



Physical Education and Sport for Democracy and
Human Rights (SPORT)
**Taking action against discrimination in
Physical Education and Sport**

by

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Taking action against discrimination in Physical Education and Sport

Brief description

Physical Education and Sport are important and wide areas where the development of peace and Human Right scan occur. In that sense, Physical Education teachers have a key role to play. In this training unit, Physical Education teachers will be given the opportunity to reflect and exchange on what could be a “high-quality” physical education, leading to the promotion of integration, peace, justice and equality. By raising awareness about the different forms of discrimination and violence, the teachers will develop new skills to enhance cooperation, human dignity and respect among their students.

Expected outcomes

- ✓ To raise awareness about the importance of Physical Education as a field of prevention and struggle against discrimination (A_COOP_3, A_HR_4);
- ✓ To raise awareness about existing discrimination and the need for its prevention (S_HR_3);
- ✓ To acquire knowledge about the different types of discrimination and violence, and ways to deal with them (K_HR_3).

Activities

	Duration	Methods used
Activity 1 – Physical Education and Human Rights’ respect	70 minutes	Icebreaking, group work and whole group discussion
Activity 2 – Awareness of discrimination	115 minutes	Cooperative work and whole group discussion
Activity 3 – Prejudices and stereotypes	75 minutes	Group work Whole group discussion
Activity 4 – Change the rules	115 minutes	Presentation Cooperative work
Activity 5 – Evaluation	35 minutes	Oral comments Questionnaire

Activity 1: Does Physical Education achieve the objectives of the democratic spirit of Human Rights' respect?

Duration: 70 min

Expected outcome

- ✓ To raise awareness about democracy and Human Rights;
- ✓ To develop self-assessment on the basis of surveys' results.

Methods/ techniques used

- ✓ Group work
- ✓ Whole group discussion

Resources

- ✓ Analysis of the survey on students' attitudes in Physical Education classes (appendix 1)
- ✓ Paper, pens and markers

Practical arrangements

- ✓ The participants should have enough space to work in small groups.

Procedure

Step 1 (20 min) – Introducing oneself

- ✓ The trainer asks the participants to stand up in a circle. He/she starts presenting himself/herself in a few words, holding a ball. Then, he/she passes the ball to another participant, who presents himself/herself in turn, and so on until everyone has presented himself/herself.
- ✓ Every participant is invited to write on a small piece of paper his/her expectations for the session. In turn, they read them, and hand them up on a wall or board.
- ✓ The trainer closes the introductory part with a brief presentation of the Pestalozzi programme and an outline of the session.

Step 2 (20 min) – What do our students think about PE classes?

- ✓ The participants are divided into small groups (5 people maximum). They are given the anonymous survey and its analysis.
- ✓ Each group reads the documents and is given some time to discuss about it: are there any surprising results? Did they encounter the same type of results in their own schools? Did they notice some other problems in their own PE classes? Do they feel their PE lessons are working better or worse in their school, in comparison to the survey?

Step 3 (20 min) – Whole group discussion

- ✓ Once they have read the document, the trainer invites them to discuss in whole group for a debriefing:
 - What are the main challenges we encounter in PE classes when it comes to Human Rights?
 - What issues did you specifically have to deal with in your lessons? Do you have concrete examples based on your experience?
 - Did you already have to deal with a child who avoided PE lessons? Did you talk to him/her about his/her reasons?
 - Do you already have ideas about the ways you can deal with such issues?

Step 4 (10 min) – Debriefing

- ✓ The trainer invites the participants to briefly debrief about the first activity: he/she asks each participants to draw on one side of a piece of paper a positive sign (something representing a good thing for them – a flower, a sun, a heart...) and on the other side, a negative sign (a cross, a cloud...). For each question, if they feel good or agree, the participants will hold their paper showing the positive sign; if they don't, they will show the negative one.
 - Do you feel comfortable in the group?
 - Did this first activity enable you to envisage clearly the issue of the session?
 - Do you feel motivated to struggle for Human Rights in your PE lessons?
- ✓ After each question, the trainer can let the participants comment briefly their answer.

