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Physical Education and Sport for Democracy and  
Human Rights (SPORT)  
**Constructive Competition for All**

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](#)

## Constructive Competition for All

### Brief description

This training unit consists of 4 2-hour in-service training sessions aimed at a group on 20 to 24 Physical Education (PE) teachers. It addresses the influence media has on learner participation during physical education lessons and sports. It encourages teachers to develop activities that promote constructive competition while ensuring the participation of all learners.

### Expected outcomes

- ✓ To develop readiness to take responsibility and to be accountable for one's own actions and choices (A\_COOP\_3).
- ✓ To develop the aptitude to elicit and respond to others' beliefs, values and feelings and behaviours (S\_DIV\_3).
- ✓ To Knowledge about the different forms of discrimination and violence (K\_HR\_3).

### Activities

	Duration	Methods used
Activity 1 - Human Rights, Media and PE	120 minutes	Ice-breaker, Rating Scale, Group Work. Poster Making, Debriefing
Activity 2 - Values	120 minutes	Brainstorming, Video, Personal Reflection, Placemat Activity, Debriefing
Activity 3 - Constructive Competition	120 minutes	Experiential Learning, Cooperative Learning, Debriefing
Activity 4 - Presenting the Activities	90 minutes	Presentation, Feedback, Debriefing
Activity 5 - Evaluation	30 minutes	Agree/Disagree Statement, Discussion

## Background and context

The media exerts considerable influence and supports the creation of power hierarchies in a physical education lesson setting, unconsciously influencing practice and participation of individuals and groups. The right to participate is fundamental and it is the teacher's responsibility to develop activities that are genuinely inclusive and accessible to all.

This training unit addresses this issue through 3 main activities. The first activity aims to develop teachers' awareness of the influence of the media on stakeholders. The second activity highlights the difference between traditional competition and constructive competition. In the third activity, teachers are encouraged to develop constructive competition activities as they learn how to "change it" and making these accessible to all. Finally, participants will have the chance to pilot and reflect on their own activities and to evaluate the training experience.

This training unit was originally piloted with educators from Latvia as part of the Pestalozzi Programme Module series "Physical Education and Sport for Democracy and Human Rights".

### Activity 1: Human Rights, Media and PE

Duration: 120 min

#### Expected outcomes

- ✓ To help participants reflect on practices in their own schools.
- ✓ To support participants' understanding of the impact of the media and online environments on our cognitive experience and learning.
- ✓ To promote participants' knowledge about the influence of power structures on cooperation and participation.
- ✓ To develop an understanding of how the concepts of cooperation and competition are not mutually exclusive.
- ✓ To develop knowledge about the different forms of discrimination and violence.
- ✓ To understand that every individual constructs knowledge differently using his/her own experience.

#### Methods/Techniques used

- ✓ Ice-breaker
- ✓ Rating Scale
- ✓ Group Work
- ✓ Poster Making
- ✓ Debriefing

### Resources

- ✓ Paper
- ✓ My School's Temperature (Appendix 1 – a copy per participant)
- ✓ School magazines
- ✓ Schools webpages
- ✓ Writing material
- ✓ Laptops or Computers

### Practical arrangements

- ✓ A large enough pace where participants can stand in a circle.
- ✓ Access to internet
- ✓ Space where participants can work in groups.

### Procedure

#### Step 1 – Getting to Know Each Other (30 min)

- ✓ Ask participants to write their name on a sheet of paper, large enough to be seen from a distance.
- ✓ Ask the participants to stand in a circle, place their name so that all other participants can see it and to close their eyes.
- ✓ When the facilitator says “wake up”, the participants open their eyes and acknowledge each other by first looking at the name and then making eye contact with that participant. Repeat until all participants have acknowledged each other.
- ✓ Next participants are invited to greet each other in a non-verbal way. They could wave or nod for example. Repeat until all participants have greeted each other.
- ✓ In turn, participants introduce themselves by saying their name out loud and 3 other words that describe them as PE teachers.
- ✓ Next, invite a participant to greet any one other participant by name and by recognising at least one of the characteristics of that person. For example, Paul could greet Bogdana by saying: “Hello Bogdana, I heard you are a very “creative” PE teacher”. Bogdana thanks Paul and then moves on to greet someone else in the same manner until everyone has had a turn.
- ✓ If there is time and the group is up to it, this can be repeated without the name cards.

