



Physical Education and Sport for Democracy and
Human Rights (SPORT)
**Olympism – Democracy
and Human Rights**

by

Author: Phani-Anna Poiriazi - Cyprus

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](#)

Olympism – Democracy and Human Rights

Creating a democratic culture in the school environment, by relating Olympism to democracy and Human Rights (respect, inclusion, diversity, prevention of discrimination)

Brief description

Good rules, like Human Rights and Principles and Values of Olympism, exist to ensure the game is fair by limiting the use of power by some players over the others. The rules have to apply to all players in the same way that Human Rights and Principles and Values of Olympism are universal. This training unit aims at developing a reflection on the way teachers can promote those universal Rights and Principles in their teaching, especially when it comes to sports issues. It addresses not only Physical Education teacher, but also all teachers that are willing to get involved in Human Rights Education with their students.

Expected outcomes

- ✓ Acceptance of diversity as a positive value for the environment and the survival of humankind (A_DIV_1);
- ✓ 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, stereotypes and injustices (A_HR_4);
- ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved and to avoid one-dimensional answers (S_COOP_3, S_EPIST_1);
- ✓ Understanding of the main concepts related to diversity (K_DIV_1).

Activities

	Duration	Methods used
Introduction / Icebreaking	30 minutes	Group work and whole group discussion
Activity 1 - Rights/Olympism Bingo !	40 minutes	Bingo and whole group discussion
Activity 2 - Mitsos' case study	60 minutes	Experiential learning, cooperative work (case study) and role play
Activity 3 - Playing with sports news	60 minutes	Cooperative work and whole group discussion
Activity 4 - A game for all	60 minutes	Cooperative work and whole group discussion
Debriefing / Evaluation	40 minutes	Individual questionnaire and whole group discussion

Background and context

This unit has been experienced through two training sessions. The first one was for in-service teachers of different subjects (physical education, Olympic education, Greek language, literature, history) who have a role to play in inspiring their students about issues on democracy, human rights and Olympic values, principles and ideals in sports and physical education. The training aimed at providing materials to the teachers, so that they can have their students experience those values themselves in a wide range of possible activities.

The second session was a Forum where students presented their work/activities, in a cultural event, in the presence of the Media and Sports and Education authorities of Cyprus. This program has been organized in cooperation with the Cyprus Ministry of Education and Culture, the National Olympic Committee and the Pedagogical Institution. The students' FORUM is this year's Cyprus activity in "The International Network of Pierre de Coubertin Schools - A practical form of Living Olympism (International Olympic Academy and IOC)".

Introduction: Icebreaking activity

Duration: 30 min

Expected outcome

- ✓ Create a safe and friendly environment for the training, where everyone feels free to express his/her thoughts;
- ✓ Raising fundamental issues that will be discussed and experienced during the training session (educational approaches, cooperative learning, participation, experiential learning...).
- ✓ Introducing the reflection about Human Rights.

Methods/ techniques used

- ✓ Group work
- ✓ Whole group discussion

Resources

- ✓ Presentation sheet (appendix 0)
- ✓ A3 paper
- ✓ Markers of different colours

Practical arrangements

- ✓ The participants should be able to work in small groups of five people maximum for the first step.

Procedure

Step 1 (15 min) – Group work

- ✓ The whole group is first divided into small groups of five people maximum. Each group is given material for drawing and writing (A3 paper, markers of different colours...).
- ✓ The participants are invited to answer to the following questions in a creative way:
 - What **values** and what **competences** should be promoted to develop the respect of Human Rights at school?
 - What is the **role** of the teachers in this promotion?
 - By which **means** do teachers contribute to this promotion?
- ✓ Time is left for the different groups to share their answers with the others. The various productions can be hung on the wall or on a board so as to refer to them if needed during the following activities.

Step 2 (10 min) – Introducing the methods

- ✓ Starting from what the different groups said in the first step of the activity, the trainer can either lead a whole group discussion introducing the various methodological concepts and values that will be tackled during the session, or proceed to a brief presentation using the material in appendix 0.
- ✓ The trainer will make sure that he/she answers all the questions that could be related to this presentation if there are any.

Step 3 - Debriefing (05 min)

- ✓ The trainer can ask the following questions to the group:
 - What are your main expectations for this training?
 - What is the biggest issues you have to deal with concerning Human Rights and democracy in your daily teaching?
- ✓ The trainer can propose the participants to write their answers down on a piece of paper, and to hang them on a board or a wall, so that they can all share their thoughts.

Tips for trainers

- ✓ For step 1: the trainer can start by giving Dewey's quote to the participants (see appendix 0): "Only what you have accepted with your soul, only that is what you learn and what you embody in your life and character." He/she tells the participants that the first step of this activity will aim at thinking about how, as teachers, we can help the students to be totally invested in their learning.
- ✓ Make sure that during this activity, everyone is given the chance to express freely his/her thoughts, in a safe and respectful environment.

Activity 1: Rights/Olympism Bingo!

Duration: 40 min

Expected outcome

- ✓ Learn about universal Human Rights and the Olympic values and ideals, their relationship and their relevance for everyone everywhere;
- ✓ To develop listening and critical thinking skill;
- ✓ To encourage respect for other people and their opinions
- ✓ To be able to elicit and respond to others' beliefs, values, feelings and behaviors
- ✓ To understand the main concepts related to diversity.

