



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

How Can Teaching Styles Promote Human Rights in Physical Education (PE)?

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Brief description

This 4-hour workshop explores Human Rights, teaching styles and implications in the PE classroom and it is aimed at a group of 20 Physical Education (PE) student teachers but can as easily be used for in-service professional development. The activities explore the violation of Human Rights in our societies, Human Rights violations in Sports and the role of the media, teaching styles and implications for the PE teacher. A role playing activity aims to promote empathy and to support teachers reflect on their practice vis-à-vis Human Rights and teaching styles.

Expected outcomes

- ✓ Participants develop awareness of Human Rights and violation of Human Rights in Society and Sport.
- ✓ Participants realise their responsibility as key actors for the promotion of Human Rights.
- ✓ Participants develop the readiness to adopt the values of human rights, and democratic citizenship as the foundations of living and acting together (A_HR_2).
- ✓ Participants develop their readiness to take responsibility and to be accountable for my actions and choices (A_COOP_3).
- ✓ Participants accept the fact that their actions can reflect their personal values and beliefs more authentically than words (A_SELF_2).
- ✓ Participants are able to evaluate situations and issues and to look for solutions with all parties involved (S_COOP_3).
- ✓ Participants develop the capacity to prevent the marginalisation of any individual or group (S_HR_2).
- ✓ Participants deepen their understanding of the nature of empathy and knowledge about how to develop it (K_DIV_3).

Activities

	Duration	Methods used
Activity 1 – Introduction	15 minutes	Icebreaker, Debriefing.
Activity 2 – Human Rights	45 minutes	Pair Work Group Work, Debriefing.
Activity 3 – HR Violations in Sport	45 minutes	Gallery Walk, Debriefing
Activity 4 – Teaching Styles	45 minutes	Group Work, Debriefing
Activity 5 – Role Play	60 minutes	Role Play, Debriefing
Activity 6 – Evaluation	30 minutes	Reflection, Evaluation Tree

Background and context

This training unit builds on participants’ knowledge of Human Rights in society and supports them to identify violations of these same rights in general and specifically in Sport and Physical Education. The teaching styles that teachers choose to adopt in the PE lesson may promote Human Rights or tacitly support violations.

This training unit was originally piloted with pre-service student teachers in the Czech Republic as part of the Pestalozzi Programme Module series “Physical Education and Sport for Democracy and Human Rights”.

Activity 1: Introduction

Duration: 15 min

<p>Expected outcomes</p> <ul style="list-style-type: none"> ✓ A quick ice-break to help participants focused and ready to participate. ✓ Introduction to the theme.
<p>Methods/Techniques used</p> <ul style="list-style-type: none"> ✓ Ice-breaker ✓ Debriefing
<p>Resources</p> <ul style="list-style-type: none"> ✓ None
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ A large enough space where participants can form a circle.
<p>Procedure</p> <p>Step 1 – Complete the Sentence (10 min)</p> <ul style="list-style-type: none"> ✓ Welcome participants. ✓ Ask them to form a circle. ✓ Inform them that they must quickly complete the sentence you are going to give them. The sentence is – I want to become a PE teacher because... ✓ Inform participants that once a reason is given, this cannot be repeated by any other participant. <p>Step 2 - Debriefing (5 min)</p> <ul style="list-style-type: none"> ✓ How difficult was it to find reasons why you want to become PE teachers? ✓ Have you considered your role in promoting Human Rights as a PE teacher? ✓ Introduce the workshop. Inform participants that during the course of this training, they will be exploring Human Rights in relation to teaching styles in PE.
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ This ice-breaker/energiser is best conducted with a group who already know each other. If the group is made up of complete strangers, then a more appropriate getting-to-know-each-other activity should be used before this introductory activity. If this is the case, make the evaluation at the end shorter to gain more time.