Tips for trainers

- ✓ To prepare your presentation, you can find some useful material on the Pestalozzi website, and also on the Basic Assumption Document that will be posted with the SPORT training units.
- ✓ For the analysis of the survey, explain that the students have been randomly selected among the four elementary schools in Herceg-Novi. Let them know also that the aim of the survey is to determine the causes and extent of the issue when it comes to respecting Human Rights, and suggests that the students should help in reducing this problem to a minimum.
- ✓ It is important that you create a safe and friendly atmosphere. Recall the participants that everyone can feel free to express his/her own opinion which should be respected.

Activity 2: How far are we aware of discrimination?

Duration: 115 min

Expected outcome

- ✓ Raising awareness of discrimination and the need for its prevention;
- ✓ Becoming aware of the complex and often contradictory reality of Sport and Physical Education.

Methods/ techniques used

- ✓ Whole group discussion
- ✓ Cooperative work

Resources

- ✓ Two large papers (flipchart)
- ✓ Paper
- ✓ Markers of different colours
- ✓ Several types of sports newspapers
- ✓ Scissors, glue
- ✓ Four different situations of discrimination (appendix 2)

Practical arrangements

- ✓ For the first step: the trainer prepares two different boxes with the material. In the first one, he/she puts a lot of diverse material (different newspapers' articles, markers of different colours, glue, scissors...). He/she puts the first box on a large table, with enough space and chairs. In the second box, the trainer puts less material (only one or two newspapers' articles, one black marker). The second table is organized in an exiguous place, with not enough chairs to sit. The trainer then divides the participants into two equal groups: one will be working on the large table, the other on the smaller one.
- ✓ For the third step: the room should be arranged so that the participants can work in four small cooperative groups.

Procedure

Step 1 (30 min) – The feeling of discrimination

- ✓ The trainer divides the participants into two equal groups and ask them to analyze some newspapers' articles in order to provide a presentation about Human Rights in Sports. One group is given good work conditions: they work on a large table with a lot of material, and the trainer helps them; the other group is given bad conditions: they work on a small table with less material, and the trainer does not spend much time with them.
- ✓ The trainer observes the reactions. At the end of activity, he asks the participants:
 - How does it feel to have unequal conditions of work (in both situations)?
 - What are the different steps of your reactions? To what type of behavior can it lead?
 - What can be the consequences of this discrimination concerning learning?
 - Here, the discriminating conditions were quite obvious: do you think you sometimes discriminate your students in some ways that you might not be aware of?

Step 2 (45 min) – What would you do?

- ✓ The participants are divided into four groups. The trainer gives to each group one situation (appendix 2). If he/she wants to, he/she can work with the proposed cartoon strip.
- ✓ Each group reads the specific situation and tries to figure out solutions: what is the issue? What are all its consequences? Who is discriminated, and who discriminates? Why? What would you do, as a teacher, to deal with this situation and also to prevent it?
- ✓ Each group prepares a presentation. It can be done in a creative way (drawing, acting...).

Step 3 (30 min) – Discussion

- ✓ Each group presents their situation and solutions. After each presentation, the participants can comment following this pattern:
 - They ask first for clarification if needed;
 - They point out the positive ideas;
 - They give tips for further development.

Step 4 (10 min) – Debriefing

- ✓ The trainer invites the participants to debrief using the following questions:
 - What did this activity enable you to become aware of?
 - What consequences of discrimination can you list at the end of this activity?
 - Do you now have the feeling that you need to be more cautious about this issue?

Tips for trainers

- ✓ It is possible that the group who is being discriminated won't react immediately. Ask them why it was so. What conclusion can we draw out of it as teachers? (If students who are discriminated do not react immediately).
- ✓ This activity can be the opportunity to think about the causes of discrimination, and approach some notions such as prejudice, stereotype... Make sure that all the participants have a clear idea of what they mean.