Methods/ techniques used

- ✓ Quiz
- ✓ Whole group discussion

Resources

- ✓ One quiz sheet (appendix 1) per person
- ✓ Pens and pencils
- ✓ A copy of the quiz on a flipchart paper

Practical arrangements

- ✓ The participants should have enough space to move around for step 1.

Procedure

Step 1 (10 min) – Bingo!

- ✓ Each participant is given a quiz sheet.
- ✓ Each participant should find a first partner and ask him/her a first question. The participant writes down the answer in the appropriate box and moves on to another partner for the second question.
- ✓ The aim is to get an answer in each box, coming from a different person every time. Whoever gets an answer in every box first shouts "Bingo!".

Step 2 (20 min) – Whole group discussion

- ✓ The trainer starts with the first question of the quiz and lets the participants share their answers.
- ✓ The trainer lists the keywords of the answers on the flipchart. He/she can allow short comments.
- ✓ When the chart is completed, the trainer leads a discussion about the answers.

Step 3 (10 min) - Debriefing

- ✓ The trainer can ask the following questions for the debriefing:
 - Which questions were the hardest to answer? Why?
 - Which questions were the most controversial? Why are rights controversial?
 - How far do you know about the values of Olympism and Human Rights?
 - Which dilemmas do you encounter in real life when you try to develop a culture of respect for Human Rights and for the values and principles of Olympism?

Tips for trainers

- ✓ When the participants answer during the whole group discussion, write down keywords only. This will help the following discussion.
- ✓ Some of the answers might be controversial. Whatever the differences of opinion, people should always treat each other with respect. Make sure this happens in the group.

Activity 2: Mitsos's case

To be or not to be an elite young player?

Duration: 60 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ To reach awareness about the relevance of Human Rights in sports; ✓ To reach knowledge and understanding about being the object of violence/discrimination and also being the cause of violence/discrimination; ✓ To promote empathy and respect for Human Rights (HR) and Principles and Values of Olympism (PVO); ✓ To be ready to take responsibility and to be accountable for one's own actions and choices; ✓ To be willing to act and encourage others to act against discrimination, prejudices, stereotypes and injustices;
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Experiential learning ✓ Cooperative learning ✓ Case study ✓ Role play
<p>Resources</p> <ul style="list-style-type: none"> ✓ Mitsos's case scenario (appendix 2A) ✓ A3 paper, markers of different colours ✓ Flipchart ✓ « Sport as « <i>pharmakon</i> » (appendix 2B)
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ The participants should be divided into small groups and be given enough space to work in groups.
<p>Procedure</p> <p>Step 1 (40 min) – Role play and cooperative work</p> <ul style="list-style-type: none"> ✓ The trainer explains that the activity involves a role play about the above-mentioned issues. He/she gives each group a card with Mitsos's case. ✓ The trainer gives each group one of the following roles: Mitsos young elite football player, the coach, the girlfriend, the parents, the teachers, the team officials. ✓ Each group prepares their role: they discuss the attitudes of the character and write down their ideas. Each group determines a spokesman. ✓ Each group is given time to perform a small action expressing what is expected from Mitsos and his response and feelings. The trainer will take brief notes (keywords) on the flipchart. <p>Step 2 (20 min) - Debriefing (xx min)</p> <ul style="list-style-type: none"> ✓ The trainer starts with a short discussion about the activity and goes on to analyze the different performances: <ul style="list-style-type: none"> - Why did you behave the way you did? - What HR/PVO are related to this case study? How? - What could each person around Mitsos have done to prevent some of the incidents? (parents, teachers, friends, State...)? - What can we do, as a member of the society, as a teacher, or as a friend? ✓ At the end of the debriefing, the trainer can give the article “Sport as <i>pharmakon</i>” to the participants for reading and ask for further reactions.

Activity 3: Playing with sports news

Duration: 60 min

Expected outcome

- ✓ To explore the connections between HR/PVO and Sports or Physical Education;
- ✓ To reach awareness and reflect on the Media and their approach of HR/PVO issues;
- ✓ To promote empathy and respect for HR/PVO
- ✓ To be willing to act and encourage others to act against discrimination, prejudices, stereotypes and injustices;
- ✓ To be able to elicit and respond to others' beliefs, values, feelings and behaviors;
- ✓ To know about the different forms of discrimination and violence.

Methods/ techniques used

- ✓ Cooperative work
- ✓ Whole group discussion

Resources

- ✓ Sports magazines, newspapers, articles on the web;
- ✓ A3 paper, flipchart papers
- ✓ Markers of different colours
- ✓ Scissors and glue
- ✓ The Universal Declaration of Human Rights (Appendix 3A)
- ✓ Main principles and values of Olympism (Appendix 3B)

Practical arrangements

- ✓ The participants need space to work in groups.
- ✓ The trainer lays the different newspapers and magazines on a table.

