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Physical education and sport for democracy and  
human rights (SPORT)  
**Creativity and Involvement in Physical  
Education**

by

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Last edition: October, 2015

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This training unit has been developed in the trainer training course :  
« Physical education and sport for democracy and human rights (SPORT) »  
organised by the [Pestalozzi Programme](#)  
of the [Council of Europe](#)  
[in cooperation with EPAS](#)

# Creativity and Involvement in Physical Education

## Brief description

This training unit consists of 6 activities that can be done separately or in one day. It is strongly focused on interaction between learner and teacher/coach and positive atmosphere that can be reached in many creative ways.

To use collective learning, that generates a strong form of engagement and understanding as the learning arises from the experience of the learners. Exercises have to promote creation of good groups and good group atmosphere. Trainer has to encourage openness, dialogue, feeling of safety and participation. Moreover, teacher has to avoid humiliating: no laugh **at** somebody, let's laugh **with** somebody.

## Expected outcomes

- ✓ Aptitude to evaluate situations and issues (S\_COOP\_3)
- ✓ Knowledge about the different forms of discrimination and violence (K\_HR\_3)
- ✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (A\_HR\_4)
- ✓ To develop attitudes, for stimulation of kinetic creativity - way for self expression and self confidence in PE lesson.
- ✓ To discover ways, how encourage others to act against discrimination.
- ✓ To become aware, how to encourage individuals to get fun from physical activity, avoiding competition process.
- ✓ To develop knowledge, how to deal with roles in game situation according own capacities, individuality of human.
- ✓ To involve every pupil from class (with different skills, body composition, health, self confidence etc.) to common physical activity process according the same rights and opportunities to participate.
- ✓ To create learning environments and creativity atmosphere, without fear of making mistakes.
- ✓ To take responsibility and accountable for my actions and choices.
- ✓ To be flexible, to acknowledge and respect different opinion, individual belief.

## Activities

	Duration	Methods used
Activity 1: Lecturer presentation. Programme overview. Ice-breaking, getting to know each other	45 minutes	Talk and short instruction giving
Activity 2: Warming up exercises	45 minutes	Group work
Activity 3 Safety exercises	45 minutes	Work in peers
Activity 4: Group work	60 minutes	Group work
Activity 5: Evaluation	30 minutes	Discussion, questionnaire

## Background and context

Principals of democracy and human rights are basic value for physical education. Teachers of PE are faced with many challenges during lessons. They are working with very different students and have to respect individuality. They have to create positive working environment. Most difficult challenge for PE teacher is to create attitude for PE. It means, that PE lesson have to be attractive for each student. One more challenge, very important in my mind, for PE teachers is, to work with principle: moving to learn. PE teacher have to participate in building harmonious personality which will know democracy principals and will follow them. To manage with all challenges teachers have to use they own creativity.

## Activity 1: Lecturer presentation. Programme overview. Ice-breaking, getting to know each other

Duration: 45 min

<p>Expected outcome</p> <ul style="list-style-type: none"><li>✓ Development of listening skills.</li><li>✓ Demonstrate self confidence.</li><li>✓ To involvement everybody to the activity.</li><li>✓ Kinetic communication.</li></ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"><li>✓ Talk and short instruction giving</li></ul>
<p>Resources</p> <ul style="list-style-type: none"><li>✓ Space for circle, chairs</li></ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"><li>✓ Make sure you have a wide open room</li></ul>
<p>Procedure</p> <p>Step 1 (10 min) - Programme overview. Make sure that program is understandable and acceptable for everybody?</p> <p>Step 2 (20 min) - Getting to know each other. Work in pairs. Participants are sitting in the circle. Everybody is asking his/her neighbour to left (5 min): name, work place (school), work experience, difficulties and success cases in daily practice, democracy and human rights in PE (their own practice), hobby. After that, everybody is presenting his/her neighbour to left.</p> <p>Step 3 (10 min) - Getting to know each other. Exercise: task for participants is to sit in circle according the data of birth. To know about colleagues birth data participants have to find out without speaking.</p> <p>Step 4 - Debriefing (10 min) Short discussions: how did participants felt during this activity?</p>
<p>Tips for trainers</p> <ul style="list-style-type: none"><li>✓ Be clear with instructions about task of activities</li><li>✓ Time management (it is difficult to encourage participants to speak, especially at the beginning. Sometimes, by contraries it is difficult to stop talking about not essential things).</li></ul>