Activity 2: Human Rights

Duration: 45 min

<p>Expected outcomes</p> <ul style="list-style-type: none"> ✓ To raise awareness about Human Rights and how these are promoted/violated in society/media ✓ To develop knowledge about the different forms of discrimination and violence.
<p>Methods/techniques used</p> <ul style="list-style-type: none"> ✓ Pair Work ✓ Group Work ✓ Discussion
<p>Resources</p> <ul style="list-style-type: none"> ✓ A copy of Appendix 1. Cut out each article separately. ✓ Flipchart ✓ Markers
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Set up the room so that participants can work in pairs, then micro-groups and finally as a whole group.
<p>Procedure</p> <p>Step 1 – Pair Work (10 min)</p> <ul style="list-style-type: none"> ✓ Pair up participants and give an article from Appendix 1 to each pair. ✓ In pairs, participants discuss the Human Right Article and then try to find at least one instance of its violation, either from their own direct experience or from the media. <p>Step 2 – Group Work Round 1 (10 min)</p> <ul style="list-style-type: none"> ✓ Put pairs together to form micro-groups of 4 participants. ✓ In micro-groups, invite the participants to share their experiences and identify more examples. <p>Step 3 – Group Work Round 2 (10 minutes)</p> <ul style="list-style-type: none"> ✓ Ask the micro-groups to go back in pairs, so that each new pair is made up of one participant from each original pair from Step 1. ✓ Put the newly formed pairs together to form new micro-groups of 4 participants. ✓ In the new micro-groups, participants continue to share their experiences and identify more examples.

Step 4 – Debriefing (15 min)

- ✓ Ask participants to sit in a semi-circle facing the flipchart.
- ✓ Elicit comments about the activity.
- ✓ How easy/difficult was it to identify violations of Human Rights?
- ✓ Is the violation of Human Rights always obvious?
- ✓ What can we do about it? How?

Tips for trainers

- ✓ Grouping and regrouping the participants can be tricky. Ensure the process is understood properly.

Activity 3: HR Violations in Sport

Duration: 45 min

Expected outcome

- ✓ To develop awareness about the way in which Sport and athletes are represented in the media.
- ✓ To develop awareness about different forms of discrimination, prejudice, stereotypes and injustices.

Methods/techniques used

- ✓ Gallery Walk
- ✓ Debriefing

Resources

- ✓ Flipchart with a photo or headline taken from a sport newspaper or magazine, stuck in the centre (one per group).
- ✓ Markers (different colours for each group)

Practical arrangements

- ✓ Prepare flipcharts in advance and hang in the room, allowing enough space for participants to move freely from one poster to the other.

Procedure

Step 1 – Grouping (5 min)

- ✓ Create micro-groups of 4. Use some fun grouping technique. In perfect silence, participants could be asked to line up according to height, age, month of birth or any other criterion. The first 4 participants in line form the first micro-group, etc.

Step 2 – Gallery Walk (25 min)

- ✓ Provide markers to each micro-group so that each micro-group has a specific colour. This is so that comments can be traced back to the micro-group if need be.
- ✓ Micro-groups are invited to go to a flipchart, to look carefully at the picture/headline and to identify any possible Human Right issue. They are to comment about this on the flipchart.
- ✓ Each micro-group moves from one flipchart to the other, each time reacting to what is already there.
- ✓ When they come back to their original flipchart (the one they started from), each micro-group summarizes the comments and reports back in plenary.

Step 3 - Debriefing (15 min)

- ✓ What was the most challenging aspect of this activity?
- ✓ How is our thinking about Sport influence by the media?
- ✓ Are the ways in which Sport and PE are represented in the media fair/true/just?
- ✓ How are Human Rights promoted or violated?
- ✓ Why should PE teachers be concerned with these issues?
- ✓ What are the implications for our future practice as PE teachers?

Tips for trainers

- ✓ Choose pictures/headlines that are provocative.
- ✓ Some comments may need clarification.

Activity 4: Teaching Styles

Duration: 45 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ To identify different teaching styles. ✓ To be ready to take responsibility and to be accountable for my actions and choices (
<p>Methods/techniques used</p> <ul style="list-style-type: none"> ✓ Group Work ✓ Debriefing
<p>Resources</p> <ul style="list-style-type: none"> ✓ Copies of Appendix 2 per micro-group. Cut out into strips.
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Space for group work.
<p>Procedure</p> <p>Step 1 – Grouping (5 min)</p> <ul style="list-style-type: none"> ✓ Divide participants into micro-groups of 4. You could use the same micro-groups from Activity 3 or form new micro-groups. <p>Step 2 – Teaching Styles (20 min)</p> <ul style="list-style-type: none"> ✓ Give each micro-group a copy of Appendix 2, cut into strips. ✓ Ask the micro-groups to match the descriptions with the relevant teaching style. ✓ Quickly check to see if micro-groups have managed to accomplish the task and support accordingly. <p>Step 3 - Debriefing (15 min)</p> <ul style="list-style-type: none"> ✓ How easy was it to match the descriptions with each teaching style? ✓ Which teaching style/s do you favour? Why? ✓ Which of these teaching styles best supports Human Rights?
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ Be prepared to support participants during Step 2.

