



---

Physical Education and Sport for Human Rights  
and Democracy (SPORT)  
**Respecting Human Rights in Physical  
Education**

by

**Author:** Katarzyna Pankowska-Koc - Poland

**Editor:** Audrey Cheynut

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](#)

## Respecting Human Rights in Physical Education

### Brief description

Respecting Human Rights is very important for building a healthy society. During the lessons of Physical Education in particular we should choose activities with great caution, to make sure we promote Human Rights' values through our lessons. The teachers have a big role to play in that: indeed, it comes to them to use and apply methods that can enhance democracy and Human Rights in their teaching, and struggle against discrimination, injustice and prejudices. This training aims at giving them some material to think about their own practice and help them develop teaching styles that can contribute to the respect of Human Rights.

### Expected outcomes

- ✓ Readiness to take responsibility and to be accountable for my actions and choices (A\_COOP\_3);
- ✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (A\_HR\_4);
- ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved (S\_COOP\_3);
- ✓ Ability to promote convivencia (S\_HR\_1);
- ✓ Understanding that every group has a power structure (K\_COOP\_2);
- ✓ Knowledge about the different forms of discrimination and violence (K\_HR\_3).

## Activities

	<b>Duration</b>	<b>Methods used</b>
Activity 1 – About violation of Human Rights in Physical Education	<b>85 minutes</b>	Group work and whole group discussion
Activity 2 – Human Rights in Physical Education	<b>150 minutes</b>	Cooperative work
Activity 3 – Competition v/s cooperation?	<b>90 minutes</b>	Brainstorming, group work and whole group discussion
Activity 4 - Evaluation	<b>35 minutes</b>	In-space survey and questionnaire

## Background and context

This training unit was first experienced in Poland, with an 8-hour training session for two groups (15 - 20 participants each). The first session addressed teachers of Physical Education classes I-III primary school. The second was directed to other Physical Education teachers (primary school class IV - VI, middle school and high school). I was the trainer for both sessions. The only difference between the groups was in choosing different activities (depending on the group age).

## Activity 1: About violation of Human Rights in Physical Education

Duration: 85 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Promotion of convivencia</li> <li>✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices;</li> <li>✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved;</li> <li>✓ Knowledge about the different forms of discrimination and violence.</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Group work</li> <li>✓ Whole group discussion</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Paper, flipchart, pens, markers</li> <li>✓ Sports magazines / newspapers, video (make sure to provide a device to show it if the participants do not bring their own laptops).</li> <li>✓ All the material should be put in boxes (one box containing the tools for one group).</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ The participants should be able to work in small groups.</li> </ul>
<p>Procedure</p> <p>Step 1 (15 min) - Icebreaking</p> <ul style="list-style-type: none"> <li>✓ The trainer invites the participants to meet. They all stand up in a circle. Everyone introduced himself/herself by saying his/her name and imitating his/her favorite sport activity. The others have to guess which activity it is. At the end of the game, each participant names another one and says what was his/her favorite activity.</li> <li>✓ The trainer invites the participants to think about the rules of the session: working in a friendly, respectful and safe environment, in which everyone has the right to express his/her opinion and ask questions).</li> <li>✓ The trainer can briefly present the Pestalozzi Programme and its aims.</li> </ul> <p>Step 2 (30 min) – Is there something wrong?</p> <ul style="list-style-type: none"> <li>✓ The participants are divided in small groups (5 people maximum). Each group picks up a box with the working material.</li> <li>✓ Each group analyzes the content of the magazines/newspapers' articles or of the video and asks themselves the following question: do you have the feeling that sport, as it is presented here, is promoting Human Rights or flouting them?</li> <li>✓ Each group prepares a short presentation of their ideas.</li> </ul> <p>Step 3 (20 min) – Discussion</p> <ul style="list-style-type: none"> <li>✓ Each group presents the results of the group work. After each presentation, the participants can comment shortly.</li> </ul>

## Step 4 (20 min) – Debriefing

- ✓ The trainer invites the participants to debrief using the following questions:
  - As Physical Education teachers, did you have an experience of Human Rights violation during one of your lesson? Can you tell us about it?
  - What did you do in this case? Was it easy to find a solution?
  - Did you ever think of any action you could take during a lesson to promote Human Rights through it? How far did you manage or succeed? Can you tell us about it?
  - How far is the promotion of Human Rights a concern when you are planning a lesson?