## Activity 2: Warming up exercises

Duration: 45 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Cooperation skills</li> <li>✓ Building self confidence</li> <li>✓ Situation analysis skills</li> <li>✓ Dealing the roles in game situation according own capacities</li> <li>✓ Mutual respect for human dignity</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Work in groups.</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Prepared paper lists with names of fruits.</li> <li>✓ Prepared story about Johnson's family.</li> <li>✓ Ball.</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Be sure to have enough space in the room</li> </ul>
<p>Procedure</p> <p>Step 1 (7 min)</p> <ul style="list-style-type: none"> <li>✓ Exercise – “Fruit salad”. Participants are sitting on the chairs in a big circle. Everybody is given a piece of paper in which is written a name of fruit. There are 4 different fruits on the paper. The leader of the group is standing in the middle of the circle and he/she has no chair. Leader calls the name of one fruit and those who has this fruit in the paper has to change the chair as soon as possible. Leader does the same and if he/she succeeds to sit down someone else is without a place, he/she has to be in the middle of the circle and the play goes on.</li> </ul> <p>Step 2 (8 min)</p> <ul style="list-style-type: none"> <li>✓ Debriefing of activity: How did participants feel? Does it achieve inclusion? How participants would adapt it?</li> </ul> <p>Step 3 (7 min)</p> <ul style="list-style-type: none"> <li>✓ Exercise “Johnson's family” (appendix 1). Facilitator is dividing class in to two groups according to eyes colour. There are two lines of chairs about 1 meter in between and also enough space around the chairs. Two groups are sitting on the chair. The leader tells that there are two families of Johnson. First is father, then wife, then daughter, son, grandmother, grandfather, dog, cat. etc. Leader instructs, that every time leader mentions some one's role name, they have to stand up and run around all group chairs as quick as possible and sit back to their seats. After instruction leader tells the story about Johnson's family and mentions all names of roles.</li> </ul>

<p>Step 4 (8 min)</p> <ul style="list-style-type: none"> <li>✓ Debriefing of activity: How useful it was? Does it achieve inclusion? How do participants would adapt it?</li> </ul> <p>Step 5 (10 min)</p> <ul style="list-style-type: none"> <li>✓ Exercise – “Wolf is coming”. One person, who is a wolf, has a soft ball. He/she tries to catch the other by touching their bellies with the ball. The other can try to avoid by hugging someone.</li> </ul> <p>Step 6 (5 min)</p> <ul style="list-style-type: none"> <li>✓ Summarising. Does it achieve inclusion? How do participants would adapt it? Do the games encourage be flexible?</li> <li>✓ Debriefing - Put attention to: Atmosphere of games</li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ Be clear with instructions about tasks of activities.</li> <li>✓ Time management according situation during game.</li> <li>✓ Individual instructions for persons with difficulties.</li> <li>✓ Safety during games.</li> <li>✓ Clear explanation of games rule.</li> </ul>

### Activity 3: Safety exercises

Duration: 45 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Cooperation</li> <li>✓ Responsibility</li> <li>✓ Creativity</li> <li>✓ Safety understanding</li> <li>✓ Social cohesion</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Work in peers.</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Gymnastic bench, gymnastic mat, headscarves, jump rope, balls, gymnastic sticks</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Try to assure resources needed</li> </ul>
<p>Procedure</p> <p>Step 1 (5 min)</p> <ul style="list-style-type: none"> <li>✓ Exercise “Pair walking”. Leader is dividing class in to two groups according who is as tall as she/he.</li> </ul> <p>Step 2 (3 min)</p> <ul style="list-style-type: none"> <li>✓ Before exercise 5 min on time for discussing about communication ways during exercise. Teacher has to prepare environment: to arrange some obstacles for working</li> </ul>