Activity 3: Prejudices and stereotypes

Duration: 75 min

<p>Expected outcome</p> <ul style="list-style-type: none">✓ To raise awareness about the different forms of exclusion and discrimination
<p>Methods/ techniques used</p> <ul style="list-style-type: none">✓ Cooperative work
<p>Resources</p> <ul style="list-style-type: none">✓ Who to choose (appendix 3A)✓ Printed material (appendix 3B)✓ Flipchart, pens and markers
<p>Practical arrangements</p> <ul style="list-style-type: none">✓ The participants should be able to work in small groups.
<p>Procedure</p> <p>Step 1 (15 min) – Who to choose?</p> <ul style="list-style-type: none">✓ The trainer reads the game in appendix 3A. He/she lets the participants react: what would they do? When a participant proposes his/her selection, the trainer asks on which basis he/she made this selection.✓ Once everyone has had the opportunity to react, the trainer lets the participants reflect on the issue: what influences us in our choices? Is it compatible with Human Rights? <p>Step 2 (20 min) – Prejudices and stereotypes</p> <ul style="list-style-type: none">✓ Each group is given a copy of appendix 3. They discuss in groups about what is prejudice and stereotype and try to find examples from their teaching experience.✓ Every group prepares a short presentation of a Physical Education situation where prejudice or stereotype occur. <p>Step 3 (30 min) – What can we do?</p> <ul style="list-style-type: none">✓ Each group presents their problematic situation.✓ For each case, the whole group is invited to discuss and find out solutions to avoid prejudice and stereotype. <p>Step 4 (10 min) – Debriefing</p> <ul style="list-style-type: none">✓ To what extent do you think prejudices and stereotype represent a problem in Physical Education?✓ Do you think you might sometimes let yourself be influenced by stereotypes and prejudices ? What can you do to avoid that?
<p>Tips for trainers</p> <ul style="list-style-type: none">✓ The « Who to choose » game might be a very delicate moment, depending on the reactions of the participants. Make sure that the activity is lead in a friendly and respectful atmosphere.

Activity 4: Change the rules – fight against discrimination

Duration: 115 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ To find solutions to act against discrimination in PE and through PE.
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Cooperative work
<p>Resources</p> <ul style="list-style-type: none"> ✓ Notes for the trainer's presentation presentation (appendix 4) ✓ Flipchart, pens and markers
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ The participants should be able to work in small groups.
<p>Procedure</p> <p>Step 1 (15 min) – Trainer's presentation</p> <ul style="list-style-type: none"> ✓ The trainer makes a short presentation about how to promote convivencia and inclusion through changing the rules of the game. ✓ He/she lets the participants ask questions and react. <p>Step 2 (45 min) – Cooperative work</p> <ul style="list-style-type: none"> ✓ The participants are divided into small groups (5 people maximum). ✓ Each group chooses a PE activity and plans a lesson. The lesson should include rules that promote convivencia and inclusion. <p>Step 3 (45 min) - Presentations</p> <ul style="list-style-type: none"> ✓ Each group presents to the others their ideas. After each presentation, the participants can comment following this pattern: <ul style="list-style-type: none"> - Asking for clarification; - Pointing out positive points; - Giving tips to improve the plan. ✓ At the end of the presentations, time is given to each group to make some corrections to their plan, on the basis of the tips that were proposed. The trainer collects all the lesson plans and makes sure that every participant will get a copy of it at the end of the session. <p>Step 4 (10 min) - Debriefing (xx min)</p> <ul style="list-style-type: none"> ✓ What did you learn during this activity? ✓ Do you think that changing the rules of the games may have a real impact on discrimination? ✓ Which activity do you think you'll try in your teaching? Why?
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ If you have time and enough space and material, the presentations can be done in an experiential way: each group can have the opportunity to test their lesson plan with the other participants, playing the role of the students. Make sure you have all the necessary material for it.