Procedure

Step 1 (30 min) – Cooperative work

- ✓ The participants are divided into small groups. Every group is given a Declaration of Human Rights and the Principles and Values of Olympism.
- ✓ Each group chooses some newspapers or magazines (4 or 5 per group).
- ✓ Their task is to study the photos and headlines in order to say whether they represent or violate an article of Human Rights or some Olympic values.
- ✓ Each group prepares a poster on the A3 paper, showing the photo or headline related to the article of HR or the PVO it represents or violates.
- ✓ The productions are hung of the flipchart.

Step 2 (20 min) – Discussion

- ✓ Time is given for every group to have a look at the others' productions.
- ✓ The trainer leads a discussion asking the following questions:
 - Does anyone disagree with anyone else's interpretation of a particular picture? Does anyone want to provide another interpretation?
 - To what extent do you think do the media use or misuse pictures and headlines relatively to HR and PVO?
 - What sort of news dominates the sports media? Why?

Step 3 (10 min) – Debriefing

- ✓ Was it difficult to choose a picture or headline and interpret it?
- ✓ Did different people have different ideas about what represents the same picture within your group? How did you deal with it to come to a consensus?
- ✓ Did this activity lead you to review to way you consider newspapers' headlines and photos?
- ✓ Would you use this activity in class with your students? What adaptations would you bring to it?

Tips for trainers

- ✓ Try to have a wide variety of sports magazines and newspapers to avoid stereotypes. Be also sure that there can be "good" and "bad" examples.
- ✓ Draw attention on the way pictures or headlines are used to support the information or to capture the reader's attention.
- ✓ Point out what the picture or headlines doesn't show and the way in which the headlines are written.
- ✓ Remember that the medias are obviously important for raising the public's awareness about HR. But we should be aware of how the issues are presented and why. Everyone needs to be critical of what is given or not in terms of information, and how information and facts are presented.

Activity 4: A game for all

Duration: 60 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ To raise awareness about any kind of exclusion from sports activity; ✓ To foster respect and inclusion, especially to those ones that are not gifted; ✓ To develop democratic group work, cooperative skills, creativity and imagination ; ✓ To accept diversity as a positive value; ✓ To be able to evaluate situations and issues to look for solutions with one's partner and to promote convivencia; ✓ To be willing to act and encourage others to act against discrimination.
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Cooperative learning; ✓ Creative work.
<p>Resources</p> <ul style="list-style-type: none"> ✓ A4 paper ✓ Pens.
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ The participant should be able to work in small groups.
<p>Procedure</p> <p>Step 1 (20 min) – Cooperative work</p> <ul style="list-style-type: none"> ✓ The participants are divided into small groups. ✓ Each group is given the task to invent a new game, in the true spirit of Sport for All, that is a game that everyone can participate in. The game must involve some physical activity. ✓ The groups can decide either to invent a new game, or to modify an existing one so as to achieve the above mentioned goals. ✓ Each group writes down the objectives of the game and gets ready for the presentation. <p>Step 2 (20 min) – Presentations and discussion</p> <ul style="list-style-type: none"> ✓ Each group presents their game. ✓ The trainer invites the participants to discuss after each presentation. He can suggest the following pattern of discussion: <ul style="list-style-type: none"> - First, the participants can ask for clarification if needed; - Second, the participants can give some positive feedback about the presented game; - Third, the participants can give tips to improve the presented game. <p>Step 3 (20 min) – Debriefing</p> <ul style="list-style-type: none"> ✓ The trainer can ask the following questions for the debriefing: <ul style="list-style-type: none"> - What factors did you take into consideration when designing the game? What considerations did you have to take on board to overcome exclusion? - In reality, how are certain groups excluded from sports? Is the exclusion an infringement of their Human Rights or of main values and principles of Olympism? - The articles in the UDHR and the PVO could be seen as rules for living in a pluralistic world. But are they good rules? Are they universally acceptable to all players? Are the rules fair? Do all players in all countries play by the rules? - How did the group work? Did you manage to work democratically? How did you take your decisions? Was it easy? - To what extent would you use some of the games that were presented here with your classes?

Activity 5: Evaluation

Duration : 40 min

Expected outcome

- ✓ To reflect on the learning during the workshop;
- ✓ To promote follow up activities in school;
- ✓ To raise awareness about how this TU may be used in the class to be a motive for students' creativity in HR/PVO issues, so as to have them experience those values in a wide range of possible activities.

Methods/ techniques used

- ✓ Questionnaire

Resources

- ✓ Evaluation questionnaire (appendix 4)
- ✓ Any kind of output you might be willing to present (photos, final reports, articles...)

Practical arrangements

/

Procedure

Step 1 (xx min)

- ✓ The trainer briefly goes over what happened in the session. He can let the participants recall what they remember of it (what is your most striking experience during the session?).
- ✓ The trainer gives a questionnaire to each participant, and asks them to fill it in individually.
- ✓ The trainer collects the questionnaires.

Step 2 (xx min) – Final discussion

- ✓ A final discussion can be organized about the different ways the participants are going to use their new knowledge, skills, attitudes in class and inspire the students on HR and PVO.

