



Physical Education and Sport for Democracy and
Human Rights (SPORT)
**Sport and Physical Education Projects with
Human Rights as a “Mind Set”**

by

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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](#)

Sport and Physical Education Projects with Human Rights as a “Mind Set”

Brief description

This training unit aims to support the development of Sport and Physical Education projects that focus on the promotion of Human Rights. It supports the links between Human Rights, Sport and Physical Education, and project design. It also highlights the importance of co-operation in designing and implementing projects. The training consists of 4 90-minute sessions aimed at a group of 20 participants.

Expected outcomes

- ✓ Participants analyse the relationship between Human Rights and Sport and Physical Education projects.
- ✓ Participants look at and design Sport and Physical Education projects with Human Rights as a “mind set”.

TASKs

- ✓ Disposition to be empathic to enhance living and acting together within society (A_DIV_2)
- ✓ Willingness to work together with others and become actively involved (A_COOP_2)
- ✓ Readiness to adopt the values of human rights, and democratic citizenship as the foundations of living and acting together (A_HR_2)
- ✓ Recognition of formal, non-formal and informal learning in a lifelong perspective (A_EPIS_2)
- ✓ Ability to learn in a variety of ways from participation in groups (S_COOP_1)
- ✓ Aptitude to cope with complex issues and to avoid one-dimensional answers (S_EPIS_1)
- ✓ Understanding of how cooperation can support the prevention conflict and discrimination and violence (K_COOP_3)
- ✓ Knowledge of international frameworks and declarations of Human Rights and the rule of law (K_HR_1)

Activities

	Duration	Methods used
Activity 1 – Sports, Physical Education and Human Rights	90 minutes	Icebreaker, Group Work, Debriefing
Activity 2 – Analysing Existing Projects	90 minutes	Energiser, Group Work, Presentation
Activity 3 – Promoting Co-operation	90 minutes	Game, Role Play Debriefing
Activity 4 – Project Design	85 minutes	Project Mapping, Group Work, Presentation, Debriefing
Activity 5 - Evaluation	5 minutes	Questionnaire

Background and context

This training unit was originally piloted with students reading a Master degree in Teaching Physical Education in Portugal as part of the Pestalozzi Programme Module series “Physical Education and Sport for Democracy and Human Rights”.

During their second year of training, students have to be able to conceive, implement and evaluate an extracurricular project for a school community. In doing so, they are expected to know how to analyze schools as organizations, and implement extracurricular activities within the needs of that school-community context. In so doing, it is crucial that they keep the spirit of ‘democratic schools’ and “democratic citizenship” in mind while they conceive and develop an analysis of trends and topics of uses of leisure times by kids and youngsters in school. At the same time they must mobilize themselves to work in cooperation with each other in order to support all other school actors to participate collaboratively in extracurricular school projects, providing equal opportunities for all stakeholders.

The original training unit was context specific and part of a year-long practicum that includes the realisation of the projects designed and their evaluation. This edited version provides a more concise version of the original activities with the intention of supporting pre and in-service training of physical education teachers.

The original training unit was context specific and part of the syllabus of a curricular unit during the first year of the Master degree in Teaching Physical Education. Its aim was to support students become aware of the subject before they embark on their practicum year. The training was developed during the second semester of the course and included the designing of projects and their evaluation.

This edited version of the training provides a more concise version of the original activities with the intention of supporting pre and in-service training of physical education teachers.

The activities presented may be adapted or developed further. Depending on the context, Activity 3 may be modified so that participants are asked to focus on an existing project, to identify the various elements of the project with a focus on Human Rights issues while providing recommendations on how the project could be improved in terms of the promotion of Human Rights and Democratic Citizenship.

This training unit is also easily adapted to other subjects, depending on the context and needs.