Activity 5: Evaluation

Duration : 35 min

Expected outcome

- ✓ To reflect on what has been learned during the session.

Methods/ techniques used

- ✓ Oral comments
- ✓ Written questionnaire

Resources

- ✓ Oral comments
- ✓ Questionnaire (appendix 5)

Practical arrangements

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Procedure

Step 1 (10 min) – Oral comments

- ✓ The trainer and participants stand up in a circle. The trainer holds a colourful yarn in his/her hands. He gives the yarn to someone and says something positive about his/her participation during the session.
- ✓ In turn every participant who receives the yarn gives it to another person and says something positive about his/her participation.

Step 2 (10 min) – Questionnaire

- ✓ Each participant is given a questionnaire and fills it in.
- ✓ The trainer collects the questionnaires.

Step 3 (15 min) – Conclusion

- ✓ The trainer lets anyone who wants to say something do so.
- ✓ The trainer concludes the session in his/her own way.

References

<http://hr.wikipedia.org/wiki/Diskriminacija>

www.ombudsman.co.me/

<http://www.coe.int/en/web/pestalozzi/disc>

Appendices

Appendix 1

QUESTIONNAIRE

How am satisfied with my participation in physical education classes?

CLASS:

Gender: M F (circle)

1. I enjoy physical education classes.
I agree I partially agree I do not agree
2. Classes are interesting, full of different content.
I agree I partially agree I do not agree
3. When we play a collective sports game, we are all equally involved.
I agree I partially agree I do not agree
4. During time of games, there are no verbal nor physical injury.
I agree I partially agree I do not agree
5. In case of such conflicts in the classroom, the teacher immediately notices and resolves them in a benevolent way.
I agree I partially agree I do not agree
6. I just turned on / in all activities in PE class.
I agree I partially agree I do not agree

If you answered 'partially agree' or 'I disagree' to the previous answers, please move to questions 7, 8 and 9.

7. The reason for my unequal inclusion in physical education time is:
 - Gender
 - Physical appearance
 - Physical ability
 - Social status
 - Different nationality
 - Different religions
8. Therefore, I feel unhappy and insecure during the PE class.
I agree I partially agree I do not agree
9. Therefore I am less interested in getting involved in the work of the PE class.
I agree I partially agree I do not agree

10. Indicate what you would need to change the physical education lesson to feel happy and satisfied (that is the ratio of teacher to student and student to teacher).

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.....
.....

THANK YOU!

Analysis of the anonymous survey

How am satisfied with participation in physical education classes?

Physical education is one of the favorite subjects in school. In these classes students through physical activity properly develop, collaborate, learn to play fair play and relax. A well-prepared and successful time implies that all students are equally represented and that the most of the time leave satisfied.

By analyzing this survey conducted in four primary schools, with 200 respondents aged from 11 to 15 years (100 boys, 100 girls), we can conclude the following:

- At the first claim to enjoy physical education classes, agree 107 students, or 53.5%, partially agree 70 or 35%, while 23 disagree or 11.5%. It can be seen that most students enjoy or generally enjoy the physical education classes, and a smaller percentage, which we should not neglect, doesn't enjoy them.
- That the lessons are interesting and full of different contents agree 52 students or 26%, partially agree 89 or 44.5%, while 59 disagree or 29.5%. Here we should already pay more attention why classes aren't interesting to almost one-third of the students and fulfilled of different contents.
- That are all equally involved when playing collective game, agree 75 students, or 37.5%, partially agree 70 or 35%, and 55 disagree or 27.5%. Here it can be concluded that an increasing number of students are not equally involved in collective sports games.
- Not to have any verbal or physical injury agree 80 students or 40%, partially agree 65 or 32.5% and disagree 55 or 27.5%. It is obvious that physical and verbal injury in these classes exists.
- In case of these conflicts, the teacher immediately notices and resolves them benevolently agree 113 students, or 56%, partially agreed 61 or 30.5%, and disagree 26, or 13%. It can be seen that most of the problems were able to be resolved benevolently.
- That all students aren't equally involved in all activities in PE classes agree 55 students, or 27.5%, partially agree 78 or 39%, while 67 disagree or 33.5%.

