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Physical Education and Sport for Democracy and  
Human Rights (SPORT)  
**Exclusion in Physical Education:  
How to recognize it? How to deal with it?**

by

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## Exclusion in Physical Education: How to recognize it? How to deal with it?

### Brief description

Physical education is one of the areas where elements of education should be even more strengthened. Social learning is particularly present in sports games, where students through the adoption of game rules learn relations in the group: their interests are submitted to the interests of the group, to mutual assistance, consideration, understanding and accepting differences.

This training session will focus on the issue of exclusion in Physical education lessons. It will question how to raise awareness for the mentioned problem: by using concrete and experienced examples, the participants will be enabled to identify different kinds of exclusion situations, and be given methods and tips to deal with them.

### Expected outcomes

- ✓ To raise awareness about different types of exclusion that can occur in Physical Education; (K\_HR\_3)
- ✓ To be able to discuss solutions in groups and peers in order to modify one's method to the benefit of inclusion; (A\_EPIST\_3/4; S\_HR\_1/2/3)
- ✓ To check solutions in practice, get and give feedback. (A\_SELF\_4; S\_COOP\_3)

## Activities

	<b>Duration</b>	<b>Methods used</b>
Activity 1 – About you: an online questionnaire	<b>2/3 weeks</b>	Online questionnaire
Activity 2 – Exclusion in live: creating video material	<b>2 weeks</b>	Individual work Online workshop Video analysis
Activity 3 – The feeling of exclusion	<b>85 minutes</b>	Whole group discussion Role play Cooperative learning
Activity 4 – Change it!	<b>90 minutes</b>	Peer work
Activity 5 – Change it in practice!	<b>5 weeks</b>	Individual work Peer learning Video analysis Online workshop
Activity 6 – Evaluation	<b>20 minutes</b>	Questionnaire

## Background and context

This training session has first been experienced in Slovenia with primary school Physical education teachers. Two trainers shared the organization of the activities.

## Activity 1: About you – an online questionnaire

Duration: 2/3 weeks

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ To raise awareness about the perception and experience the participants have of exclusion;</li> <li>✓ To provide a first list of possible situations related to exclusion;</li> <li>✓ To know about teachers' dilemmas and questions on the topic;</li> <li>✓ To know about their expectations.</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Online questionnaire</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Local/national school legislation (see in the References section for what concerns Slovenia);</li> <li>✓ Curriculum for Physical Education ;</li> <li>✓ An online tool to spread and collect the questionnaire;</li> <li>✓ Sample questionnaire (Appendix 1).</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Before starting the session, make sure that you have arranged all the appropriate tools for sending and collecting the questionnaire (email, cloud, blog, survey application... according to your wish).</li> <li>✓ Make sure that every participant has an access to the chosen tool.</li> <li>✓ Prepare your questionnaire. You can get ideas from the sample proposed in Appendix 1.</li> </ul>
<p>Procedure</p> <p>Step 1 (about 1 week) – Questionnaire</p> <ul style="list-style-type: none"> <li>✓ The trainers sends the link to the questionnaire to all participants. He/she tells them how much time they have to fill it in.</li> </ul> <p>Step 2 – Collecting the data</p> <ul style="list-style-type: none"> <li>✓ The trainer collects the data of the questionnaires and analyzes it.</li> <li>✓ He/she prepares a report of the results with short comments (on a PowerPoint document or any other device). The report will be used in activity 3.</li> </ul> <p>Step 3 (about 1 week) – Debriefing</p> <ul style="list-style-type: none"> <li>✓ As a debriefing, the trainer could open a forum on a blog or dedicated website to let the participants start a discussion about their experiences of exclusion in Physical Education. They could share there their ideas, questions and dilemmas.</li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ Be very clear about the deadlines for the online answers.</li> <li>✓ If you decide to develop a forum for debriefing, it could be used during the whole session. Make sure you can facilitate it.</li> </ul>