Activity 1: Sport, Physical Education and Human Rights

Duration: 90 min

<p>Expected outcomes</p> <ul style="list-style-type: none"> ✓ Participants get to know each other. ✓ Participants look at different terms and concepts related to the subject. ✓ Participants understand ways in which Human Rights underpin Physical Education and Sport.
<p>Methods/Techniques used</p> <ul style="list-style-type: none"> ✓ Ice-breaker ✓ Group work ✓ Debriefing
<p>Resources</p> <ul style="list-style-type: none"> ✓ Cards from Appendix 1 ✓ Copies of Appendix 2 (1 copy per micro-group, cut out) ✓ Copies of Appendix 3
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ A large enough space where participants can stand in a circle. ✓ Tables and chairs arranged for groups of 4 participants.
<p>Procedure</p> <p>Step 1 – Ice Breaker (15 min)</p> <ul style="list-style-type: none"> ✓ Welcome participants. ✓ Invite them to stand in a circle. ✓ Introduce yourself to the group stating your name and something about yourself. ✓ Invite the person on your left to reintroduce you to the group before introducing him/herself. ✓ Participants continue to reintroduce the person on their right before introducing themselves until everyone has had a turn. ✓ Invite volunteers to try and introduce the whole group. <p>Step 2 – Definition of Terms (15 min)</p> <ul style="list-style-type: none"> ✓ Divide in micro-groups of 4. Give each participant a card from Appendix 1 and ask them to group up according to the cards so that members of the same micro-group have the same card. ✓ Give each micro-group a copy of Appendix 2, cut out accordingly. ✓ Inform participants that their task is to match each term with the appropriate definition. ✓ Support participants by going round the groups. ✓ Engage participants in a brief discussion about the different terms - How relevant are the differences evident in the different concepts? Why?

Step 3 – Human Rights (45 min)

- ✓ Introduce the notion that at the basis of all the concepts discussed in Step 2, there are Human Rights.
- ✓ Give a copy of Appendix 3 to each group.
- ✓ Invite participants to look at the Human Rights and identify links to physical education, recreation and sport.
- ✓ Form new micro-groups based on the same cards from Step 2 so that members of the same micro-group now have different cards.
- ✓ In the new micro-groups, participants share and continue the discussion, this time trying to provide examples from practice in schools.
- ✓ Share comments in plenary.

Step 4 - Debriefing (15 min)

- ✓ How did you feel during this activity? When you were working in the group settings?
- ✓ To what extent are definitions important?
- ✓ How difficult/easy was it to make the link between Human Rights, physical education and school?
- ✓ How relevant are Human Rights for what we do as PE teachers?

Tips for trainers

- ✓ If the participants already know each other, then omit Step 1.
- ✓ Ask participants to keep the grouping cards from Step 2.
- ✓ Consider opting for simpler definition of terms in Appendix 2.
- ✓ Debriefing is essential. Ensure that the discussion does not get stuck and support participants to move on by prompting with appropriate questions.

Activity 2: Analysing Existing Projects

Duration: 90 min

Expected outcomes

- ✓ Participants look at existing community/school projects and identify Human Rights issue and how these can be addressed further.

Methods/Techniques used

- ✓ Energiser
- ✓ Group work
- ✓ Debriefing

Resources

- ✓ List of existing school projects, depending on the context.
- ✓ A3 Paper
- ✓ Writing material

Practical arrangements

- ✓ A space where participants can stand in front of each other in a line.
- ✓ Access to internet.
- ✓ Tables and chairs arranged for groups of 4 participants.

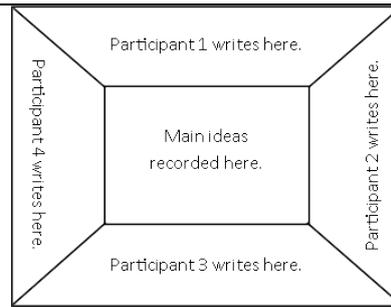
Procedure

Step 1 – What’s different? (10 min)

- ✓ Divide participants in 2 groups and ask each group to stand in a line facing a member of the other group.
- ✓ Ask one group to close their eyes, and the other group to quickly change 3 things about their appearance.
- ✓ The group who had their eyes closed must identify what the person in front of them changed.
- ✓ Repeat, reversing roles.

Step 2 – Existing Projects (60 min)

- ✓ Divide participants in micro-groups of 4. As they are standing in line for Step 1, take the first 2 pairs who will form the first micro-group, etc.
- ✓ Give each micro-group the link to an existing project, identified according to the context of the training.
- ✓ Together, participants must discover and discuss what the project is about.
- ✓ Distribute writing material and A3 paper.
- ✓ Ask participants to create an individual writing area on the edges and a group writing area in the centre on the A3 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.