## Tips for trainers

/

## Activity 2: Human Rights in Physical Education

Duration: 150 min

## Expected outcome

- ✓ Readiness to take responsibility and to be accountable for my actions and choices;
- ✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices;
- ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved;
- ✓ Ability to promote convivencia
- ✓ Knowledge about the different forms of discrimination and violence.

## Methods/ techniques used

- ✓ Cooperative work

## Resources

- ✓ Declaration of Human Rights (appendix 1)
- ✓ Flipchart, pens and markers
- ✓ Sports equipment according to the needs

## Practical arrangements

- ✓ The participants should be able to work in small groups.

## Procedure

## Step 1 (30 min) – Sports and Human Rights

- ✓ The participants are divided in small groups (5 people maximum). The trainer gives them the Declaration of Human Rights.
- ✓ The groups are asked to think about the following questions:
  - Choose three Human Rights that you think are particularly promoted through Physical Education lessons;
  - Choose three Human Rights that you think are particularly flouted in Physical Education lessons.
- ✓ Each group prepares a small presentation explaining their ideas and showing a few examples taken from their personal experience (if possible).
- ✓ When every group has had the possibility to determine their choices and examples, they all share their presentation with the other participants.

## Step 2 (30 min) – Finding solutions

- ✓ Each group chooses one of their example of flouted Human Right in Physical Education. They work on the modifications they could bring to their lesson plan in order to improve the situation and promote Human Rights. They prepare a 30-minute activity sample.

## Step 3 (80 min) – Human Rights in practice

- ✓ Groups are gathered two by two. In turn, each group will have the other one experience their modified lesson.
- ✓ At the end of the experience, the group who played the role of the students gives feedback to the group who proposed the activity:
  - Is there any clarification needed about a point of the activity?
  - What are the positive points of the activity?
  - What tips could you give to the group so as to improve it further?

## Step 4 (10 min) – Debriefing

- ✓ The trainer invites the whole group to debrief together using the following questions:
  - Was it hard to find solutions to go from violation to promotion of Human Rights?
  - How did it feel when proposing an activity respectful of Human Rights? How does it feel when performing it?

## Tips for trainers

- ✓ In order to promote cooperative learning, invite the participants to distribute roles inside their groups (time keeper, writer, encouragers...).
- ✓ Anticipate the needs for sport equipment if you want the groups to perform their activities. Otherwise, their discussion should stay on a theoretical level.

### Activity 3: Competition v/s cooperation?

Duration: 90 min

## Expected outcome

- ✓ Readiness to take responsibility and to be accountable for my actions;
- ✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices;
- ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved;
- ✓ Ability to promote convivencia;
- ✓ Understanding that every group has a power structure;
- ✓ Knowledge about the different forms of discrimination and violence.