#### Step 2 – Your School's Temperature (15 min)

- ✓ Give a copy of Appendix 1 to all participants and ask them to rate their school as per instructions.

#### Step 3 – Democracy and Human Rights in PE (45 min)

- ✓ Divide the group into micro-groups of 4. Ask participants to line up according to shoe size. The first 4 participants form a first micro-group, etc.

- ✓ In micro-groups, participants look at the way in which PE is represented on school websites, magazines, on social media and in the media at large. Invite them to reflect on the messages that the way in which PE is presented transmit. What lifestyles, values and points of view are represented and promoted through these messages? Do these messages include all learners? How do these messages compare to the picture of your school as identified through the School Temperature exercise from Step 2?
- ✓ In micro-groups, participants create a poster that promotes Democracy and Human Rights in PE. What are the values that we want to promote?

#### Step 4 - Debriefing (30 min)

- ✓ How did you feel during this activity?
- ✓ To what extent do you as PE teachers have control over the messages that the school/media transmits?
- ✓ What can you do about it?
- ✓ What are the implications for the PE teacher?
- ✓ What can we do to promote Democracy and Human Rights in PE?

#### Tips for trainers

- ✓ Be prepared to support participants through the steps, providing examples as necessary.
- ✓ If no school magazines/websites are available, participants could be asked to look at other examples.

## Activity 2: Values

Duration: 120 min

#### Expected outcomes

- ✓ To highlight the differences between traditional and constructive competition.
- ✓ To experience empathy.
- ✓ To develop personalised learning.
- ✓ To choose cooperation in competition when possible.
- ✓ To develop the aptitude to elicit and respond to others' beliefs, values and feelings and behaviours.

#### Methods/techniques used

- ✓ Brainstorming
- ✓ Video Extracts
- ✓ Personal Reflection
- ✓ Placemat Activity
- ✓ Debriefing

### Resources

- ✓ Grouping Cards (Appendix 1)
- ✓ Flipchart paper
- ✓ A3 Paper
- ✓ Post-it Notes or similar
- ✓ Extracts from the PE lesson video available at:  
<https://www.youtube.com/watch?v=drbKd8um22w>
  - Extract 1: 11 – 13 min
  - Extract 2: 20 – 23 min
  - Extract 3: 31 – 33 min
  - Extract 4: 36 – 39 min
- ✓ Moral Analysis Chart (Appendix 2)
- ✓ Writing material

### Practical arrangements

- ✓ Arrange the room so that there is space for individual work and group work.
- ✓ Ensure video projection facilities are available and working.
- ✓ There must be enough space for participants to hang work around the room. This could either be done directly on walls or notice boards.

### Procedure

#### Step 1 - Brainstorming (30 min)

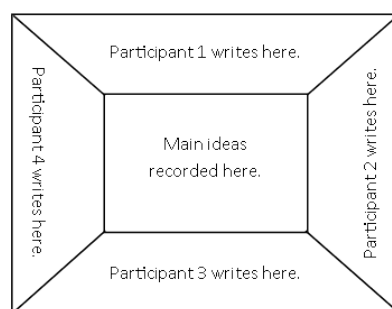
- ✓ Divide the group in micro-groups of 4 using the cards in Appendix 1. Participants have to group up according to characters from traditional fairy tales.
- ✓ In micro-groups, participants discuss the competition that the characters from the grouping activity might have faced.
- ✓ Participants are invited to discuss a series of questions and to sum up their answers on a flipchart.
  - What sort of competition exists in PE lessons?
  - What is the purpose of such competition?
  - What are the positive and negative aspects of such competition?
- ✓ Ask participants to hang the flipcharts with their answers prominently around the room.
- ✓ Invite the micro-groups to silently move around the room, looking at all the flipcharts. Participants may write questions or comments on post-it notes which they stick on to the flipcharts.
- ✓ Once the micro-groups return to their own flipchart, the participants discuss the questions/comments posted by the other participants, first in the micro-group setting, then with the entire group.

