



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

Reflection of Human Rights in Primary
Physical Education

by

Author: Dana Masarykova - Slovakia

Editor: Ana Žnidarec Čučković

Last edition: **October, 2015**

The opinions expressed in this work are the responsibility
of the authors and do not necessarily reflect the official policy
of the Council of Europe.

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](#)

Reflection of Human rights in Primary Physical Education

Brief description

The unit is focused on reflecting human rights and violation of human rights in physical education lessons in primary education. There will be used same unit content in pre-service training and in-service training aimed at presenting violation of human rights in role plays, videos and discussions.

Expected outcomes

- ✓ Readiness to take responsibility and to be accountable for own actions and choices (A_COOP_3)
- ✓ To be able to evaluate situations and issues to look for solutions with all parties involved (S_COOP_3)
- ✓ To enlarge the capacity to face the challenge of doubt and uncertainties (S_SELF_1)

Activities

	Duration	Methods used
Activity 1: Getting to know each other	40 minutes	Work in pairs
Activity 2: Defining the problems	50 minutes	Group building, Instruction giving, Cooperative work, Discussion and reflection
Activity 3: Role play “I am a famous sportsman”	45 minutes	Role play, Group work
Activity 4: Recognizing Human Rights in National Curriculum for Primary Physical Education	45 minutes	Group building, cooperative work, debriefing
Activity 5: Analyzing videos of P.E. lessons	60 minutes	Analyzing videos, discussion
Activity 6: Evaluation	30 minutes	Questionnaire, Quantitative data analysis

Background and context

The purpose of this training unit is not only to address specific problems in PE and sport regarding human rights violation but also to present in evaluation different attitudes of reflecting human rights by university students (pre-service training) and teachers (in-service training). There will probably be differences in discussions and opinions which may lead to interesting outcomes how the practice (practical experience) influences teachers' behaviour and what is possible to do, to prepare to-be-teachers for specific situations and to develop competencies for using appropriate teaching styles. On the other hand the pre-service training will probably show more open-minded attitude of students not "disturbed" by teaching practice.

The good preparation for each activity is needed. It is important to choose groups with various experience and practice so they can influence themselves. Be prepared for unexpected reactions and to prepare games or plays for creating relaxing atmosphere. Make sure that the learners/teachers understand the purpose of the activity.

Activity 1: Getting to know each other

Duration: 40 min

Expected outcome <ul style="list-style-type: none">✓ To be able to evaluate situations and issues to look for solutions with all parties involved
Methods/ techniques used <ul style="list-style-type: none">✓ Work in pairs
Resources <ul style="list-style-type: none">✓ White board✓ Papers, pencils, pens, stickers
Practical arrangements <ul style="list-style-type: none">✓ This activity can be held in classroom and in gym too.
Procedure Step 1 (15 min) <ul style="list-style-type: none">✓ Introducing myself, writing my name on a sticker and stick it on my chest✓ All the participants introduce themselves with writing their names and putting the stickers on their chest.✓ The learner will stand up and build a circle with heads inside, the teacher will go round the circle and put a sticker with pictures on participants' backs, the participants will try to find a pair according to the same sticker.✓ Each pair will have one chair, one participant in the pair will have a scarf or a towel on eyes, the other participant in pair will try to guide him/her around the chair without touching just with saying appropriate guidelines, at the end the learner will sit on the chair, and then they will change the roles. Step 2 (15 min) <ul style="list-style-type: none">✓ After this activity, the pairs will sit together and will work on the second task; they will have one paper to work on.✓ Each learner in the pair writes the best and worst experience in PE as a pupil (child) on one.✓ According to experience, the learners will try to discuss the reasons of the best and of the worst experience (e.g. content of PE, teacher, conditions etc.) and they will write all the best and worst experience of the pairs on the board Step 3 - Debriefing (10 min)

- ✓ Short discussion about the best and worst experience in PE, what are the reasons, what can be changed
- ✓ What are the differences in positive and negative experience in PE?
- ✓ Who influences the experience?
- ✓ Do you feel that the bad (or also good) experience is also related to human rights?

Tips for trainers

- ✓ The learners will not talk or remember the experience or will have only good or only bad experience; try to motivate them
- ✓ There will be only few groups created – experience will be similar
- ✓ There will be many groups created, some of them only with one member - experience will be different

Activity 2: Defining the problems

Duration: 50 min

Expected outcome

- ✓ To be ready to take responsibility and to be accountable for own actions and choices

Methods/ techniques used

- ✓ Building groups of four
- ✓ Task instruction
- ✓ Cooperative work
- ✓ Discussion and reflection

Resources

- ✓ Coloured stickers
- ✓ Human Rights Declaration
- ✓ White board
- ✓ Papers, pencils, pens

Practical arrangements

- ✓ Insure enough space for all.