The reasons why they are not equally involved are as follows:

- Gender or sex: 36 students or 27.06;
- The physical appearance: 53 students or 39.85%;
- Physical ability: 44 students or 33.09%.

Nobody mentioned social status, different nationalities and different religion, although the composition of our students at all three grounds are mixed.

Concerning the attribution of insecurity and unhappiness to the above mentioned reasons: agree 40 students or 30%, partially agree 54 or 40.6%, while 39 disagree or 29.4%.

Therefore avoid participating in physical education classes: agree 38 students or 28.57%, partially agree 58 or 43.61%, while 37 disagree or 27.82%.

About what the students would want to change in physical education in order to feel happy and satisfied (referring to the attitude towards the pupil and student to teacher): the most common suggestions are:

- For classes to be with more interesting contents;

- That a teacher should strive to all equally involved in sports games;
- Students with better physical abilities should have more understanding of others and more patience with them;
- To introduce the music more often during the lesson;
- A teacher should pay more attention to his students;
- A teacher should judge regularly and fairly;
- That a teacher be occasionally involved in the flow of the game;
- Students should play all sports, regardless of gender.
- More different sports;
- More competitive games, to develop a fighting spirit;
- To avoid collective punishment, when individuals make a mess;
- A teacher should devote more time to his pupils;
- A teacher should often ask students for their opinions through these questionnaires.

From all this we can conclude that physical education classes are mostly good, that most students enjoy these classes, but we have to pay attention to the number of students who, for reasons given above do not participate enough. The concern should be that there would be no more discrimination based on gender, physical appearance and physical abilities. What is good is that there is no discrimination on grounds of nationality, social status and religion. We also note that conflicts in the course of the game are present. Thus, physical education classes appear to be a good place to reflect on discrimination and conflicts as well as to promote Human Rights and peaceful relationships.

Appendix 2 – About discrimination

Here is a cartoon strip that can be used according to the language of the participants:
[Nevolje sa Rokijem](#)

Here are four different situations that you can use for the cooperative work:

1. During a collective ballgame, the teacher makes mixed teams of boys and girls. But the boys think the girls are not good at playing: they never pass them the ball. The girls start complaining about it, and violent conflicts emerge. Boys and girls do not want to play together anymore.
2. Tom is the smallest student of his class. Nevertheless, he can run very fast and does sometimes better than the others in athletics. Out of jealousy, the others start mocking and bullying him. Tom is frightened and starts having bad results on purpose.
3. Kate has a breathing disease and cannot stand to run or play for a long time. She is often tired. The teacher tells her to sit down and wait until the end of the lesson, while the others keep on playing. Kate feels excluded from the games because of her disease, and she loses the contact she has with her classmates. She feels very depressed about the situation and starts isolating herself.
4. Nick is very clumsy. He can hardly catch a ball. During a ballgame, he misses passes and his team loses. His teammates start insulting him and one of them hits him. Nick doesn't want to come back to the PE lessons anymore.

Appendix 3A – Who to choose?

As a coach for extracurricular basketball activity, you have to enroll two young people between 11 and 14. Here is the list of the young people who apply to be in the team.

- A boy quite small for his age;
- A girl quite tall for her age;
- A boy quite overweight for his age;
- A girl pretty overweight for her age;
- A Gipsy from a very poor family;
- A girl, a ward of the Orphanage;
- A boy, an immigrant from Russia, speaking badly our language;
- A girl with a speech impediment;
- A boy who bears wearing glasses;
- A girl who hardly hear.

What do you do?

Appendix 3B – Prejudices and stereotypes

Prejudices and stereotypes

Prejudices and stereotypes are attitudes towards other people often unconsciously adopted. They can find their origin at a very young age, in the close family and peers attitudes. Prejudice and stereotypes can also be influenced by the messages sent by the mass media.