#### Step 2 – Identifying Values in PE Lessons (45 min)

- ✓ Give the participants a copy of the Moral Analysis Chart (Appendix 2)
- ✓ Inform them that they are about to watch 4 video extracts from a PE lesson. Individually, they need to identify a value from the video extract and fill in the chart accordingly. They need to define the value, describe how the value is put into practice, what they can do as teachers to promote this value and finally what they would like pupils to achieve in relation to the particular value.

### Step 3 – Placemat Activity (30 min)

- ✓ Participants regroup in micro-groups as Per Step 1.
- ✓ Distribute markers and flip chart paper.
- ✓ Ask participants to create an individual writing area on the edges and a group writing area in the centre on the paper. The resulting “placemat” should look like the diagram below. In case of a group with an odd number of participants, the shape in the middle and number of spaces at the edges will need to be adjusted accordingly, a triangle for a 3 person team or a pentagon for a 5 person team.



- ✓ Ask the participants to reflect on the video extracts and the implications that the values/issues they identified in the Moral Analysis Chart have on PE lessons. Each participant writes down his or her ideas in his or her designated space.
- ✓ Each participant in the micro-group takes it in turn to share his/her ideas with the rest of the micro-group.
- ✓ In micro-groups, participants discuss the ideas and reach a consensus that is recorded in the centre section.
- ✓ Each micro-group shares the main ideas with the other micro-groups in plenary.
- ✓ Ask for clarifications and challenge some ideas if necessary.

### Step 4 - Debriefing (15 min)

- ✓ What impressed you during this session?
- ✓ Who benefits from competition?
- ✓ What are the implications of competition during the PE lesson?
- ✓ What are the implications of such competition beyond the PE lesson?
- ✓ How can you engage all learners in the PE lesson?

### 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: Constructive Competition

Duration: 120 min

### Expected outcome

- ✓ To develop activities that promote constructive competition.
- ✓ To choose cooperation rather than competition when presented with a choice.

### Methods/ techniques used

- ✓ Experiential Learning
- ✓ Cooperative Learning
- ✓ Debriefing

### Resources

- ✓ Chairs
- ✓ An upbeat song and playing device
- ✓ Coloured markers (green, red, blue and black)
- ✓ Copies of Appendix 3 (1 per micro-group)
- ✓ Copies of Appendix 4 (1 per micro-group)
- ✓ Poster Paper

### Practical arrangements

- ✓ A large enough pace where participants can play musical chairs.
- ✓ Space where participants can work in small groups.

### Procedure

#### Step 1 – Musical Chairs (10 min)

- ✓ Play musical chairs. Set up chairs, back to back in the centre of the room. You need one less chair as the number of participants. Play some upbeat music. The participants walk around the chairs. Whenever the music stops, participants must sit down. The participant left standing is out of the game. The participants stand up again, a chair is removed and the game continues. By the end of it, there is only one chair and two players. The participant who manages to take the last chair is the winner.

#### Step 2 – Modified Musical Chairs (10 min)

- ✓ Play musical chairs again. This time instruct the participants that whenever the music stops, they all need to sit down. This means that they may have to share chairs, or sit down on each other's laps. It may take some time until participants figure this out. Continue to play until there is only one chair left. Encourage participants to find a creative solution to the problem.



Step 3 – Reflection (20 min)

- ✓ Ask the participants to sit in a circle and initiate a discussion by asking the participants to compare and contrast the 2 activities. How did they feel and why?

Step 4 – CHANGE IT (60 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 4 and explain the roles of each participant depending on the colour of their marker.

Step 5 - Debriefing (20 min)

- ✓ What was the most challenging aspect in creating/developing modified activities?
- ✓ In what ways do these activities promote constructive competition?
- ✓ Did the CHANGE IT acronym help you? How?
- ✓ How do you think students would react to your modified activities?
- ✓ What are the advantages of constructive competition?