References

Websites

www.childcom.org.cy

www.kepad.gr

www.unchr.gr

<http://www.olympic.org.cy>

<http://coubertin.org/>

www.humanrights.com

www.olympic.org

<http://www.ioa.org.gr/>

Bibliography

All different - All Equal, educational pack, (1995), Council of Europe

Compass. A manual on human rights education with young people, (2007), Council of Europe

Learning and living democracy, (2007), Council of Europe

Pestalozzi Programme “Physical Education and sport for democracy and human rights” (SPORT), Council of Europe

Judith E. RINK, *Teaching Physical Education for Learning*, (1985)

Appendices

Appendix 0 – Introduction: Icebreaking activity

Please find [here](#) a link to the presentation in Greek.

The following elements can help you elaborate a presentation for the introduction activity. It consists in a brief translation of the Greek document that was used for the 2015 training session in Cyprus.

OLYMPISM AND HUMAN RIGHTS

« Only what you have accepted with your soul, only that is what you learn and what you embody in your life and character.” Dewey

VALUES

Tolerance, dignity, respect, solidarity, equality

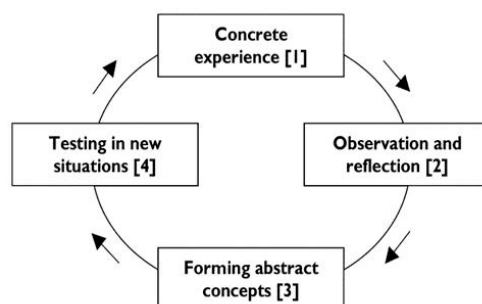
COMPETENCES

Communication, cooperation, critical thinking

OUR ROLE

- Encourage youngsters to:
 - o Think
 - o Feel
 - o Act
- Organize activities to promote
 - o Participation
 - o Cooperation
 - o Experiential learning

KOLB’S CYCLE OF EXPERIENTIAL LEARNING (*Excerpt from <http://ie.sdsmt.edu/>*)



GROUP WORK TECHNIQUES

- Case study
- Role play
- Brainstorming
- Creative and artistic expression
- Dialogue, interview
- Collective work and reports

TOOLS

- Drawing, painting...
- Films, video, music
- Newspapers, magazines, Internet, television, radio.

DOCUMENTS AND REFERENCES

- [Declaration of Human Rights](#)
- [European Convention on Human Rights](#)
- [International Convention on the Rights of the Child](#)
- [Olympic Charter](#)

Appendix 1 – Rights/Olympism Bingo!

QUIZ SHEET

A song/film/book about Human Rights.	A human right denied to some people in your country	A duty we all have when playing sports games
A human right sometimes denied to women.	A human right is often denied to young people in sports.	An example of a violation of the right to a healthy living in sports.
Fair Play – linking with which human right?	A duty we all have in relation to human rights	A human right that has been denied to you personally
An example of discrimination in sports or physical education	A sport denied to men	A violation of the right to life.
An example of how an athlete's right to freedom is violated.	An example of a violation of the right to a safe environment in sports.	A song, film, book about Olympic values.

(1) Ένα τραγούδι/μία ταινία σχετικά με τα Ανθρώπινα Δικαιώματα	(2) Ένα δικαίωμα που στερούνται κάποιοι στη χώρα σας	(3) Μια υποχρέωση όλων μας όταν ασχολούμαστε με τον αθλητισμό
(4) Ένα δικαίωμα που μερικές φορές στερούνται οι γυναίκες	(5) Ένα δικαίωμα που συχνά στερούνται οι νέοι/νέες στον αθλητισμό	(6) Ένα παράδειγμα παραβίασης του δικαιώματος στην υγεία στον αθλητισμό

<p>(7) «Ευ Αγωνίζεσθαι» – ένα ανθρώπινο δικαίωμα με το οποίο συνδέεται</p>	<p>(8) Ένα καθήκον που έχουμε όλοι σε σχέση με τα ανθρώπινα δικαιώματα</p>	<p>(9) Ένα δικαίωμα που έχεις στερηθεί εσύ προσωπικά</p>
<p>(10) Ένα παράδειγμα διακρίσεων στον αθλητισμό ή/και τη φυσική αγωγή</p>	<p>(11) Ένα άθλημα από το οποίο αποκλείονται οι γυναίκες</p>	<p>(12) Μια καταπάτηση του δικαιώματος στη ζωή</p>
<p>(13) Ένα παράδειγμα για το πώς παραβιάζεται το δικαίωμα της ελευθερίας ενός αθλητή</p>	<p>(14) Ένα παράδειγμα παραβίασης του δικαιώματος σε ασφαλές περιβάλλον στον αθλητισμό.</p>	<p>(15) Ένα τραγούδι/ μία ταινία / ένα βιβλίο σε σχέση με τις Ολυμπιακές αξίες.</p>

Appendix 2 – Mitsos’s case study

Appendix 2A – Mitsos’s scenario

Mitsos’s case

Mitsos is a 16-year-old soccer player who lives in the training center of the champion team since he was 13. He is the greatest talent in Cyprus football for the last 20 years. Mitsos is going for training twice a day. He has to play with his team every weekend while he attends the 2nd grade in a lyceum. He is very clever and he likes school very much but he doesn't have enough time to study and prepare properly, therefore there is a risk of losing this year. His coach is very demanding and tough. He monitors very strictly Mitsos's diet and workout. Many times, when Mitsos feels tired from the training and the matches, the coach tells him not to go to school and supplies food supplements to "help" Mitsos. Mitsos's father presses him to train even harder: "Together we will reach the top of Europe, do your best, football is your future" he says. Whenever it is possible, he gets Mitsos for testing to major European club academies. Mitsos has a girlfriend who loves him but they don't see each other often because Mitsos doesn't have much time, and she is complaining strongly about this.