Activity 5: Role Play

Duration: 60 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ To promote empathy. ✓ To be willing to act and encourage others to act against discrimination and prejudice.
<p>Methods/techniques used</p> <ul style="list-style-type: none"> ✓ Role Play ✓ Discussion ✓ Debriefing
<p>Resources</p> <ul style="list-style-type: none"> ✓ Role Play Scenario Cards from Appendix 3
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Space where micro-groups can role play a scene in front of an audience. Set up the room in a theatre style.
<p>Procedure</p> <p>Step 1 – Role Play (10 min)</p> <ul style="list-style-type: none"> ✓ Divide the participants in micro-groups of 4. You could use the same micro-groups from Activity 3 or form new micro-groups. ✓ Explain the task. Each micro-group will receive a set of role cards from Appendix 3). Without discussing with any other micro-group, they are to role play a scene from a PE lesson based on the roles identified in the cards. Each scene should not last for more than 1 minute. ✓ They can use any props available. ✓ Explain that micro-groups need to role play the scene in front of the other participants and that after each scene there will be a brief discussion. ✓ Check that participants have understood what is expected of them. <p>Step 2 – Rehearsal (10 min)</p> <ul style="list-style-type: none"> ✓ Distribute the role cards and ask each micro-group to find some place where they can decide on what they are going to do, away from the other micro-groups. ✓ Inform them that they have 10 minutes to rehearse the scene and that they are to reconvene at the appointed time. <p>Step 3 – Role Playing (30 min)</p> <ul style="list-style-type: none"> ✓ Invite the first micro-group to role play the scene they have prepared. Keep time and stop the micro-group if they run over the allotted 1 minute. ✓ Invite the audience to identify the scene and the roles (2 minute). ✓ Elicit comments about HR issues, teaching styles and what they would have done as a teacher in a similar situation (3 minutes). ✓ Invite the next micro-group to role play the next scene and repeat until all micro-groups have role played their scene (5 minutes per micro-group). ✓ Allow some general comments at the end. <p>Step 4 - Debriefing (10 min)</p> <ul style="list-style-type: none"> ✓ How likely is it to encounter such scenarios? ✓ What are the implications and how can we deal with them?
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ Timing is important. Ensure that the participants do not go over the time limit. ✓ Adjust timings according to the number of participants and micro-groups.

Activity 5: Evaluation

Duration: 30 minutes

Expected outcome
<ul style="list-style-type: none"> ✓ Participants evaluate the training sessions.
Methods/techniques used
<ul style="list-style-type: none"> ✓ Reflection ✓ Evaluation Tree
Resources
<ul style="list-style-type: none"> ✓ Paper ✓ Coloured markers ✓ Post-it Notes in green, red and orange.
Practical arrangements
<ul style="list-style-type: none"> ✓ Arrange the space so that participants can work in groups round a table. ✓ Provide paper and coloured markers on each table.
Procedure
<p>Step 1 – Reflection (15 min)</p> <ul style="list-style-type: none"> ✓ In the same micro-groups as Activity 4, invite participants to reflect on the workshop. ✓ Start by asking them to individually reflect on the workshop experience and to identify the most important issue addressed, one which is most likely to influence their future practice. ✓ Invite them to share in micro-groups and to then come up with a statement that highlights their commitment. ✓ Each micro-group shares the statement with the other groups. <p>Step 2 – Evaluation Tree (15 min)</p> <ul style="list-style-type: none"> ✓ Provide participants with coloured post-it notes, red, orange and green. ✓ Draw the outline of a tree with 4 branches. ✓ Write these statements in the branches, 1 statement per branch: <ul style="list-style-type: none"> ○ I am more aware of how HR issue are related to Sport and PE ○ I found this training course to be relevant for my needs. ○ I realise my responsibility to educate for HR. ○ I have a clear idea of what I can do as a PE teacher.
<ul style="list-style-type: none"> ✓ Invite participants to stick a post-it note on the branches <ul style="list-style-type: none"> ○ Red – I do not agree. ○ Orange – I am not sure. ○ Green – I agree. ✓ Reflect on the outcome and ask for clarifications if need be.
Tips for trainers
<ul style="list-style-type: none"> ✓ Save and use the commitment statements from Step 1 as reminders. ✓ You may even consider sending these to participants at a later stage, by post. ✓ If time is needed for a get-to-know-each-other activity at the beginning, eliminate step 1.