Tips for trainers

- ✓ Inform the participants that they may continue to work and develop their modified activities and that in the next session they will be expected to present or try out the activities with the group.

## Activity 4: Presenting the Activities

Duration: 90 min

### Expected outcome

- ✓ Participants present or try out the activities developed in Activity 3.
- ✓ Participants give and receive structured feedback.

### Methods/techniques used

- ✓ Presentation
- ✓ Feedback
- ✓ Debriefing

### Resources

- ✓ Resources needed will depend on the nature of the activities that participants have developed.

### Practical arrangements

- ✓ Practical arrangements will depend on the nature of the activities that participants have developed and the way they choose to present them.

### Procedure

#### Step 1 – Introduction (10 min)

- ✓ Welcome participants and explain that for this last session, and as they were advised earlier (See Activity 3), each micro-group will have the time to pilot test the activity developed during the previous session and receive feedback from another micro-group.
- ✓ Explain that after every activity, participants from one of the micro-groups will provide structured feedback as follows:
  - First participants are to provide positive feedback... e.g. I really liked the way in which...
  - Secondly participants must ask for clarification... e.g. Why did you choose to....?
  - Thirdly participants must provide suggestions for improvement... e.g. I think that if you were to...
- ✓ Give a number to each micro-group. Micro-group 1 pilots the activity, and micro-group 2 will provide feedback. Micro-group 2 will then pilot the activity and micro-group 3 provide feedback, and so on. Micro-group 1 provides feedback to the last micro-group to try out the activity.

## Step 2 – Presentation of Activities (60 min)

- ✓ Give the floor to the first micro-group and advise that they have 5 minutes to present the activity to the rest of the group. They can do this in any way they want, including actually trying out the activity with all the participants.
- ✓ Allow 5 minutes for the next micro-group to provide feedback but limit the reactions of the micro-group receiving the feedback.
- ✓ Repeat until all groups have presented their activities.

## Step 3 - Debriefing (20 min)

- ✓ How did you feel when presenting your activities?
- ✓ How did you feel when giving/receiving feedback?
- ✓ Could you use this technique in the PE lesson vis-à-vis student performance?

## Tips for trainers

- ✓ Be prepared to improvise to accommodate groups as they give their presentations.
- ✓ Be strict with time.
- ✓ If there are more than 6 micro-groups, this activity may need to be adjusted accordingly.

## Activity 5: Evaluation

Duration: 30 minutes

## Expected outcome

- ✓ Participants evaluate the training sessions.

## Methods/techniques used

- ✓ Agree/Disagree Statements
- ✓ Discussion

## Resources

- ✓ “Agree” and “Disagree” Signs (Appendix 5)
- ✓ List of Statements (Appendix 6)

## Practical arrangements

- ✓ A large enough space

Procedure

Step 1 (15 min)

- ✓ Identifies 2 opposite sides in a designated space. One side represent “Total Agreement” and at the other side “Total Disagreement”.
- ✓ Post signs on either side saying “Agree” and “Disagree”.
- ✓ Participants are asked to stand in a line in the centre of the designated space.
- ✓ Announce that for every statement read, participants need to take a stand on the continuum between “Total Agreement” and “Total Disagreement”.
- ✓ The trainer reads out the statements from Appendix 6.
- ✓ After each statement is read, participants are invited to take a position along the continuum.
- ✓ The trainer asks participants at random to justify their stance.
- ✓ Participants are invited to move either way should the arguments brought forward convince them to do so.
- ✓ Debrief by asking participants whether it was always easy to take a position along the continuum and why.

Step 2 - Debriefing (15 min)

- ✓ How do you feel after this training experience?
- ✓ What are you taking away with you?
- ✓ Do you have any recommendations?

Tips for trainers

- ✓ The Agree/Disagree statements may be adapted to suit the specific context.
- ✓ Be prepared to elicit comments by prompting etc.

## References

Council of Europe (2015). *Education for change - Change for education: Teacher manifesto for the 21<sup>st</sup> century*. Strasbourg: Council of Europe Publishing.