## Activity 2: Exclusion in live – creating video material

Duration : 2 weeks

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ To create some concrete material showing some experienced examples of exclusion.</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Individual work</li> <li>✓ Online workshop</li> <li>✓ Video analysis</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ An online tool to share the productions and reports.</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ The trainer prepares the chosen online tool so that the participants can post their work.</li> <li>✓ He/she makes sure that every participant has an access to that tool.</li> </ul>
<p>Procedure</p> <p>Step 1 – about 1 week</p> <ul style="list-style-type: none"> <li>✓ The trainer asks the participant to make a short video of their class, showing a critical situation related to exclusion.</li> </ul> <p>Step 2 – about 1 week</p> <ul style="list-style-type: none"> <li>✓ The participants are asked to edit their video and write a report about it on the online tool.</li> <li>✓ The participants can comment and discuss the different videos.</li> </ul> <p>Step 3 – Debriefing</p> <ul style="list-style-type: none"> <li>✓ The trainer can open a forum (or continue the discussion on the previous one) by asking the participants the following questions: <ul style="list-style-type: none"> <li>- Did this activity help you be more aware of some exclusion situations in your class?</li> <li>- What did the sharing of videos and comments bring to you (in terms of feeling and ideas)?</li> </ul> </li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ Be very clear for the deadlines.</li> <li>✓ Be ready to help the participants who do not have any experience in video editing.</li> <li>✓ Make sure all the legislation about private images are respected.</li> </ul>

## Activity 3: The feeling of exclusion

Duration : 85 min

### Expected outcome

- ✓ To inform the participants of the results of the questionnaire;
- ✓ To create a complete list of most frequent situations of exclusion in Physical Education;
- ✓ To enable the participants to recognize different types of exclusion;
- ✓ To identify indicators of exclusion;
- ✓ To develop empathy and understanding of exclusion situations.

### Methods/ techniques used

- ✓ Whole group discussion
- ✓ Role plays in groups (cooperative learning)

### Resources

- ✓ Report from the questionnaires
- ✓ Role play situations (Appendix 2)
- ✓ Paper, pens and markers
- ✓ Computer, video-projector

### Practical arrangements

- ✓ The participants should be enabled to work in groups in the second part of the meeting.

### Procedure

#### Step 1 (10 min) – Icebreaking

- ✓ The participants will meet for the first time. They can all stand in a circle. In turn, they give their name and say one thing they like.
- ✓ Once everyone presented themselves, the trainer can propose, as a game, that every participant says something about another participant (“You are [NAME] and you like...”).

#### Step 2 (15 min) – Presentations

- ✓ The trainer presents the results of the questionnaire and goes back to the videos that were done by the participants.
- ✓ He/she lets the participants react, comment and ask questions.

#### Step 3 (45 min) – Role plays

- ✓ The participants are divided in small groups (maximum 5 people). Each group is given one situation (see appendix 2).
- ✓ The groups are given 20 minutes to prepare a small presentation where, by acting, they will show their feelings and comprehension of the problem.
- ✓ Each group shows the presentation to the others. Brief comments are allowed at the end of the presentation.

Step 4 (15 min) – Debriefing

- ✓ The trainer asks the participants the following questions for debriefing:
  - How does it feel to be in others' shoes? What did this experience bring to you?
  - What did you learn about exclusion during this activity? Does it seem to you something easy to recognize and to deal with? Where do you locate the difficulties to overcome exclusion in Physical Education?
  - Which indicators of exclusion can you identify at the end of this session? (The trainer will take notes of the answers and share them with the participants through the online tool that has been previously used).

Tips for trainers

- ✓ The participants might have the impression that they already know all types of exclusion situations. Make sure that some less visible forms of exclusion are also discussed and dealt with during the activity.