Ο Μήτσος είναι ένας δεκαεξάχρονος ποδοσφαιριστής που διαμένει στο προπονητικό κέντρο της πρωταθλήτριας ομάδας εδώ και τρία χρόνια. Όλοι τον χαρακτηρίζουν ως το μεγαλύτερο ταλέντο του κυπριακού ποδοσφαίρου τα τελευταία είκοσι χρόνια. Ο Μήτσος προπονείται δύο φορές την ημέρα, πρωί και απόγευμα, έχει αγώνα κάθε σαββατοκύριακο και ταυτόχρονα φοιτά στη Β΄ Λυκείου. Του αρέσει το σχολείο και είναι έξυπνος όμως δεν προλαβαίνει πάντα να μελετήσει και να προετοιμαστεί σωστά, κινδυνεύει να χάσει χρονιά. Ο προπονητής του είναι πολύ απαιτητικός και σκληρός. Παρακολουθεί με μεγάλη αυστηρότητα το πρόγραμμα διατροφής και προπόνησης του Μήτσου. Πολλές φορές όταν ο Μήτσος νιώθει κουρασμένος από τις προπονήσεις και τους αγώνες του λέει να μην πάει σχολείο και του προμηθεύει «συμπληρώματα διατροφής για να τον βοηθήσουν». Ο πατέρας του τον πιέζει να προπονείται ακόμη πιο σκληρά «μαζί θα φθάσουμε στην κορυφή της Ευρώπης, βάλε τα δυνατά σου, το ποδόσφαιρο είναι το μέλλον σου» του λέει. Όποτε υπάρχει δυνατότητα, παίρνει το Μήτσο για δοκιμές σε ακαδημίες μεγάλων ευρωπαϊκών ομάδων. Ο Μήτσος έχει σχέση με ένα κορίτσι, το οποίο αγαπά πολύ, όμως δεν τη βλέπει συχνά γιατί δεν έχει χρόνο, κι εκείνη του παραπονιέται έντονα.

Appendix 2B – Sport as « *pharmakon* », Jacques Derrida

Ο ΑΘΛΗΤΙΣΜΟΣ ΩΣ «ΦΑΡΜΑΚΟΝ»

Από την άποψη της ολυμπιακής παιδείας, η έννοια του αθλητισμού μοιάζει πολύ με την ελληνική έννοια το όρου «φάρμακον» του οποίου οι διάφορες έννοιες κυμαίνονται από «δηλητήριο» ως «φάρμακο», αντίδοτο και ίαση.

Για να είμαστε σαφείς ο αθλητισμός αποτελεί φάρμακον επειδή οι έννοιες του «καλός» ή «κακός» και «θετικός» και «αρνητικός» πάντα συνυπάρχουν στον αθλητισμό και το αν είναι τελικά καλός ή κακός ο αθλητισμός εξαρτάται από το πλαίσιο μέσα στο οποίο ερμηνεύεται και εφαρμόζεται.

Ο αθλητισμός μπορεί να είναι θετική ή αρνητική δραστηριότητα αναλόγως με τον τρόπο με τον οποίο ερμηνεύεται και εφαρμόζεται. Γι'αυτό είναι πολύ σημαντικό να διδάσκουμε τους ανθρώπους να είναι υπεύθυνοι στον αθλητισμό και να λαμβάνουν υπόψη τους κινδύνους αλλά και τα οφέλη που προκύπτουν από τη δραστηριότητα αυτή.

Θα πρέπει να τους βοηθήσουμε να αποφασίσουν θετικό ή αρνητικό μετά από προσεκτική αξιολόγηση μέσω βιωματικών εμπειριών

SPORT AS "PHARMAKON" (medicine/drug)

In terms of Olympic education, the concept of sport is very similar to the Greek word "*pharmakon*" meaning medicine/drug, whose various meanings are ranging from "poison" to "medicine" antidote and cure.

To be clear, the sport is a drug because the concepts of "good" or "evil" and "positive" or "negative" always coexist in sport and whether it is ultimately good or bad depends on the context in which it is interpreted and applied.

Sport can be positive or negative depending on the way it is interpreted and applied. It is therefore very important to teach people to be responsible in sport and take into account the risks and benefits arising from that activity.

We should help them decide whether sport is positive or negative after careful evaluation through experiential learning.

Appendix 3 – Playing with sports news

Appendix 3A – Universal Declaration of Human Rights

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.

Απλοποιημένη μορφή επιλεγμένων άρθρων της Ευρωπαϊκής Σύμβασης των Δικαιωμάτων του Ανθρώπου και των Πρωτοκόλλων της □

Περίληψη

Οι κυβερνήσεις των κρατών-μελών του Συμβουλίου της Ευρώπης εργάζονται για την ειρήνη και για μεγαλύτερη ενότητα ανάμεσα στους ανθρώπους, στη βάση των ανθρωπίνων δικαιωμάτων και των θεμελιωδών ελευθεριών. Με αυτή τη Σύμβαση αποφάσισαν να κάνουν τα πρώτα βήματα για να ισχυροποιήσουν πολλά από τα δικαιώματα που περιλαμβάνονται στην Οικουμενική Διακήρυξη των Δικαιωμάτων του Ανθρώπου.