## Methods/ techniques used

- ✓ Brainstorming
- ✓ Group work
- ✓ Whole group discussion

<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Paper, flipchart, pens and markers</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ The participants should be able to work in groups.</li> </ul>
<p>Procedure</p> <p>Step 1 (20 min) - Brainstorming</p> <ul style="list-style-type: none"> <li>✓ The trainer invites the whole group to reflect on the definition of two essential components of sport: competition and cooperation. He/she organizes a brainstorming, taking notes of what the participants say about these words relatively to sport.</li> <li>✓ The notes are hung up on a wall so that the participants can refer to them in the second part of the activity.</li> </ul> <p>Step 2 (30 min) – Group work</p> <ul style="list-style-type: none"> <li>✓ The participants are divided in small groups (5 people maximum). The trainer asks them to discuss in groups the following topics, relatively to Human Rights: <ul style="list-style-type: none"> <li>- Give examples of the consequences of competition in sport;</li> <li>- Give a positive and a negative example of the consequences cooperation in sport.</li> </ul> </li> </ul> <p>Step 3 (20 min) – Whole group discussion</p> <ul style="list-style-type: none"> <li>✓ The whole group is gathered again and all the examples are shared. The trainer asks the following questions: <ul style="list-style-type: none"> <li>- Are the consequences of competition always negative? What about the consequences of cooperation?</li> <li>- Can we imagine in which conditions the consequences of competition could be positive?</li> <li>- Do you feel competition is incompatible with cooperation?</li> </ul> </li> </ul> <p>Step 4 (20 min) - Debriefing (xx min)</p> <ul style="list-style-type: none"> <li>✓ The trainer invites the participants to debrief using the following questions: <ul style="list-style-type: none"> <li>- If competition is an essential component of sport, do we necessarily have to say that sport is, up to a certain point, incompatible with Human Rights? How can we deal, as teachers, with this issue?</li> <li>- As teachers, do you always encourage cooperation among your students? How do you deal with it?</li> <li>- Do you feel the students are generally more willing to cooperate or to compete? Why do you think it is so? What is your response to the observed situation?</li> </ul> </li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ If you wish so or have time to, the activity could be developed like activity 2, by including an exercise of rules' modification relatively to the question of cooperation and competition.</li> <li>✓ This activity could provide the opportunity to develop a discussion about fair play, if the question has not been raised previously. Do not hesitate to allow some time to reflect on it.</li> </ul>

## Activity 4: Evaluation

Duration: 35 min

### Expected outcome

- ✓ To reflect on what has been learned;
- ✓ To express one's feelings and comments at the end of the session;

### Methods/ techniques used

- ✓ In-space survey
- ✓ Questionnaire

### Resources

- ✓ A rope or Sellotape
- ✓ Evaluation questionnaire (appendix 2)
- ✓ Any useful document for a conclusion (photos, articles, report...).

### Practical arrangements

- ✓ The participants should have enough space to move around.
- ✓ For the first step, the trainer draws a line on the floor. On the right hand of the line stands the "I AGREE/ABSOLUTELY" area; on the left hand stands the "I DISAGREE/NOT AT ALL" area.

### Procedure

#### Step 1 (15 min) – In-space survey

- ✓ The trainer asks the participants to line up on the line. For each statement, the participants will have to move around according to their thoughts and feelings. The more they agree with a statement, the more they go on the right. The more they disagree with it, the more they move to the left.
 

STATEMENT 1: At the end of this session, I feel that the issue of Human Rights is a very important concern in Physical Education.

STATEMENT 2: At the end of this session, I feel capable of recognizing when Human Rights are flouted in a Physical Education lesson.

STATEMENT 3: At the end of this session, I have ideas about how to promote Human Rights in my teaching.

STATEMENT 4: At the end of this session, I feel comfortable with talking about Human Rights in Physical Education with my colleagues and to invite them to reflect on their practice to promote them.
- ✓ After each statement, the trainer can ask a few participants to explain their position.



Step 2 (10 min) - Questionnaire

- ✓ The trainer asks the participants to individually fill in the questionnaire (appendix 2). He/she collects them.

Step 3 (10 min) - Conclusion

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

Tips for trainers

/

## Appendices

### Appendix 1 – Declaration of Human Rights

You will find [here](#) a PDF with the Universal Declaration of Human Rights.

### Appendix 2 – Questionnaire

NAME of the training session		NAME (optional)	
What were your expectations at the beginning of the session?			
From 1 to 5, how far would you say that you met your expectations at the end of this training session? (1= not at all / 5= absolutely)		From 1 to 5, how much would you say that you have learned new things during this session? (1= not any / 5= a huge lot)	
What is the most interesting thing you have learned during this session?		Did something disappoint you during the session? Can you explain, please?	
What was the most interesting activity to your eyes? Why?		What was the less interesting activity to your eyes? Why?	
What is the most positive point you want to tell about the trainer(s)?		What could they improve in their approach?	
Do you have any tips?		Do you have any question?	
<b>THANK YOU FOR YOUR PARTICIPATION!</b>			