Procedure

Step 1 (3 min)

- ✓ Building groups of four (putting a coloured sticker on the back, each learner needs to find a person with the same colour of sticker on the back)

Step 2 (7 min)

- ✓ Each group gets a list of human rights and chooses three HR that are according to them the most violated in the classes and suggests examples

Step 3 (15 min)

- ✓ Each group prepares a poster with showing at least one human right that may be violated in PE classes

Step 4 (10 min)

- ✓ Each group gives a presentation about the most violated human rights

Step 5 (5 min)

- ✓ Suggesting solutions for changing situations or behaviour - all

Step 6 - Debriefing (10 min)

- ✓ How did you feel in the group work?
- ✓ Any specific problems with the group members?
- ✓ Did everyone participate in the group work?
- ✓ How did you manage the work?
- ✓ Was it easy to find examples of violating HR in practice?

Tips for trainers

- ✓ Problems with group work, participants will not understand each other
- ✓ Problems with the HR choice, discussing the choices

Activity 3: Role plays “I am a famous sportsman”

Duration: 45 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ To enlarge the capacity to face the challenge of doubt and uncertainties.
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Role play ✓ Cooperative learning (group work)
<p>Resources</p> <ul style="list-style-type: none"> ✓ Pictures of famous sportsmen/sportswomen ✓ Poster ✓ Pens, pencils, glue
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Four groups - one is representing sportsman, one is a coach/trainer, one is a parent and one is a friend/partner ✓ Each group has a picture of a famous sportsman/woman (swimmer-Moravcova, footballer – Hamsik, tennis player – Cibulkova etc.)
<p>Procedure</p> <p>Step 1 (2 min)</p> <ul style="list-style-type: none"> ✓ Firstly each participant in a group writes/tells shortly description and character of the role (a good or bad coach, a good or bad parent, a good or bad friend) <p>Step 2 (3 min)</p> <ul style="list-style-type: none"> ✓ Each group presents itself with all the roles (who is the sportsman/woman, coach, parent, friend) <p>Step 3 (5 min)</p> <ul style="list-style-type: none"> ✓ Each group representative plays roles in front of the other groups <p>Step 4 (10 min)</p> <ul style="list-style-type: none"> ✓ Every group suggests possible problems of the sportsman/woman and reactions of the group members, writes that on a poster <p>Step 5 (5 min)</p> <ul style="list-style-type: none"> ✓ Each group presents specific problems by means of the poster <p>Step 6 (10 min)</p> <ul style="list-style-type: none"> ✓ All the groups discuss emerged problems <p>Step 7 – Debriefing (10 min)</p> <ul style="list-style-type: none"> ✓ Why did you choose that problem for the role play? ✓ Why do you think these needs to be discussed? ✓ What are other situations that could emerge? ✓ Who behaved most realistic/unrealistic? Why? ✓ Are there more positives or negatives in sport according to this role play? ✓ How can we present these problems to children without blaming their sport heroes?

Tips for trainers

- ✓ Problems with group work, members do not like their roles
- ✓ Members do not know how to play the role
- ✓ The groups choose similar problems (should not happen because they have various sports)

Activity 4: Recognizing Human Rights in National Curriculum for Primary Physical Education

Duration: 45 min

Expected outcome

- ✓ To enlarge the capacity to face the challenge of doubt and uncertainties
- ✓ To be ready to take responsibility and to be accountable for own actions and choices

Methods/ techniques used

- ✓ Introduction
- ✓ Building groups
- ✓ Cooperative work
- ✓ Discussion between the groups
- ✓ Reflection/Debriefing

Resources

- ✓ National Curriculum for Primary PE (printed)
- ✓ Human Rights Declaration
- ✓ Paper, pens, pencils

Practical arrangements

- ✓ Be sure you have all materials needed

Procedure

Step 1 (5 min)

- ✓ All the participants will stand in a circle, with their backs to the centre of the circle.
- ✓ Every participant will get a sticker on the forehead with a specific sport or sport equipment, and they need to build a group of four without talking to each other that belongs to the same sport (for example tennis, tennis ball, tennis racket and tennis net).

<p>Step 2 (15 min)</p> <ul style="list-style-type: none"> ✓ Each group will get National Curriculum and Human Rights Declaration and they will try to identify some of the human rights whether or not they are mentioned in the curriculum. <p>Step 3 (10 min)</p> <ul style="list-style-type: none"> ✓ Then they will try to identify differences in projected curriculum and realized or hidden curriculum that tell us what can happen in the class. <p>Step 4 (5 min)</p> <ul style="list-style-type: none"> ✓ At the end of the activity each group will write on the board their findings and the groups will discuss it. <p>Step 5 – Debriefing (10 min)</p> <ul style="list-style-type: none"> ✓ Do you think that the national curriculum reflects HR in sufficient extent? ✓ What would you add in curricular documents in relation to HR? ✓ What are the differences between projected curriculum and hidden curriculum when we take into account the HR? ✓ Would you change anything in your classes with respect to this activity?
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ Problems with group work, members will not cooperate. ✓ There may be problems with identifying HR in curriculum (especially in pre-service training).

Activity 5: Analyzing videos of P.E. lessons

Duration: 55 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ To be ready to take responsibility and to be accountable for own actions and choices ✓ To be able to evaluate situations and issues to look for solutions with all parties involved
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Presenting videos of PE lesson ✓ Analyzing videos and looking for HR violation ✓ Suggesting appropriate teaching style ✓ Discussion and debriefing
<p>Resources</p> <ul style="list-style-type: none"> ✓ Videos of P.E. lessons ✓ Pens, pencils, paper
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Room with internet connection and projector

Procedure

Step 1 (45 min)

In pairs the participants will watch videos of PE lesson (primary education) and will write on a paper any HR violation they might see (note: please use any PE video that you might find suitable for this activity).