<p>Step 3 (20 min)</p> <ul style="list-style-type: none"> <li>✓ One is pretending that cannot see (1), the other is acting shy and rejected (2). They are asked to walk, that No2 takes care of the No1 safety. Main task is safety. The roles are changed after a while</li> </ul> <p>Step 4 Debriefing - (5 min)</p> <ul style="list-style-type: none"> <li>✓ To discuss about how they find communication way in pair during exercise.</li> <li>✓ How one feels in their roles.</li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ To arrange different obstacles according individual capacities of student's. To keep silent during exercises. To look after safety.</li> </ul>

### Activity 4: Group work

Duration: 60 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Address the topic of Human rights.</li> <li>✓ Address the topic of Democracy.</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Work in groups.</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Gymnastic bench, gymnastic mat, headscarves, jump rope, balls, gymnastic sticks, paper, pens.</li> </ul>
<p>Procedure</p> <p>Step 1 (3 min)</p> <p>Learners are divided in to 4 groups according hobby they have and like.</p> <p>Step 2 (7 min)</p> <p>For each group is giving a task to discuss in group 7 min and to suggest the game for all according task. Group has to organize this game.</p> <p>Step 3 (4x10)</p> <p>This are tasks for learners to organise games:</p> <ol style="list-style-type: none"> <li>1. Promote understanding, tolerance and friendship among students.</li> <li>2. To be flexible, to acknowledge and respect different opinion, individual's belief.</li> <li>3. To encourage to take responsibility and accountable for my actions and choices.</li> <li>4. To involve every pupil from class (with different skills, body composition, health, self confidence etc.) to common physical activity process according the same rights and opportunities to participate.</li> </ol> <p>Step 4 Debriefing - (5 min)</p> <ul style="list-style-type: none"> <li>✓ Did the game disclose the task?</li> <li>✓ Discussion process in group (if all opinion were listened, if everybody had possibility to tell him opinion)</li> <li>✓ Difficulties during organizing games.</li> <li>✓ How would participants adapt this game?</li> </ul>

Tips for trainers

- ✓ To prepare equipments, necessary for group games.
- ✓ Involve everyone into action.

## Evaluation and impact assessment

Duration: 30 min

Expected outcome

- ✓ Encourage to understand more aspects of democracy and human rights in PE lessons.
- ✓ Analysis of teaching methods

Methods/ techniques used

- ✓ Discussion
- ✓ Questionnaire

Resources

- ✓ space for circle

Practical arrangements

- ✓ non

Procedure

Step 1 (30 min)

- ✓ Discussion in the circle 30 min.
- ✓ To share opinion about possibilities, modifications and difficulties to use knowledge from seminars in PE lessons

Tips for trainers

- ✓ Encourage to express participant opinion and feelings about activities.



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## References

- ✓ Basic assumption document (BAD) for Physical education and Sport for Democracy and Human rights (SPORT). Council of Europe Pestalozzi Training Programme for education professionals. Link: <http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Module/sport/BAD.pdf> last assessed on October 2015.
- ✓ Universal Declaration of Human Rights (UDHR) December 1948 at the Palais de Chaillot, Paris.
- ✓ Teacher education for change. The theory behind the Council of Europe Pestalozzi Programme. Edited by Josef Huber, Pascale Mompoin-Gaillard. Link: [http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi1\\_TeacherEducationForChange\\_EN.pdf](http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi1_TeacherEducationForChange_EN.pdf) last assessed on October 2015.
- ✓ Material about active teaching methods. Comenius training course: Group Dynamics and Social Skills.

## Appendix 1:

- ✓ Story “Johnson’s family”. (example, teacher can modify the story) **Father Johnson** and his **wife** decided to go on holiday to mountains and take with them **daughter** and **son**. **Daughter** was excited with this idea and asks **mother** to take a **dog** together with them. **Son** didn’t want to go with **father** and **mother** but wanted to stay at home with **grandmother**, **grandfather** and **cat**. **Father Johnson** tried to persuade **son** to go with **mother** and **sister**. **Grandmother** and **grandfather** were on the **grandson** side. Finally **father Johnson** and his **wife** took **daughter** and **dog** to trip and leave home **son**, **grandmother**, **grandfather** and **cat**.