## Activity 4: Change it!

Duration: 90 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ To reflect on solutions for dealing with exclusion in Physical Education.</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Peer work</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ The videos that were made during activity 2;</li> <li>✓ Paper, pens, markers;</li> <li>✓ Websites about Fair Play and Tolerance (appendix 3);</li> <li>✓ Computer, video-projector.</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ The participants should be enabled to work in peer and watch their videos. Ask them to bring their own devices if you can't provide computer material for each peer group.</li> </ul>
<p>Procedure</p> <p>Step 1 (15 min) – Changing the rules of the game</p> <ul style="list-style-type: none"> <li>✓ The trainer asks the participants what they imagine, in terms of actions, they could do to overcome exclusion in their class. He/she lets the participants debate.</li> <li>✓ He/she sums up the different proposals. If needed, he/she can propose the idea of changing the rules in a game, and introduces the next part of the activity. He/she can present some useful websites to find material (see appendix 3).</li> </ul> <p>Step 2 (45 min) – Peer working</p> <ul style="list-style-type: none"> <li>✓ The participants are divided in peer groups. Each participant is asked to work on a modification of a game he/she organized in his/her teaching so as to stop exclusion situations and promote convivencia.</li> <li>✓ The participants are invited to work on the basis of their video material.</li> <li>✓ They share their ideas in peers. Each participant prepares a teaching plan for a next lesson, where he/she will film his/her students working on the modified game.</li> </ul> <p>Step 3 (30 min) – Debriefing</p> <ul style="list-style-type: none"> <li>✓ Each participant is invited to present his/her idea to the whole group.</li> <li>✓ For each presentation, the participants are invited to follow the following pattern: <ul style="list-style-type: none"> <li>- Ask for a clarification question;</li> <li>- Mention something that you find good or interesting in the presentation;</li> <li>- Give some tips to improve it even more.</li> </ul> </li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ Eventually prepare some paper documents to summarize the content of the presented websites.</li> </ul>



## Activity 5: Change it in practice!

Duration: 5 weeks

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ To test and evaluate the new methods for struggling against exclusion;</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Individual work</li> <li>✓ Online workshop</li> <li>✓ Video analysis</li> <li>✓ Peer working</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ An online tool to share the productions and reports.</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ The trainer prepares the chosen online tool so that the participants can post their work.</li> <li>✓ He/she makes sure that every participant has an access to that tool.</li> </ul>
<p>Procedure</p> <p>Step 1 (about 2 weeks) – Testing the new methods</p> <ul style="list-style-type: none"> <li>✓ Each participant will implement his/her teaching plan in class. He/she films the activities with his/her class so as to provide some material for reflection and debriefing.</li> <li>✓ The videos are shared with the peer.</li> </ul> <p>Step 2 (about 2 weeks) – Evaluations</p> <ul style="list-style-type: none"> <li>✓ The participants discuss their results in their peer groups. They point out the advantages and benefits they take from the new method and figure out what they can do to improve it further.</li> <li>✓ The trainer gets involved in all discussions and can give tips if needed.</li> </ul> <p>Step 3 (about 1 week) – Debriefing</p> <ul style="list-style-type: none"> <li>✓ Each participant is asked to write a small report answering the following questions: <ul style="list-style-type: none"> <li>- Which problem did you first encounter with your class? How far did you resolve it?</li> <li>- What did you do in order to deal with the issue?</li> <li>- What difficulties did you encounter while establishing your new method? Was it hard or easy to implement? Why?</li> <li>- How do you feel with this new method? Do you think you will go on with it?</li> <li>- Do you have any further questions that you would like to ask the other participants or the trainer?</li> </ul> </li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ Make sure that everyone feels comfortable with his/her peer. Develop friendly atmosphere in the groups by recalling that no one should feel judged, but that everyone is here to improve his/her methods together. Encourage the participants to be innovative</li> <li>✓ Be ready to answer the participants' questions.</li> <li>✓ Eventually, the debriefing step could be organized in a face-to-face session if you feel that it could be useful for the participants to meet again. A first group work activity could be organized, where all the participants could share their experience with the others through their report. Finally, the debriefing could be done orally, and include in the evaluation activity as a conclusion (see activity 6).</li> </ul>

## Activity 6: Evaluation

Duration: 20 min

### Expected outcome

- ✓ To collect feedback from the participants about the training session;
- ✓ To reflect on one's learning.

### Methods/ techniques used

- ✓ Evaluation questionnaire

### Resources

- ✓ Evaluation questionnaire (appendix 4)

### Practical arrangements

- ✓ This questionnaire can either be sent by email to all the participants, or be done in a face-to-face meeting (see « Tips for trainers » in activity 5).

### Procedure

#### Step 1 (10 min) – Evaluation questionnaire

- ✓ The trainer distributes or sends the evaluation questionnaire to all the participants.
- ✓ He/she collects the answers.
- ✓ The trainer asks if some participants want to say something about the session. If the evaluation questionnaire is sent by email, a good idea would be to maintain an online forum for further questions and exchanges.