References

Mosston, M. and Ashworth, S. (2002). Teaching physical education (5th. ed.). San Francisco: Benjamin Cummings.

Appendices

Appendix 1 – Articles from the Declaration of Human Rights

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

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

Everyone has the right to freedom of movement and residence within the border of each state.
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Everyone has the right to education. Elementary education shall be compulsory.
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Everyone has the right to a nationality. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.
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Education shall be free, at least in the elementary and fundamental stages. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. Everyone, without discrimination, has the right to equal pay for equal work.
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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.
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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.

Appendix 2 – Teaching Styles

The Command Style
Teacher makes all decisions with no discussion.
Learner follows all the decisions on cue.
Good formal discipline.
The Practice Style
Teacher gives a demonstration.
Individually, learners practice and reproduce task.
Teacher provides private feedback to the learner.
The Reciprocal Style
Teacher is more of an observer.
One learner performs the task given by a teacher while the other learners offer immediate feedback.
Learning to give and receive feedback from peers.
The Guided Discovery Style
Teacher designs a sequence of questions, each resulting in a small discovery by the learner.
Learners search for the answer to each question in the sequence, discovering the best solution to the task.
Provides for long term assimilation.
The Inclusion Style
Teacher makes subject matter decisions including the possible levels in the task.
Learner practices self-evaluation skills using a performance criterion, accepting the differences in performance abilities.
Support of independency in decision-making processes about learners' level of performance.

Appendix 3 – Role Play Scenarios

Scenario 1

<p>Teacher: You are very strict and will take no nonsense. You are known for your quick temper and lack of patience with any child who is not up to it.</p>	<p>Pupil: You come from a disadvantaged background. You have no self-confidence and you would rather refuse to participate in an activity than face the ridicule of your peers.</p>
<p>Pupil: You are not very good in Sport but you cannot tolerate injustice or bullies.</p>	<p>Pupil: You are a star athlete and cannot be bothered with wimps...</p>

Scenario 2

<p>Teacher: You hate conflict, even with a pupil and you will do anything to avoid it. Kids generally like you.</p>	<p>Pupil: You are confrontational and have an issue with authority.</p>
<p>Pupil: You are an obese girl who is continuously ridiculed by peers.</p>	<p>Pupil: You criticise everything, including decisions taken by your teachers.</p>

Scenario 3

<p>Teacher: You are the perfect coach and rarely have any problems with students. You are extremely self-confident and sure in your methods.</p>	<p>Pupil: You are quarrelsome and always picking fights and arguments.</p>
<p>Pupil: You come from a “poor” family and this is obvious from your PE Kit and trainers, which are the cheapest possible. You are quick to anger.</p>	<p>Pupil: You always look for the bright and funny side of things.</p>

Scenario 4

<p>Teacher: You are experiencing family issues which are having an impact on your work. You are often tired and ready to give up.</p>	<p>Pupil: You are sensitive and supportive but not very well liked by your peers.</p>
<p>Pupil: You are a Vietnamese boy who is never included. Language is an issue.</p>	<p>Pupil: You are prejudiced against anyone different and have no problem in saying so.</p>

Scenario 5

<p>Teacher: You try your best but the kids are difficult. You have tried everything in your power but they only want to play.</p>	<p>Pupil: You are emotionally unstable and often burst out crying.</p>
<p>Pupil: You tease anyone just for the sake of it and then deny ever having said anything.</p>	<p>Pupil: You are always bored and distracted.</p>