At a very early age, children may begin to reject and belittle those who differ from them by gender, skills, customs, culture, skin colour... Both adults and children often draw conclusions about other people and groups of people without knowing them really, but based on incomplete and inaccurate information.

Prejudices are the personal views or opinions on some people, groups of people or lifestyles that are not based on actual knowledge of such people, groups or lifestyles. Stereotypes are overly simplified, generalized attitudes of a group of people. They may be based on prejudice, or originate from contact with any member of a group so that the impression of it generalizes in relation to all members of the group.

Stereotypes and prejudices prevent real understanding between people and may interfere with the exercise of Children's and Human Rights.

Appendix 4 – Changing the rules

MODIFIED SPORTS GAMES

Sports games have certain rules, defined techniques and tactics, and the goal is to achieve results, overcoming opponents, team, time and space. The game turns into a serious activity in the fight and measurement of strength, speed, endurance, etc.

Collective sports games often lead to rough physical contact. This leads to anger, sending dirty words, and sometimes a physical fight. In order to mitigate as much as possible, while at the same time turn in the game as many students, we can in certain sports games modify the rules, and therefore the game itself.

The modified sports games are beneficial to use regardless of the age of students. In younger age as much time as available should be dedicated to these games. The ultimate effects of the modified sports games, with a successful implementation and organization of their complex content, depends to a large extent on the diversity of content, and creativity of teachers.

These games can occur in the introduction, the main or final part of the PE time, depending on the methodological organizational forms of work, characteristics of sport, places of implementation and the like. The modified sports games in the introductory part of the lesson should be introduced into the body for greater efforts and more complex psychological problems (various Catching, running the tasks). In the main part it can be complex and more intense, usually in the form of collective games. In the final part of the time should be characterized with a simple relaxing activity (various games precision, perception).

For example BASKETBALL:

We all know the basic rules of the game. But if we introduce a rule that prohibits dribble and another one saying that the ball must not be returned to the same player, we will be able to insert more students in a game (especially younger children). With a modification of time, cooperation in the game can be developed. By adding a rule concerning the number of personal fouls (e.g. subtracting the number of fouls to the final score), it is possible to influence the attitude of the players, avoiding rough play to the benefit of a “clean” game.

In all collective sports games with marked physical contact, we can introduce a rule that is made for a number of offenses minimizing the total sum of points (handball). In indoor soccer, the most frequently used in PE, we could, for each violent act or insult, give a penalty to the opposite team. Also for both of these games, we can introduce different rules when it comes to pass. This would make the all the players more equally involved.

In the lower grades (ages 7 to 11 years) an elementary game "between two fires" is played. Students who have been affected by helping "dodge" or generally stand by and wait for a new game. However, if the students who have been affected to the side of the field can shoot the ball to the other team from these places, the game will be faster and everyone is constantly involved. That would be a game "Between four fires".

In all games there is a need to ensure that boys and girls equally participate. The modified sports games can be applied in all sports. The benefits of these games are numerous, and the teachers can combine, complement and shape them according to the requirements of individual sports.

Appendix 5 – Evaluation questionnaire

Evaluation sheet

Circle the numbers from 1 to 5 (1= not satisfied at all / 5= absolutely satisfied)

1. I am pleased with the organization and conditions of the seminar.
1 2 3 4 5
2. The lecturer was transparent and well-led the workshops.
1 2 3 4 5
3. I had the opportunity to participate equally in all activities.
1 2 3 4 5
4. The workshops were interesting.
1 2 3 4 5
5. The knowledge and experience will help me in future work.
1 2 3 4 5
6. In the future I will pay more attention to the appearance of discrimination.
1 2 3 4 5
7. I will take into account the human rights of my students and I will have the opportunity to enjoy their human rights.
1 2 3 4 5
8. I fulfilled my expectations about this seminar.
1 2 3 4 5

THANK YOU!