- ✓ Individually participants are to identify Human Rights issues that are manifest in the project that was assigned to their group.
- ✓ 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 the centre section, participants identify ways in which Human Rights issues can be better addressed in the project.
- ✓ Each micro-group shares the main ideas with the other micro-groups in plenary.
- ✓ Ask for clarifications and challenge some ideas if necessary.

Step 3 - Debriefing (20 min)

- ✓ How did you feel during this activity?
- ✓ How difficult/easy was it to identify Human Rights issues in the projects you were looking at?
- ✓ How important is it to address Human Rights issues in such projects?
- ✓ How likely is this to happen?
- ✓ Would addressing Human Rights issues in these projects shift the focus of the project altogether? Why?
- ✓ What would you consider to be a comfortable balance?

Tips for trainers

- ✓ Familiarise yourself with the projects participants will be looking at beforehand.
- ✓ Participants may need support to identify Human Rights issues in the projects.

Activity 3: Promoting Co-operation

Duration: 90 min

<p>Expected outcomes</p> <ul style="list-style-type: none"> ✓ Participants deepen their understanding of co-operation in practice.
<p>Methods/techniques used</p> <ul style="list-style-type: none"> ✓ Game ✓ Role Play ✓ Debriefing
<p>Resources</p> <ul style="list-style-type: none"> ✓ Chairs ✓ Music
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ A space that is large enough where to play musical chairs. ✓ An open space for the role play.
<p>Procedure</p> <p>Step 1 – Musical Chairs (10 min)</p> <ul style="list-style-type: none"> ✓ 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. <p>Step 2 – Modified Musical Chairs (10 min)</p> <ul style="list-style-type: none"> ✓ 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. <p>Step 3 – Reflection (10 min)</p> <ul style="list-style-type: none"> ✓ 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 – Your Dream Car (30 min)

- ✓ Invite the participants to sit down comfortably and close their eyes.
- ✓ Inform them that they are now in a world where they can no longer talk.
- ✓ Invite them to think of their dream car.
- ✓ Ask them to imagine they are a specific part of the car. What is the shape of the part they have identified? Where is it in the car? How does it fit in the car?
- ✓ Ask participants to open their eyes, and to come to the centre of the room.
- ✓ Indicate a space where the dream car is by identifying the front and back of the car.
- ✓ Inform participants that they are all parts of the same dream car. Without talking, they must now put themselves in the right place, somehow assuming the shape of the part of the car that they imagined themselves to be. Suggest that they may use props.
- ✓ Allow time for the participants to form the dream car then ask each participant which part of the car they choose. As each participant discloses his or her chosen part, allow participants to change their positions accordingly.
- ✓ Invite the participants to reflect – What is the function of your part in the car? How does your part connect to other parts of the car?

Step 5 – Debriefing (30 min)

- ✓ Invite participants to think about the 2 games played during the session.
- ✓ How do the 2 games (musical chairs and dream car) compare?
- ✓ What was the purpose behind these games?
- ✓ How did you feel while playing these games? How did you feel when you were excluded from the musical chairs game? How did you feel when you were included, when you were a part of a bigger whole (the dream car)?
- ✓ How easy/difficult was it for you to “fit in the car”? What role do you prefer?
- ✓ What happened when more than one person took on the same role (the same part of the car)?
- ✓ How does this exercise compare to designing/implementing a project in school?

Tips for trainers

- ✓ You may opt to do without the classic version of musical chairs and only play the modified version to reinforce co-operation.
- ✓ Support participants to imagine the dream car by asking questions. How big is the car? What colour is it? What is the maximum speed it reaches? Etc.
- ✓ Insist that the group form the car in silence. You may however opt to allow them to negotiate.
- ✓ The link to project design, the importance of co-operation and the notion that everyone is important should be obvious but be prepared to prompt participants.
- ✓ 30 minutes of debriefing can be taxing and some participants may choose not to participate. Depending on the group, you may choose alternative methods to debrief. One such way would be to support the participants to debrief in micro-groups and then reporting to the whole group.

