficult to identify the original cause(s) of their frustration, as the responses are indirect.



## Appendix 3:

### Modified games, “why” and “how”

#### “Why”

One of the challenges facing the teachers or instructors is to understand how best to motivate their young students. An effective teacher or instructor of children and young adolescents is one who:

Makes children feel comfortable and happy taking place in a PE class;

Recognizes the motivation behind a child’s Involvement in sport;

Uses games which aim to improve the quality of the experience for each child;

Is concerned about relationships formed with each child and between children;

Provides children with accurate technical information;

Is aware that there are many styles of teaching and that child respond in different ways to different styles;

Appreciates that children have differing ability levels and organizes appropriate skill practices to cater for all levels.

The needs and abilities of children are different from one to one for that reason the adults (parents, teachers, instructors, trainers) have to modify the activity in which children are involved, they play and learn. These activities may be from different areas, but referring sportive activities successful modifications include:

#### “How”

- Adapting rules of the games
- Playing area and goals
- Duration of games
- Size of equipment
- Team sizes

Even in modified games is used the equipment that better suits the size and ability of the children, smaller playing areas, goals that are smaller or lower, smaller teams and/or more interchanges.

#### 1. “The day and the night” game

“The day and night” is a game which can be played from children of age from 7 to 14 in in-door gyms or out-door sportive field. The number of the players could be from 8 to 20, the playing space could be from ..... which will be divided in the middle by a dividing line and creating two smaller spaces. The players will be divided in two equal member’s number teams, the team named “Day” and the team named “Night”. The players of both teams line up close to the dividing line in front of each other. The game starts when the leader (teacher or someone else) calls (with loud voice) the name of one of the teams. The members of the team of which is called the name start running to reach and catch the members of the other team, the members of which (the other team) began to run trying not to be captured. This run and catch follows until the bottom line. The captured players will be out of the game. The game continues by the teams lining up again and repeating the same until one of the teams has no more players left.

### 2. "Nets and fishing" game

"Nets and fishing" is a game which can be played from children of age from 7 to 14 in in-door gyms or out-door sportive field. The number of the players could be from 10 to 20, the playing space which will be totally exploitable could be from ..... One of the students (players) will be "the fisherman", whom will run to "catch" the other students (players), which are the "fishes". After catching "the fish" the "fisherman" will "put" it in a spot place which is the "fishing bucket". The game ends when the "fisherman" catches all the "fishes" and put them all in the "fishing bucket". In this game it is allowed to catch more than one "fish" in one catch. (this is a traditional game)

### 3. "Touch and out" (from the American football game)

"Touch and out" game is a reduced form of American football. Players (students) should follow the ball to the each other to execute the "touch down".

## Appendix 4:

### "In the student shoes"- role play

#### Situation

In a physical education class, the PE teacher directs to two most skilful students of the class and asking them to divide other students into two teams. In the beginning of the class, the teacher has told to the students that the winning team will be appreciated with the maximum of the valuation and the losing teams with the lowest valuation. The two students assigned with the task to divide the teams for which they will be the team captain, seek to attain the best students and leave out students with less skills. The captain (student) during the game includes by passing the ball only to 2-3 players (students) the ones who will ensure to the team the victory and the maximum of the valuation. The teacher encourages the successful technical and tactical actions during all the game. One of the players (students) weak on skills, runs a moment, takes the ball and kicks it outside the boundaries of the playing field. The teacher punishes a student with a negative note.

## Appendix 5:

### Evaluation questionnaire

1. Do you think that even during physical education class that human rights can be violated as well as can be observed? How can it happen?  
Konventa Evropiane për të Drejtat e Njeriut  
(Charter of Fundamental Rights of the European Union in Albanian language)  
[http://www.echr.coe.int/Documents/Convention\\_SQL.pdf](http://www.echr.coe.int/Documents/Convention_SQL.pdf) \*last assessed on October 2015.
2. What did you learn (most important/most valuable)?
3. What do you plan to do differently in your work?
4. How valuable was the information provided?
5. Do you have suggestions for how it could be improved?
6. How do you think can be applied, what you have learned, back at your schools?