Άρθρο 1 – Υποχρέωση σεβασμού των δικαιωμάτων του ανθρώπου

Τα Κράτη πρέπει να διασφαλίζουν ότι όλοι απολαμβάνουν τα δικαιώματα που αναφέρονται σε αυτή τη Σύμβαση.

Άρθρο 2 – Το δικαίωμα στη ζωή

Το δικαίωμα στη ζωή προστατεύεται από το Νόμο.

Άρθρο 3 – Απαγόρευση των βασανιστηρίων

Κανείς δεν έχει το δικαίωμα να σου κάνει κακό ή να σε βασανίσει. Ακόμη και αν βρεθείς υπό κράτηση, η ανθρωπινή αξιοπρέπειά σου πρέπει να γίνεται σεβαστή.

Άρθρο 4 – Απαγόρευση της δουλείας και των καταναγκαστικών έργων

Απαγορεύεται να σε μεταχειρίζονται σαν σκλάβο, ή να σου επιβάλλουν να εργάζεσαι καταναγκαστικά.

Άρθρο 5 – Το δικαίωμα στην προσωπική ελευθερία και ασφάλεια

Έχεις το δικαίωμα να είσαι ελεύθερος. Αν σε συλλάβουν, έχεις το δικαίωμα να γνωρίζεις γιατί. Αν συλληφθείς, έχεις το δικαίωμα να περάσεις σε σύντομο χρόνο από δίκη, ή να αφεθείς ελεύθερος μέχρι να πραγματοποιηθεί η δίκη.

Άρθρο 6 – Το δικαίωμα σε μια δίκαιη δίκη

Έχεις το δικαίωμα σε μια δίκαιη δίκη ενώπιον ενός δικαστή ανεξάρτητου και αμερόληπτου.

Άρθρο 7 – Μη επιβολή ποινής χωρίς Νόμο

Δεν μπορείς να θεωρηθείς ένοχος για κάποια πράξη εάν κατά τη στιγμή εκείνη δεν υπήρχε νόμος που να την απαγόρευε.

Άρθρο 8 – Δικαίωμα σεβασμού της ιδιωτικής και οικογενειακής ζωής

Έχεις το δικαίωμα να γίνεται σεβαστή η ιδιωτική και οικογενειακή ζωή σου, το σπίτι και η αλληλογραφία σου.

Άρθρο 9 – Ελευθερία της σκέψης, συνείδησης και θρησκείας

Έχεις δικαίωμα στην ελευθερία της σκέψης, της συνείδησης και της θρησκείας, να λατρεύεις τη θρησκεία σου στο σπίτι και δημοσίως. Έχεις δικαίωμα να αλλάζεις τη θρησκεία σου αν το επιθυμείς.

Άρθρο 10 – Ελευθερία έκφρασης

Έχεις το δικαίωμα να λες και να γράφεις υπεύθυνα αυτό που πιστεύεις, να δίνεις και να παίρνεις πληροφορίες από άλλους. Αυτό το δικαίωμα περιλαμβάνει και την ελευθερία του Τύπου.

Άρθρο 11 – Ελευθερία του συνέρχεσθαι και συνεταιρίζεσθαι

Έχεις το δικαίωμα να παίρνεις μέρος σε ειρηνικές συνάξεις και να δημιουργείς ή να προσέρχεσαι σε ενώσεις, μεταξύ αυτών και σε συνδικαλιστικές ενώσεις.

Άρθρο 12 – Δικαίωμα στη σύναψη γάμου

Έχεις το δικαίωμα να συνάπτεις γάμο και να δημιουργείς οικογένεια

Άρθρο 13 – Δικαίωμα πραγματικής προσφυγής

Εάν τα δικαιώματά σου καταπατούνται, μπορείς να προσφύγεις γι' αυτό επισήμως στα δικαστήρια ή σε άλλα δημόσια σώματα.

Άρθρο 14 – Απαγόρευση των διακρίσεων

Έχεις αυτό το δικαίωμα ανεξάρτητα από το χρώμα του δέρματός σου, το φύλο σου, τη γλώσσα, τις πολιτικές ή θρησκευτικές πεποιθήσεις ή την καταγωγή σου.

Άρθρο 15 – Παρέκκλιση σε περίπτωση έκτακτης ανάγκης

Σε περίπτωση πολέμου ή άλλου δημόσιου κινδύνου, μια κυβέρνηση μπορεί να κάνει πράγματα που μπορεί να αντιτίθενται στα δικαιώματά σου, όμως μόνον όταν αυτό είναι απολύτως αναγκαίο. Ακόμη και τότε, οι κυβερνήσεις δεν επιτρέπεται, για παράδειγμα, αυθαίρετα να βασανίσουν ή να αφαιρέσουν τη ζωή ενός πολίτη.