Activity 4: Project Design

Duration: 90 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Participants design a physical education project with human rights as a “mind set”.
<p>Methods/techniques used</p> <ul style="list-style-type: none"> ✓ Project Mapping ✓ Group Work ✓ Presentation ✓ Debriefing
<p>Resources</p> <ul style="list-style-type: none"> ✓ Coloured markers (green, red, blue and black) ✓ Poster Paper ✓ Appendix 4
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ A large enough space where participants can move freely. ✓ Space for group work.
<p>Procedure</p> <p>Step 1 – Grouping (10 min)</p> <ul style="list-style-type: none"> ✓ 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. <p>Step 2 – Project Mapping (40 min)</p> <ul style="list-style-type: none"> ✓ Invite participants to reflect on the previous sessions of this training – specifically to how Human Rights relate to physical education and the importance of co-operation. ✓ Inform them that they are to design a physical education project for their respective school. Who is involved? When and where will it happen? What resources are needed? How will Human Rights be promoted through this project? ✓ Inform the micro-groups that they are expected to present a project map that illustrates the agents, structures and resources required for their project with a clear reference to human rights. <p>Step 3 – Presentation (20 min)</p> <ul style="list-style-type: none"> ✓ Micro-groups take it in turns to present their project map

Step 4 - Debriefing (15 min)

- ✓ How did you feel working within the set structures and roles?
- ✓ How easy/challenging was it to design your project?
- ✓ What was the most challenging aspect?
- ✓ How easy/challenging was it to include Human Rights aspects in a physical education project?

Tips for trainers

- ✓ You may invite participants to look at existing projects for inspiration.
- ✓ This session may be extended to cover further sessions, giving participants more time and the opportunity to look at different aspects of the project in more detail.
- ✓ Another possibility is for participants to present each of their projects during different sessions, allowing for peer feedback and discussions about each project.

Activity 5: Evaluation

Duration: 5 minutes

Expected outcome

- ✓ Participants evaluate the training session.

Methods/techniques used

- ✓ Questionnaire

Resources

- ✓ Questionnaire from Appendix 5 (1 copy per participant)

Practical arrangements

- ✓ Space where participants can fill in the questionnaire individually.

Procedure

Step 1 – (5 min)

- ✓ Distribute questionnaire and ask participants to fill it in.

Tips for trainers

- ✓ Depending on the group you are working with, you may opt to invite participants to produce a diary/log with their reflections from the sessions which could then be used to provide feedback or for evaluation purposes.

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Web References

Democratic Schools Project - <http://en.democratic-schools.com/>

CICE - Children's Identity & Citizenship in Europe - <http://cice.londonmet.ac.uk/>

NECE - Network European Citizenship Education - <http://www.bpb.de/nece>

Pedagogies for Change - <http://infed.org/mobi/>

The Glossary for Education Reform. For Journalists, Parents and Community Members - <http://edglossary.org/curriculum/>

Appendices

Appendix 1 – Cards for Grouping

Animation	Animation	Animation	Animation
Leisure	Leisure	Leisure	Leisure
Recreation	Recreation	Recreation	Recreation
Sport for All	Sport for All	Sport for All	Sport for All
Non-Formal Education	Non-Formal Education	Non-Formal Education	Non-Formal Education
Extracurricular Activities	Extracurricular Activities	Extracurricular Activities	Extracurricular Activities

Appendix 2 – Definition of Terms

Animation

Etymologically it comes from the Latin ‘the act of (*atio*) giving life to (*animo*)’. Literally, it means to breathe life into something. A transformation is involved - what was still now moves. In Anglo-Saxon tradition this is mostly associated with the work of film makers but in the French tradition it is associated to the work of ‘*animateurs*’ because of its particular association to republican ideology and its educational purposes to emancipate the *people* by educating them all – i.e. popular education, so they can be able to use their political rights. In another perspective, it was the emergence of the ideal of citizen of contemporary societies. During the 60’s, it was highly associated with different types of non-formal education and/or compensatory education, but nowadays it is related more often with a perspective of emancipation of a group, community or individuals – i.e leading them to a more self-regulated and an autonomous sense of belonging.

Leisure

In a narrow sense, it means free time, or time spent away from our regular duties (e.g. work, business, education, domestic chores, etc.). In a broader sense, it could be seen depending on the social and cultural production of its meanings. It could be a way of a self-determined activity experience that falls into one’s economically free time roles; it has something of consuming time in an unproductive way – i.e. a commodity; or even something that we do in different times or spaces away from our regular obligations. Sociologically, it could be seen as something that could provide social cohesion, self-realization or personal involvement in societies; something that appeared in societies as a form of class, gender and race control, and this control exists and constrains human action. In these terms, it has to be seen in terms of opportunities to access to those practices.