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## Appendices

### Appendix 1 – My School’s Climate

Directions: Read each statement and assess how accurately it describes your school community in the blank next to it. Keep in mind all members of your school: students, teachers, administrators and other staff. At the end, add up your score to determine your overall assessment score for your school.

#### RATING SCALE

1 - no/never 2 - rarely 3 - often 4 - yes/always

Statement	Rating
My school is a place where students are safe and secure. (Art. 2 & 3)	
Members of the school community are not discriminated against because of their life style choices, such as manner of dress, associating with certain people, and non-school activities. (Art. 14; Protocol No 12)	
My school provides equal access, resources and activities for all individuals. (Art. 14; Protocol No 12)	
Members of my school community will oppose discriminatory or demeaning actions, materials, or remarks in the school. (Art. 2, 9, Art. 14; Protocol No 12)	
When conflicts arise, we try to resolve them in non- violent and collaborative ways. (Art. 2, 3,)	
In matters related to discipline (including suspension and expulsion), all persons are assured of fair, impartial treatment in the determination of guilt and assignment of punishment. (Art. 6)	

A person accused of wrongdoing is presumed innocent until proved guilty. (Art. 6)	
My personal space and possessions are respected. (Art. 8; Art. 1, Protocol No. 1)	
My school community welcomes students, teachers, administrators, and staff from diverse backgrounds and cultures (Art. 1, 9, 10, 14; Protocol No 12)	
Members of my school have the opportunity to participate (individually and through associations) in democratic decision-making processes to develop school policies and rules. (Art. 11, Art 3 Protocol No. 1)	
Members of my school community have adequate time for rest during the school day and work reasonable hours under fair work conditions. (Art. 4)	
I take responsibility in my school for ensuring that other individuals do not discriminate and that they behave in ways that promote the safety and well-being of my school community. (Art. 1 & 29)	
<b>Your School's Temperature</b>	

TOTAL TEMPERATURE POSSIBLE = 48 HUMAN RIGHTS DEGREES

Adapted from: D. Shiman & K. Rudelius-Palmer, Economic and Social Justice: A Human Rights Perspective (Minneapolis: Human Rights Resource Center, University of Minnesota, 1999)

## Appendix 2 – Fairy-tale Grouping Cards



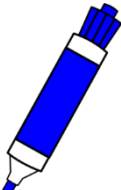

Grumpy	Dopey	Bashful	Sleepy
Wolf	Pig 1	Pig 2	Pig 3
The Prince	Cinderella	Ugly Sister	Fairy Godmother
Little Red Riding Hood	Wolf	Hunter	Grandma
Aladdin	Genie	Sultan	Princess
Pinocchio	Geppetto	Cat	Fox



## Appendix 3 - The Moral Analysis Chart

Value	How do you define this value?	When and how is this value put into practice?	What can you do as a PE teacher to promote this value?	What do you want students to achieve?
Value in Extract 1				
Value in Extract 2				
Value in Extract 3				
Value in Extract 4				

## Appendix 4 Group Member Roles

Group Member Roles	
	<p><b>Tracers</b> (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><b>Encouragers</b> (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><b>Timers</b> (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><b>Writers</b> (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 5

**C**oaching style — e.g. demonstrations, use of questions, role modelling, verbal instructions

**H**ow to score or win

**A**rea — e.g. size, shape or surface of the playing environment

**N**umber of participants involved in the activity

**G**ame rules — e.g. number of bounces or passes

**E**quipment — e.g. softer or larger balls, or lighter, smaller bats/racquets

**I**nclusion — e.g. everyone has to touch the ball before the team can score

**T**ime — e.g. ‘How many ... in 30 seconds?’

Agree

# Disagree

### Appendix 7 – Agree Disagree Statements

1. I found this training unit interesting.
2. This training unit highlighted implications for my practice as a PE Teacher.
3. I feel I have gained a deeper understanding of the issues at stake.
4. I enjoyed the variety of methods used.
5. I can apply ideas to my own teaching.

Add more statements as required.