Άρθρο 16 – Περιορισμοί στην πολιτική δραστηριότητα των αλλοδαπών

Οι κυβερνήσεις μπορούν να περιορίσουν την πολιτική δραστηριότητα των αλλοδαπών, ακόμη και εάν αυτό ερχόταν σε αντίθεση με τα Άρθρα 10, 11 ή 14.

Άρθρο 17 – Απαγόρευση της κατάχρησης των δικαιωμάτων

Καμία διάταξη της Σύμβασης δεν μπορεί να χρησιμοποιηθεί για την καταπάτηση των δικαιωμάτων και των ελευθεριών που η Σύμβαση περιλαμβάνει.

Άρθρο 18 – Όρια στη χρήση των περιορισμών των δικαιωμάτων

Τα περισσότερα δικαιώματα αυτής της Σύμβασης μπορούν να περιοριστούν από ένα γενικό νόμο με καθολική εφαρμογή. Τέτοιοι περιορισμοί επιτρέπονται μόνον εάν είναι απολύτως αναγκαίοι.

Άρθρα 19 – 51

Τα άρθρα αυτά εξηγούν πώς λειτουργεί το Ευρωπαϊκό Δικαστήριο των Ανθρωπίνων Δικαιωμάτων

Άρθρο 34 – Ατομικές προσφυγές

Εάν τα δικαιώματά σου τα οποία περιλαμβάνονται σε αυτή τη Σύμβαση έχουν καταπατηθεί σε κάποιο από τα κράτη-μέλη, θα πρέπει πρώτα να προσφύγεις σε όλες τις αρμόδιες εθνικές Αρχές. Εάν αυτό δεν αποδώσει, τότε θα πρέπει να προσφύγεις απ' ευθείας στο Ευρωπαϊκό Δικαστήριο των Ανθρωπίνων Δικαιωμάτων στο Στρασβούργο.

Άρθρο 52 – Έρευνες του Γενικού Γραμματέα

Εάν ο Γενικός Γραμματέας του Συμβουλίου της Ευρώπης το ζητήσει, μία κυβέρνηση πρέπει να εξηγήσει πώς η εθνική νομοθεσία της προστατεύει τα δικαιώματα που περιλαμβάνει αυτή η Σύμβαση.

Άρθρο 1 του Πρωτοκόλλου Αρ. 1 - Προστασία της ιδιοκτησίας

Έχεις το δικαίωμα να σου ανήκει ιδιοκτησία και να χρησιμοποιείς την περιουσία σου.

Άρθρο 2 του Πρωτοκόλλου Αρ. 1 - Δικαίωμα στην εκπαίδευση

Έχεις το δικαίωμα να πηγαίνεις σχολείο.

Άρθρο 3 του Πρωτοκόλλου Αρ. 1 - Δικαίωμα για ελεύθερες εκλογές

Έχεις το δικαίωμα να εκλέγεις την κυβέρνηση της χώρας σου, σε ελεύθερες, μυστικές εκλογές.

Άρθρο 2 του Πρωτοκόλλου Αρ. 4 - Ελευθερία κίνησης

Εάν βρίσκεσαι νομίμως σε μία χώρα, έχεις το δικαίωμα να μεταβείς και να διαμένεις όπου επιθυμείς μέσα σε αυτή.

Άρθρο 1 του Πρωτοκόλλου Αρ. 6 - Απαγόρευση της θανατικής ποινής

Δεν μπορεί ένας πολίτης να καταδικασθεί σε θάνατο ή να εκτελεσθεί από το Κράτος.

Άρθρο 2 του Πρωτοκόλλου Αρ. 7 - Δικαίωμα για έφεση, σε θέματα ποινικού δικαίου

Μπορείς να ασκήσεις έφεση σε ανώτερο Δικαστήριο, εάν έχεις καταδικασθεί για αξιόποινη πράξη.

Άρθρο 3 του Πρωτοκόλλου Αρ. 7 - Αποζημίωση σε περίπτωση δικαστικής πλάνης

Έχεις το δικαίωμα σε αποζημίωση εάν έχεις καταδικαστεί για αξιόποινη πράξη και αποδειχθεί ότι είσαι αθώος.

Άρθρο 1 του Πρωτοκόλλου Αρ. 12 - Γενική απαγόρευση των διακρίσεων

Δεν μπορείς να υποστείς διακρίσεις από τις δημόσιες Αρχές στη βάση, για παράδειγμα, του χρώματος του δέρματός σου, του φύλου σου, της γλώσσας, των πολιτικών ή θρησκευτικών πεποιθήσεων ή της καταγωγής σου. __

Appendix 3B – Main principles and values of Olympism

1. Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles.
2. The goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.
3. The Olympic Movement is the concerted, organised, universal and permanent action, carried out under the supreme authority of the IOC, of all individuals and entities who are inspired by the values of Olympism. It covers the five continents. It reaches its peak with the bringing together of the world's athletes at the great sports festival, the Olympic Games. Its symbol is five interlaced rings.
4. The practice of sport is a human right. Every individual must have the possibility of practising sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.
5. Recognising that sport occurs within the framework of society, sports organizations within the Olympic Movement shall have the rights and obligations of autonomy, which include freely establishing and controlling the rules of sport, determining the structure and governance of their organisations, enjoying the right of elections free from any outside influence and the responsibility for ensuring that principles of good governance be applied.
6. Any form of discrimination with regard to a country or a person on grounds of race, religion, politics, gender or otherwise is incompatible with belonging to the Olympic Movement.
7. Belonging to the Olympic Movement requires compliance with the Olympic Charter and recognition by the IOC.