#### Step 2 (10 min) – Conclusion

- ✓ The trainer concludes the session in his/her own way.

## References

*Concerning Physical Education and school in Slovenia:*

School legislation: <http://www.eurydice.si/index.php/zakonodaja.html>

Curriculum for PE: <http://www.zrss.si/default.asp?rub=1632>

## Appendices

### Appendix 1 – Questionnaire

*Here are a few questions that you might find useful to ask the participants in your online questionnaire.*

Hello!

Here is a short questionnaire on the issue of peer exclusion in teaching Physical Education. It is a fact that some students for various reasons are partly excluded from the events in the hours of sport. We believe that this should not happen, since it leads to discrimination situations that cannot be tolerated from a pedagogical point of view. Your responses will help us detect possible forms of exclusion encountered in practice. In further addressing the issue we will find practical solutions which will help in preventing and resolving these cases. Please take a few minutes to fill in this questionnaire.

Question 1: Do you think that the peer exclusion in Physical Education is an issue that we need to raise awareness of and to solve?

- Yes, definitely
- Occasionally
- No, it's not necessary
- I don't know
- Other: .....

Question 2: What do you think are the most common causes of exclusion that occurs between students?

- Obesity
- Skin colour
- Physical incompetence
- Character trait
- Nationality
- Religion
- Social status
- Other: .....

Question 3: In which sport(s) do you most frequently observe causes of exclusion? (you can enter several answers)

Question 4: In what way have you tried to solve or are you trying to solve the problem of exclusion in Physical Education?

- By discussing with the student who is excluded
- By discussing with the entire group
- By workshops during class hours
- By adjusting the rules of sports activities
- By punishing the students who are excluding another one
- Other: .....

Question 5: Have you ever been excluded from any sport activity (at school or elsewhere)?

- Yes. Write down in which sport and what happened: .....
- No.
- I don't remember.

Question 6: Do you want to add anything about this problem?

Thank you for your contribution!

## Appendix 2 – Role play situations

*Each group can be given one of these situations. The participants start with reading the situation individually, and then briefly discuss the issue together. Then, they distribute a different role to everyone (students, teacher, coach, parents...) and prepare a presentation of their thoughts by acting.*

**Situation 1:** “Wolf is coming”. In the class, there is a child who is smelling badly. No one wants to play with him/her nor to hug him/her.

**Situation 2:** “Where to sit”. Some boys don't want to sit on the knees or next to the girls, and some girls don't want to sit on the knees or next to the boys.

**Situation 3:** In the class, there is a fat child, who is slow and cumbersome. The other pupils are angry because their team is always the last. They start insulting him.

**Situation 4:** In the class, there is a girl with a bad coordination. She has problems with catching and passing the ball. Her team is getting angry and doesn't want to pass her the ball.

## Appendix 3 – Fair play and tolerance in sport: some websites

[Olympic.org](http://Olympic.org)

[Spolint Institute of Sport](http://Spolint_Institute_of_Sport)

[Sportikus](http://Sportikus)

## Appendix 4 – Evaluation questionnaire

## Appendix 4 – Evaluation questionnaire

TITLE OF THE SESSION: .....

NAME (optional): .....

What were your expectations at the beginning of the session? Why did you apply for this training?

.....  
 .....  
 .....

How far did you meet your expectations at the end of this training? Can you explain, please?

.....  
 .....  
 .....

Which activity was the most useful to you? Why?

.....

Which activity was the less helpful to you? Why?

.....

Can you please evaluate the different methods used during the session (1 = I didn't like it/ find it helpful; 2 = it was ok; 3 = I really appreciated it/found it really helpful). You can add comments in the third column.

Individual work with your class (film)		
Online workshops		
Whole group discussion		
Role play / Cooperative work		
Peer work		

What comments would you like to make about the trainers. Did their actions, presentations, tips and coaching help you? How far? Are there any other things they could have done to help you further?

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 .....  
 .....  
 .....

How do you feel towards the issue of exclusion now that the training session is finished?

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.....  
.....  
.....

What would you feel like telling your colleagues who didn't attend the training session when facing exclusion situations? Which tips would you give them?

.....  
.....  
.....  
.....

Do you have any further questions concerning the issue?

.....  
.....  
.....  
.....

THANK YOU FOR YOUR PARTICIPATION!