In couples the learners will modify the situation they chose in the video (they will suggest appropriate teaching style or they will suggest other exercise or game - modified game)

Every couple will present the situation they chose and will explain problems they identified in the situation

Step 2 - Debriefing (10 min)

✓ Discussion and debriefing among the couples:

- Do you recognize similar situations in your lesson after seeing the video?
- Do you think you can change your behaviour in the lessons after this activity?
- What can be the reason of not changing anything in the lessons?
- Do you think that children can change their behaviour after participating in “modified” PE lesson?

Tips for trainers

- ✓ It is good when the participants choose their partner in the couple so they can cooperate together, on the other hand it is important to ensure that both of the participants in the couple participate in the task
- ✓ It may happen that participants will not see the problem in the video, then it is important that the trainer suggests the problem
- ✓ The participants can be sceptic at first about using other teaching style or method and it is trainer's responsibility to prepare arguments for debate

Evaluation and impact assessment

Duration: 30 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ To assess the impact of the training unit on the participants ✓ To assess differences in impact on the participants in pre-service training and participants in in-service training ✓ To conclude on the success of the training unit and suggest modifications if necessary
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Observation and questionnaire ✓ Quantitative analysis of the data
<p>Resources</p> <ul style="list-style-type: none"> ✓ Questionnaire (appendix 3)
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ non
<p>Procedure</p> <p>Step 1 (5 min)</p> <ul style="list-style-type: none"> ✓ At the end of training unit give participants questionnaires <p>Step 2 - Debriefing (25 min)</p> <ul style="list-style-type: none"> ✓ Did the activities change your opinion on ACTIVELY implementing HR in PE lessons? ✓ What would you change in the training unit? ✓ What did you like most? ✓ What did you like least? ✓ Would you recommend this training unit to your colleagues?
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ Participants will not write in questionnaires their opinions, they will write expected opinions ✓ Participants will not change their attitudes according to activities in training unit.

References

ANTALA, B., LABUDOVÁ, J. Health and Healthy Life Style as a Part of Physical Education Curriculum on Slovak Schools. In Healthy Active Life Style and Physical Education. Bratislava: END, s.r.o, Topolčianky, 2011.

BERNSTEIN, B., ed. Class, codes and control, vol. 2: Theoretical studies towards sociology of language. London/Boston: Routledge & Kegan Paul, 1973.

European Commission (2007). European Parliament Resolution on the Role of Sport in Education. Strasbourg, 13 November.

European Commission/Eurydice (2013). Report. Physical Education and Sport at School in Europe. Brussels, Eurydice.

FIEP – International federation of physical education, <http://fiepeurope.eu/actionplannew.php>

HARDMAN, K. (2003). Worldwide survey on the state and status of physical education in schools: Foundations for deconstruction and reconstruction of physical education. In HARDMAN K., (Ed.), Physical Education : Deconstruction and reconstruction – Issues and directions (pp. 15-34). Schorndorf : Hofmann.

International Bureau of Education, UNESCO, <http://www.ibe.unesco.org/en.html>

National Institute for Education, <http://www.statpedu.sk/>

SENGE, P. (1990). The fifth discipline. New York, NY: Double.day.

STACEY, R. (1992). Managing the. Unknowable. San Francisco, Jossey-Bass

Websites:

<http://www.coe.int/web/portal/home>

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

http://www.coe.int/t/dg4/epas/resources/Macolin-2014/MSL13_10rev_Adopted-resolutions.pdf

<http://pjp-eu.coe.int/en/web/pss>

*last assessed in October 2015.

Appendix 1: National Curriculum for PE (Slovak)

http://www.statpedu.sk/files/documents/svp/1stzs/isced1/vzdelavacie_oblasti/telesna_vychova_isced1.pdf

*last assessed on November 2015.

Appendix 2: Human Rights Declaration

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1.

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

Article 2.

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

Article 3.

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

Article 4.

- No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.

- No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

- Everyone has the right to recognition everywhere as a person before the law.

Article 7.

- All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

- Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

- No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

- Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

- (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
- (2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

- No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

- (1) Everyone has the right to freedom of movement and residence within the borders of each state.
- (2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

- (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.

- (1) Everyone has the right to a nationality.
- (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of the intending spouses.
- (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

Article 18.

- Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.

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

Article 20.

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

Article 21.

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

- Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.

- Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

- (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

- Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.

- (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
- (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
- (3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

- Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Appendix 3: Questionnaire

	No, not at all	No	I do not know	Yes	Yes, very much
Topics regarding HR in PE were interesting					
I think the problems are relevant to practice					
After the activities I consider the problems as important to discuss					
I think teachers should be prepared for solving problem situations					
Activities aimed at human rights violation in PE can help to solve the situations in practice					
The best activity was					
The worst activity was					
Other ideas or suggestions					