ΟΛΥΜΠΙΣΜΟΣ – Αρχές και Αξίες

Ο Ολυμπισμός είναι μια φιλοσοφία ζωής η οποία συνδυάζει τον αθλητισμό με τον πολιτισμό, την τέχνη και την παιδεία, έχοντας ως στόχο να διαπλάσει σε ένα ισορροπημένο σύνολο, τις σωματικές, πνευματικές και ψυχικές αρετές του ανθρώπου.

Ο Ολυμπισμός είναι ένας τρόπος ζωής, που βασίζεται στο σεβασμό της ανθρώπινης αξιοπρέπειας και των θεμελιωδών ηθικών αξιών, στη χαρά της προσπάθειας και της συμμετοχής, στο διδακτικό ρόλο του καλού παραδείγματος, στην αμοιβαία κατανόηση..

Η γενικότερη φιλοσοφία του Ολυμπισμού στηρίζεται στις αρχές της ανοχής, της ειρήνης, του «Ευ Αγωνίζεσθαι» και τις ευγενούς άμιλλας με σκοπό τη δημιουργία μιας ειρηνικής κοινωνίας με λιγότερη βία και ανταγωνισμό. Με άλλα λόγια, ο Ολυμπισμός οδηγεί σε έναν άλλο, εξιδανικευμένο τρόπο ζωής, που τόσο έχει ανάγκη η σύγχρονη κοινωνία των πολιτών.

Ο σκοπός του Ολυμπιακού Κινήματος είναι η οικοδόμηση ενός ειρηνικού και καλύτερου κόσμου, εκπαιδύοντας τους νέους μέσω του αθλητισμού, με την απουσία κάθε είδους διακρίσεων, στα πλαίσια του Ολυμπιακού πνεύματος, μέσα σε ένα πνεύμα φιλίας, αλληλεγγύης, ευγενούς άμιλλας και αμοιβαίας κατανόησης.

«Όλα τα αθλήματα, για όλους τους ανθρώπους. Αυτή είναι μια φράση που οι περισσότεροι θα θεωρήσουν αφελώς ουτοπική. Αυτή η προοπτική δε με προβληματίζει καθόλου. Την έχω μελετήσει και γνωρίζω ότι είναι σωστή και πιθανή», Πιερ Ντε Κουμπερτέν 1919

Appendix 4 – Evaluation questionnaire

EVALUATION FORM

NAME: (optional)

1. I liked today's educational action. YES ----- NO ----- MODERATE -----
2. The best in today's program was
3. The worst in today's program was
4. The most interesting activity
5. The most boring activity
6. The funniest thing was
7. The most serious was
8. What I enjoyed most today was
9. Something I did not like to do was
10. Would you like to continue with other educational programs on Human Rights?
YES ----- NO ----- SO AND SO -----
11. Do you think you will use the ideas and activities of today's training at your school community?
YES ----- NO ----- PERHAPS -----
12. Would you recommend to other teachers to attend similar programs?
YES ----- NO ----- PERHAPS -----
13. What I liked most about the facilitators was:
14. What I liked least about the facilitators was :

ΦΟΡΜΑ ΑΞΙΟΛΟΓΗΣΗΣ

ΟΝΟΜΑ: (προαιρετικό)

1. Μου άρεσε το σημερινό πρόγραμμα. ΝΑΙ ----- ΟΧΙ ----- ΜΕΤΡΙΑ -----
2. Το καλύτερο στο σημερινό πρόγραμμα ήταν
3. Το χειρότερο στο σημερινό πρόγραμμα ήταν
4. Το πιο ενδιαφέρον πράγμα ήταν
5. Το πιο βαρετό πράγμα ήταν
6. Το πιο αστείο ήταν
7. Το πιο σοβαρό ήταν
8. Αυτό που απόλαυσα περισσότερο ήταν
9. Κάτι που δεν μου άρεσε να κάνω ήταν
10. Θα θέλατε να συνεχίσετε και με άλλα εκπαιδευτικά προγράμματα για τα Ανθρώπινα Δικαιώματα; ΝΑΙ ----- ΟΧΙ ----- ΙΣΩΣ -----
11. Νομίζετε ότι θα αξιοποιήσετε τις ιδέες και τις δραστηριότητες της σημερινής επιμόρφωσης στη μαθητική σας κοινότητα; ΝΑΙ ----- ΟΧΙ ----- ΙΣΩΣ -----
12. Θα συστήνατε και σε άλλους εκπαιδευτικούς να παρακολουθήσουν παρόμοια προγράμματα; ΝΑΙ ----- ΟΧΙ ----- ΙΣΩΣ -----
13. Αυτό που μου άρεσε περισσότερο στους εκπαιδευτές ήταν:
14. Αυτό που μου άρεσε λιγότερο στους εκπαιδευτές ήταν :