Recreation

This is difficult to separate from the general concept of play. Such activities are outlets of our expression of excess energy, channeling it into activities that fulfill individual as well as societal needs, without need for compulsion, and providing satisfaction and pleasure for the participants. Such activities can be communal or solitary, active or passive, outdoors or indoors, healthy or harmful, and useful for society or detrimental.

Sport for All

It is a political and strategic perspective for sport development, health promotion, education and training by and for sport. Its purposes lie on the perspective that “sport is all the forms of physical activities which, by organized means or not, has by aim the expression or improvement of physical and psychological condition, social relations or competition at all levels and for all individuals. Implicit is the message that the states, by different ways, have to provide opportunities to everyone to practice physical or sport activities.

Non-Formal Education

Any organized educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity – that is intended to serve identifiable learning clientele and learning objectives.

Extracurricular Activities

Activities that fall outside of the formal curriculum of school education. Such activities are generally voluntary (as opposed to mandatory), non-paying, social, philanthropic (as opposed to scholastic), and often involve others of the same age. Students, sometimes with the help of teachers, often organize and direct these activities under some aid from communities, although individuals or group-led initiatives, such as school newspapers or theatre groups, are common.

Appendix 3 – 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 goodwill.

Article 2 – Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, 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.

The discussion could be lead not in terms of formal equality, but more in social equality and in those terms it is the concept of **Equal opportunity** that is in question. By Equal opportunity we can say that is a settlement that all people should be treated similarly, not impeded by artificial barriers or prejudices or preferences, except when particular distinctions can be explicitly justified. Which means that the reference to equal opportunities is normally associated to the nondiscrimination principle that everyone must have the same equality of access, no matter their social, gender, ethnic, race, physical conditions,....

Article 5 – No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Use the concept of FAIR-PLAY in SPORT CODE OF ETHICS to discuss this article in terms of what could happen in some sport and physical activities.

Fair play means more than just abiding by the rules. It covers such notions as friendship, respect for others and the sporting spirit. Sports ethics signify not just a certain form of behavior but also a particular way of thinking. It involves the elimination of cheating, bending the rules, doping, abuse of food additives, physical and verbal violence, the harassment and sexual abuse of young people and women, trafficking in young sportsmen and women, discrimination, exploitation, unequal opportunities, excessive commercialization and corruption. (see COE)

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.

Use the ideas mentioned in SCOE about equity in sport to discuss this article. Equity in sport, which should be an expression of human excellence, has two dimensions:

- institutional: discrimination based on criteria other than performance must be rejected, rules must be applied uniformly and there must be no resort to arbitrary decisions;
- personal: there is a moral obligation to abide by the rules, in accordance with the principles of fair play.

Sporting excellence must be an expression of human excellence. Performances and results should emerge from the deserved and meritorious development of individual talent.

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

Right to participation. Everyone has the right to be part of the activities and projects that schools and communities held for. It is expected that rules for access and for participate must be non-discriminated.

Article 24 – Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Same as previous.

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.

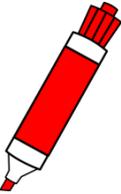
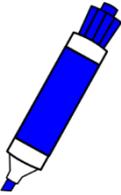
Right to education. Focus on the 2nd point and the main aspects: full development of the human personality and respect for human rights; understanding, tolerance and friendship by cooperative work in all phases of education school project, with all parties involved - emphasize the importance of everyone has the opportunity to be included

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.

Same as previous

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.

Appendix 4 – Group Member Roles

<h2>Group Member Roles</h2>	
	<p>Tracers (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>Encouragers (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>Timers (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>Writers (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 – Questionnaire

Evaluation

Sport and Physical Education Projects with Human Rights as a “Mind Set”

Please, mention 3 positive aspects of this training:

1. _____
2. _____
3. _____

Please, mention 3 less positive aspects of this training:

1. _____
2. _____
3. _____

Please, mention 3 aspects that you modify in this training:

1. _____
2. _____
3. _____

Thank you for your feedback!